



Intern/Tutor Training 2023

Intern portfolio on CPD System

Outline

- Competency standards
 - Selecting a domain
 - Selecting a competency standard
- CPD
 - CPD cycle
 - Evidence
 - Example
- Assessment
 - Feedback from assessor
 - Re-assessment
- Professionalism
- Confidentiality
- Challenging competency standards
 - Guidelines for choices and evidence
- Role of the tutor





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Important Resources

- The 2023 Intern and Tutor Manual (download from SAPC website)

for the pre-registration experience of pharmacist interns which includes:

- Criteria for assessment of a CPD entry (pages 34-35)
- Checklist for CPD portfolio (pages 39-40)
- Competency standards for pharmacists (pages 61-84)
- Other resources
 - Tutor
 - SAPC website





CPD Terminology that we use

Domain

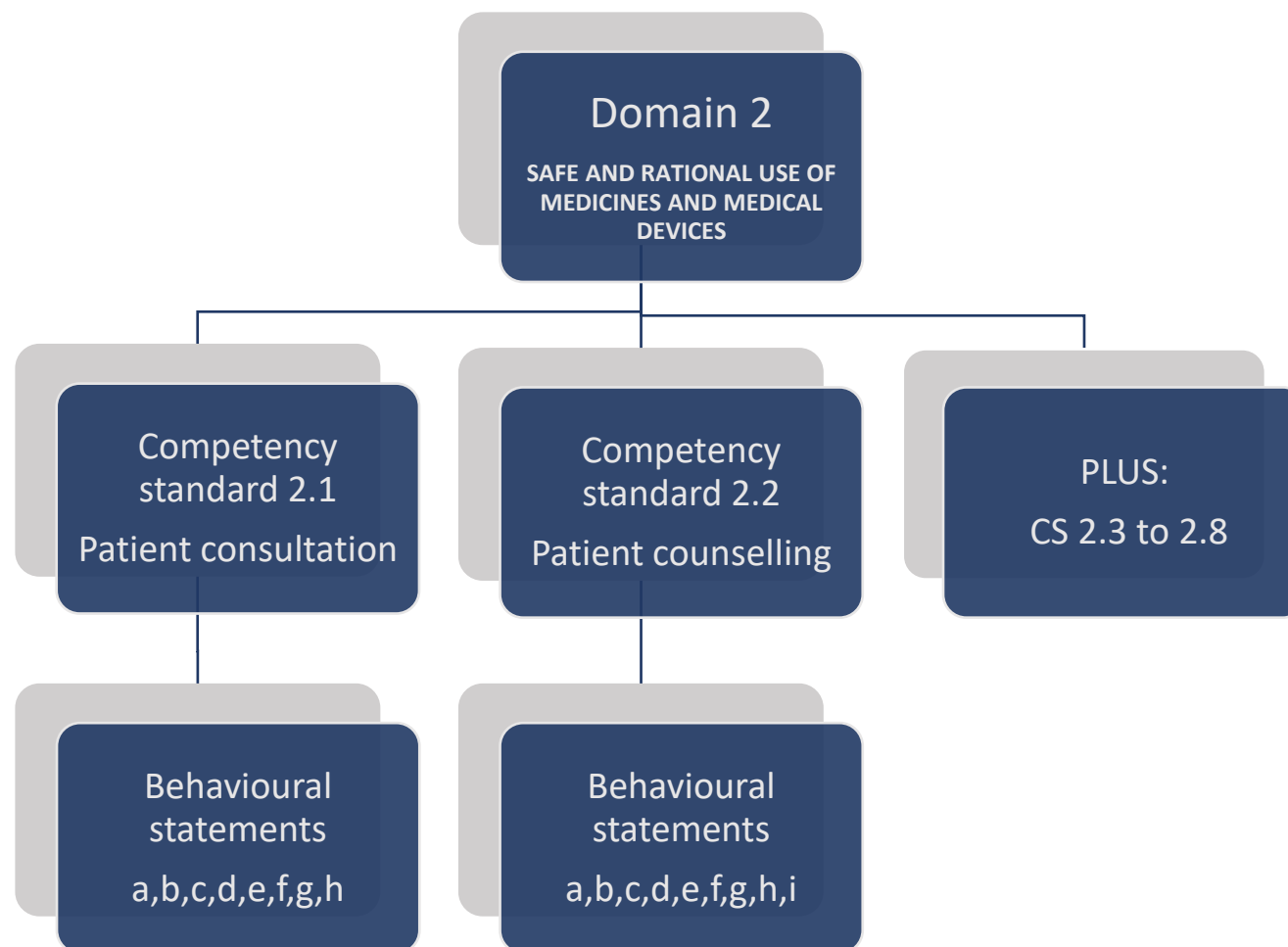
Competency
Standard

Behavioural
Statement



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Competency framework example



Six Domains




1. Public Health
2. Safe and rational use of medicines and medical devices
3. Supply of medicines and medical devices
4. Organisational and management skills
5. Professional and personal practice
6. Education, critical analysis and research

Domains are
organized
clusters of
competencies

Take note of
how each CS
is structured



Competency Standards

- Part of a domain
- How does domain apply to you?
- Introduction to domain
- Competencies
- Behavioural statements
- Entry level  
- Intermediate practice
- Advanced practice 
- Assessment tick box

Terminology (refer to intern manual CS 2.6)

Competency
from domain 2
= 2.6



2.6 Pharmacist initiated therapy (PIT)

Behavioural
statements
(a,b,c,d)



A person who has achieved this standard is able to demonstrate the following behaviours:

- (a) Assessing and treating a patient based on objective and subjective signs and symptoms as guided by relevant legislation and within the scope of practice.
- (b) Discussing the use of appropriate medicines and obtaining consensus from the patient, taking into account patient preferences, allergies and medical history.
- (c) Documenting any intervention, including medicine supply, according to current legislative requirements.
- (d) Referring patients, when required, to an appropriate healthcare provider/resource.

Assessment (Tick appropriate box)

Does this standard form part of my current practice of pharmacy?

Yes ☐ No ☐

IF YES, on the basis of the evidence I have identified I can do this.

Structure of the Competency Standards

DOMAIN 2: SAFE AND RATIONAL USE OF MEDICINES AND MEDICAL DEVICES

Does this domain apply to me?

The domain applies to all pharmacists who play a role in ensuring the safe and rational use of medicines to improve patient health outcomes

INTRODUCTION

Domain 2 covers the rational use of medicines, a concept adopted by the World Health Organisation (WHO), which advocates that patients receive medicines and medical devices that are:

- appropriate to their clinical needs;
- in doses that meet individual requirements;
- for an adequate period of time; and
- cost-effective for the patient and community.

Participation of the pharmacist in the promotion of rational use of medicines will contribute to improved access to quality medicines and other pharmaceutical services.

Pharmacists have a professional obligation to the public to ensure an adequate and reliable supply of safe, cost-effective medicines and medical devices of acceptable quality as prescribed in the National Drug Policy (1996). Patients must be educated in respect of the correct use of medical devices that meet all regulatory, safety and performance requirements.

Patients and healthcare workers are encouraged to report all medicine safety-related complaints, and pharmacists should monitor, record and process such complaints.

In the domain of safe and rational use of medicines and medical devices, effective verbal and non-verbal methods of communication with patients and other healthcare professionals, are essential competencies. Pharmacists require these competencies to improve patient health outcomes and to build and maintain professional working relationships within a healthcare team. This domain also encompasses activities such as pharmacist-initiated therapy (PIT), medicine utilisation reviews and use evaluations, and monitoring of therapeutic outcomes.

2.6 Pharmacist-initiated therapy (PIT)

A person who has achieved this standard is able to demonstrate the following behaviours:
(a) Assessing and treating a patient based on objective and subjective signs and symptoms as guided by relevant legislation and within the scope of practice.
(b) Discussing the use of appropriate medicines and obtaining consensus from the patient, taking into account patient preferences, allergies and medical history.
(c) Documenting any intervention, including medicine supply, according to current legislative requirements.
(d) Referring patients, when required, to an appropriate healthcare provider/resource.
Assessment (Tick appropriate box)
Does this standard form part of my current practice of pharmacy?
Yes <input type="checkbox"/> No <input type="checkbox"/>
IF YES, on the basis of the evidence I have identified I can do this.

COMPETENCIES

- | | |
|-----|----------------------------------------|
| 2.1 | Patient consultation |
| 2.2 | Patient counselling |
| 2.3 | Patient medicine review and management |
| 2.4 | Medicine and medical device safety |
| 2.5 | Therapeutic outcome monitoring |
| 2.6 | Pharmacist-initiated therapy (PIT) |
| 2.7 | Pharmacovigilance |
| 2.8 | Clinical trials |



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Continuing Professional Development



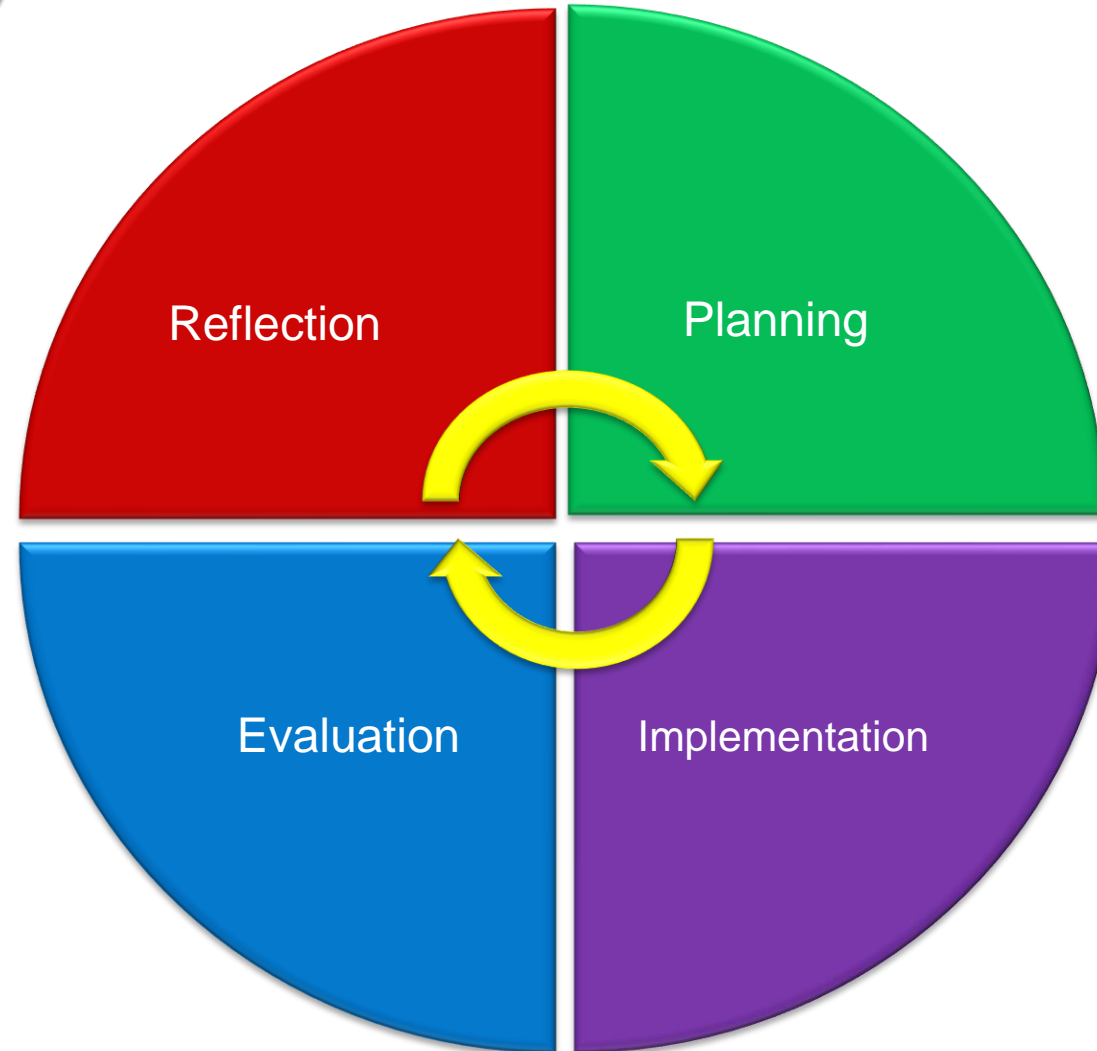
Continuing Professional Development

- Definition: the process by which registered persons maintain and enhance their competence throughout their professional careers
- Encompasses a range of activities including continuing education and supplementary training
- CPD enables registered persons to develop in their area of practice and demonstrate competence

CPD is a cyclical activity



Continuing Professional Development (CPD) Cycle





Reflection

Step 1 Reflection

- Decide on an appropriate Learning Title
 - Should be relevant to what you want to learn
 - NB: Don't simply copy the wording of the CS
 - Verbatim copies of the wording = NYC
 - The learning title must be unique and describe your case study

Reflection

STEP 1: REFLECTION	*MARK RANGE	CRITERIA
Learning title	0	Direct copy of the behavioural statement OR similar to the behavioural statement OR competency standard title OR title not appropriate
	1	Original, descriptive and related to the case/scenario presented (i.e. related to the learning need)
Learning need	0	Irrelevant learning need OR learning need not linked to the behavioural statement OR not learning need of intern (e.g. learning need of patient or nurse, etc.)
	1	General description stating the role of the pharmacist in relation to the behavioural statement.
	2	Clear learning need (i.e. what happened that triggered the learning need), but does not state what he/she hopes to achieve
	3	Clear learning need (i.e. what happened that triggered the learning need) AND indication of what the intern hopes to achieve after completion of the competency.

- Ask yourself

- What do I need to learn? i.e. own learning need
- How do I know that's what I need to learn?
- What will I do with what I have learned?

This will
determine the
choice of CS
and
behavioural
statements

- Describe this learning need

- Make it a personal reflection, i.e. use the personal pronoun "I"
- Be careful not to describe the learning need of the patient
- NB! The learning need must be related to the selected outcome





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Reflection

CHECKLIST	YES	NO
TITLE		
Is there a title?		
Is the title short, specific and related to the competency standard (CS)?		
Is the title a concise statement in my own words (not just a copy of the CS)?		
REFLECTION		
Have I clearly stated what I need to know or learn ?		
Have I stated my learning need in the first person, e.g. "I need to know/learn..."?		
Have I stated why I have identified this learning need for myself and not just stated that it is a required outcome?		
Have I made sure not to include details of planning and implementation here?		



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Step 2 Planning

- How, exactly, am I going to learn this?
- What are my options?
 - Refer to the behavioural statement and structure planning accordingly
 - Mention relevant resources to be used
 - What evidence can I submit to support my learning activity?
 - Planning is written in future tense (I will do...)

Carefully select primary learning trigger and activity

STEP 2: PLANNING	*MARK RANGE	CRITERIA
Start date	0	Invalid date (i.e. not within the internship period)
	1	Valid start date (i.e. within the internship period)
Description	0	Only a description of what happened OR planning not related to learning need OR the learning need is provided
	1	Planning is provided together with the reasoning behind the planning; NO specific details of resources to be used provided and NO linking to behavioural statement/s
	2	Planning is provided together with the reasoning behind the planning AND with specific details of resources to be used provided BUT not linking to at least 75% of the behavioural statements
	3	Detailed plan provided together with the reasoning behind the planning AND with specific details of resources to be used provided AND linking to at least 75% of behavioural statements

NB: Don't only describe how you plan to proceed, but say **what** you are going to do, **how** you are going to do it and **why** you are going to do things this way, as well as **when** you are going to do it.



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Planning

CHECKLIST	YES	NO
PLANNING		
Have I clearly stated how I am going to learn?		
Have I identified which resources I will be using?		
Have I explained how I will be using the resources?		
Have I made sure NOT to just write what I intend to do (which is implementation)?		
Have I written this in the future tense?		





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Step 3 Implementation

- Describe what you actually did

- Provide the context

- What, when, where, how

- Link to the evidence

- Remember to include **ALL the** behavioural statements of the chosen outcome

- Implementation is written in the past tense (I did...)

Tell the story.
Keep it personal,
use "I"

STEP 3: IMPLEMENTATION	*MARK RANGE	CRITERIA
Achievement date	0	Invalid achievement date (i.e. not within the internship period, or before the start date)
	1	Valid achievement date (i.e. during the internship period after completion of the activity)
Description	0	Invalid description
	1	Only description of evidence provided but has no linkage to the behavioural statements OR description of "how" only OR description of "where" only OR description of "what" only OR description of "when" only
	2	Description of what, where, when, how AND either reference made to the evidence OR linked to the behavioural statements
	3	Description of what, where, when, how, AND reference made to the evidence AND linked to the behavioural statements
Evidence	0	No evidence, OR not valid OR inappropriate/irrelevant OR factually incorrect OR confidentiality breached
	1	Valid, current, authentic, sufficient (to show at least 75% of the behavioural statements were performed) but NOT annotated and NOT linked to the description
	2	Valid, current, authentic, sufficient (to show at least 75% of the behavioural statements were performed) and annotated but NOT linked to the description
	3	Valid, current, authentic, sufficient (to show at least 75% of the behavioural statements were performed), annotated AND linked to the description

EVIDENCE



More about
this later!



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Implementation

CHECKLIST	YES	NO
IMPLEMENTATION		
Have I described exactly what I did?		
Have I included where, when, what and how ?		
Have I written this in the past tense?		
Have I referred to the labels of my evidence (i.e. the behavioural statements) in the text?		
Have I checked that what I did matches my learning need?		
Have I checked that what I did addresses all the behavioural statements of the CS?		

Implementation must be
supported by evidence!



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Evidence

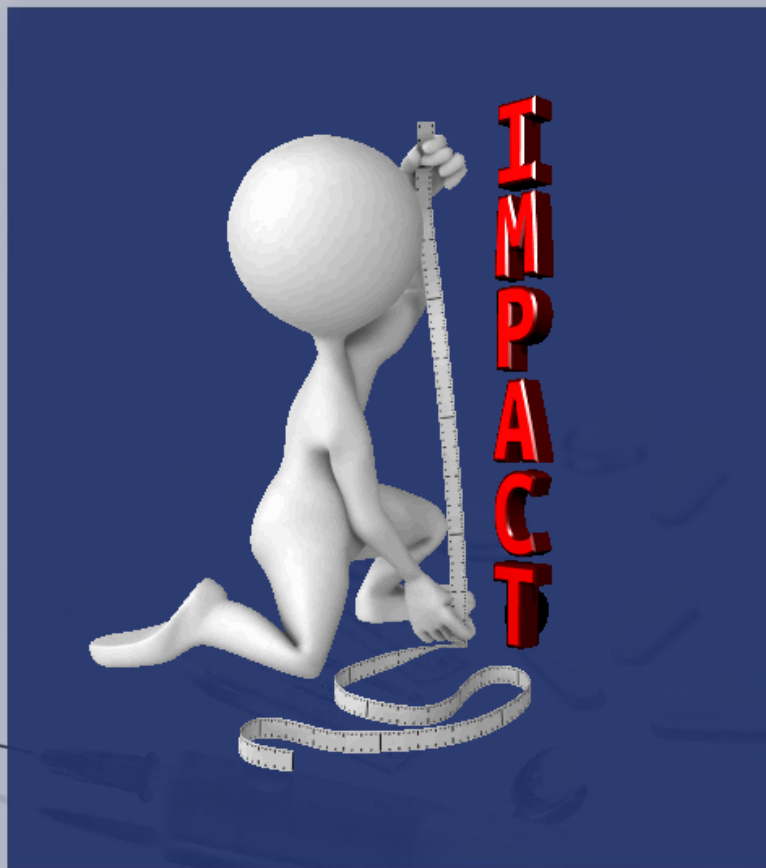
CHECKLIST	YES	NO
EVIDENCE		
Have I checked that I have sufficient evidence i.e. have I covered at least 75% of the behavioural statements of the CS?		
Have I annotated my evidence so that it is clear why I have included each piece?		
Have I annotated my evidence with the behavioural statements , and does this match the behavioural statements mentioned under Implementation?		
Is my evidence clear i.e. readable, not loaded upside down, loaded as a single file. etc.?		
Have I made sure that all patient identifying details (such as name, surname, ID number) have been hidden?		



Still more about this
later!



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Step 4 Evaluation

FOCUS HERE IS

- Learning outcome i.e. what have you learnt – related to evidence?
- Application i.e. how have you subsequently used your acquired knowledge
- Impact i.e. how has your acquired knowledge changed your practice
- Identification of further learning needs

NB! NOT “What I did”

NB: Provide examples to substantiate this

STEP 4: EVALUATION	*MARK RANGE	CRITERIA
Description	0	Description of what has happened only OR what was learnt is vague
	1	Only states what was learnt OR what the influence of learning on practice was OR gives an example of application OR identifies a possible future learning need (examples need to be specific).
	2	Combination of any two of the following: what was learned, the influence of learning on practice, example of application, possible future learning need (examples need to be specific).
	3	What was learnt AND how the learning influenced his/her way of practice AND application by means of practical/actual examples AND identifying a future learning need (examples need to be specific).



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Evaluation

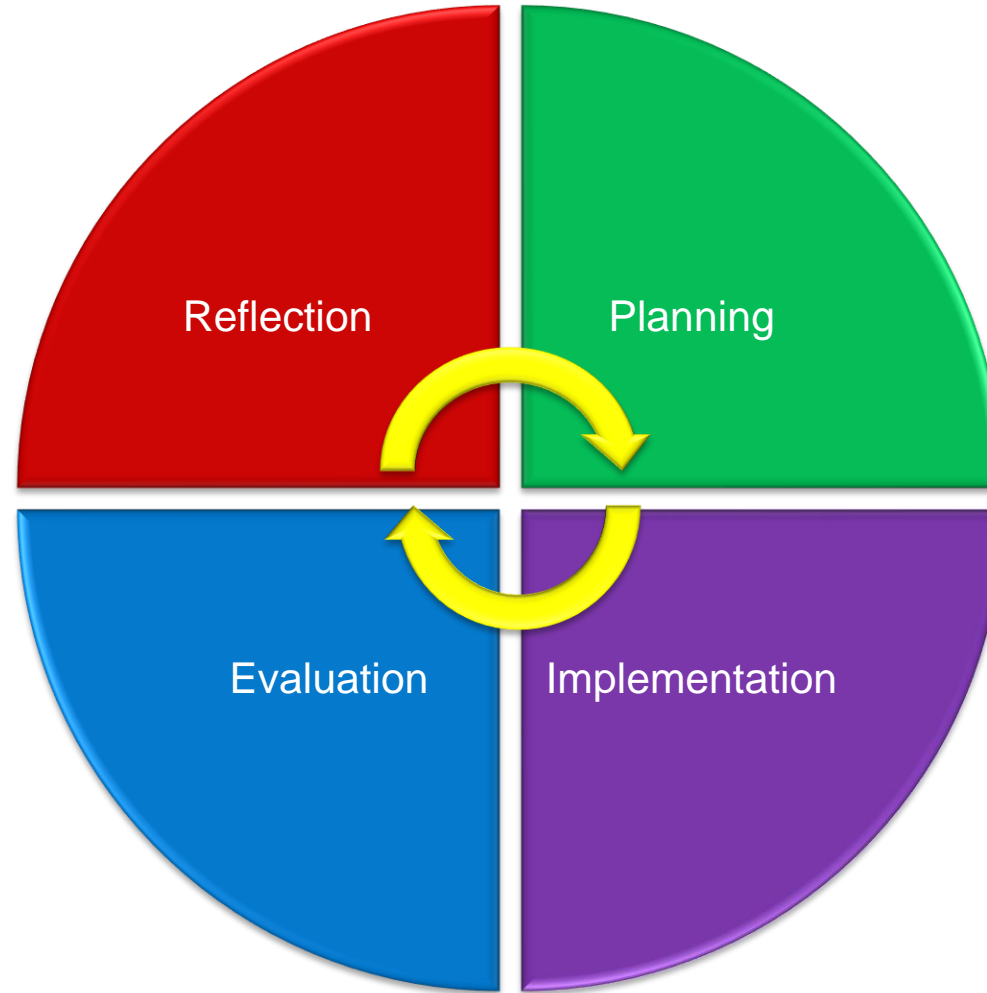
CHECKLIST	YES	NO
EVALUATION		
Have I clearly stated what I learnt from the action described under Implementation?		
Have I checked that my learning matches my learning need and is relevant to the CS?		
Have I clearly described how this learning has impacted on the way I practice?		
Have I given a specific example of how I applied this learning i.e. something I did after the action described? Have I remembered that I don't have to provide evidence for this, but just have to describe it?		
Have I clearly noted my future learning needs?		




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CPD Cycle

**Each
phase** of the
cycle must be
completed for
**every CPD
entry**



Stepwise approach to completing CPD entries

- 
1. Select domain
 2. Select a Competency Standard (CS)
 3. Read all behavioural statements
 4. Start CPD cycle
 5. Enter and submit **online tutor verification**
 6. Tutor verifies and submits online
 7. Check for feedback

Make sure your tutor has verified and submitted your entries by the published deadlines

This has 4 steps:
Reflection
Planning
Implementation
Evaluation

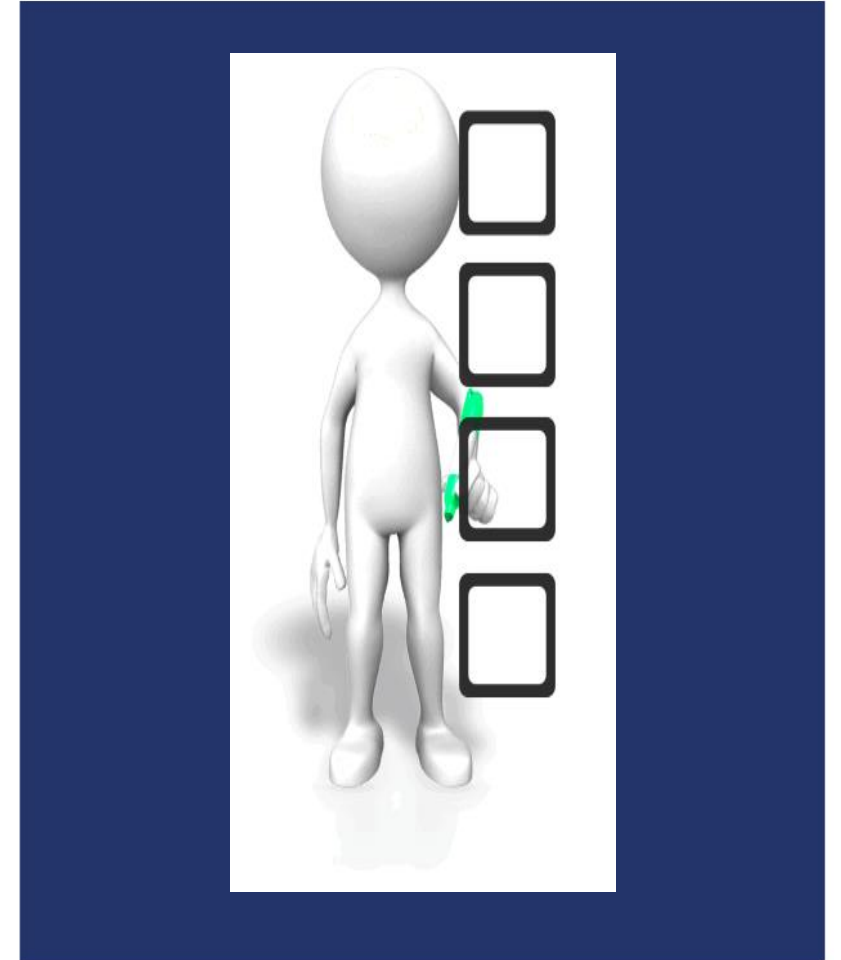
Focus on relevance to your practice setting

Complete annual declaration first!

Once you have chosen a Competency Standard

- Check again that it is **appropriate** for your practice setting
- Read all the behavioural statements
- Decide on the appropriate and sufficient evidence
- Follow through
 - As you complete each phase of the CPD cycle, make sure what you write is relevant to the chosen outcome

REFER TO CHECKLIST!





Requirements

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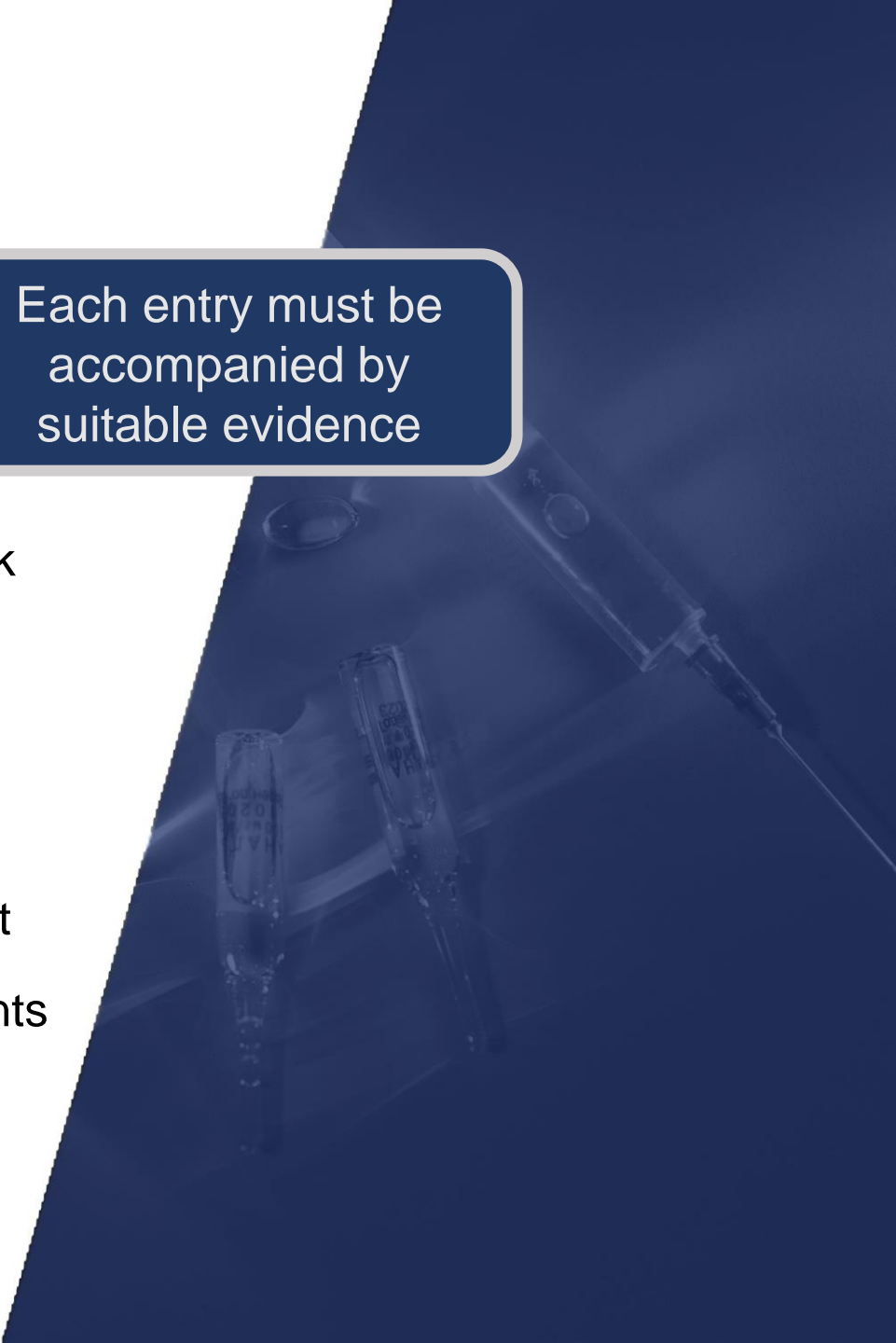
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- You need to submit 6 CPD entries
 - One from each domain
 - And be successful in all 6 CPD entries
 - Please do not submit all 6 entries at once. Allow sufficient time throughout the year for assessment submissions. This will increase your chances of success as you would obtain feedback from the assessor and moderator.
- For each Domain choose one competency standard
 - Read all the behavioural statements carefully
 - 1-3 behavioural statements = evidence is needed for ALL the statements (100%)
 - If there are **≥4 behavioural statements**, provide evidence for at **least 75%**
 - NB: Consult your Manual for details of the behavioural statements

NB: Every CPD entry must reflect **individual** work

 **No group activities are acceptable**

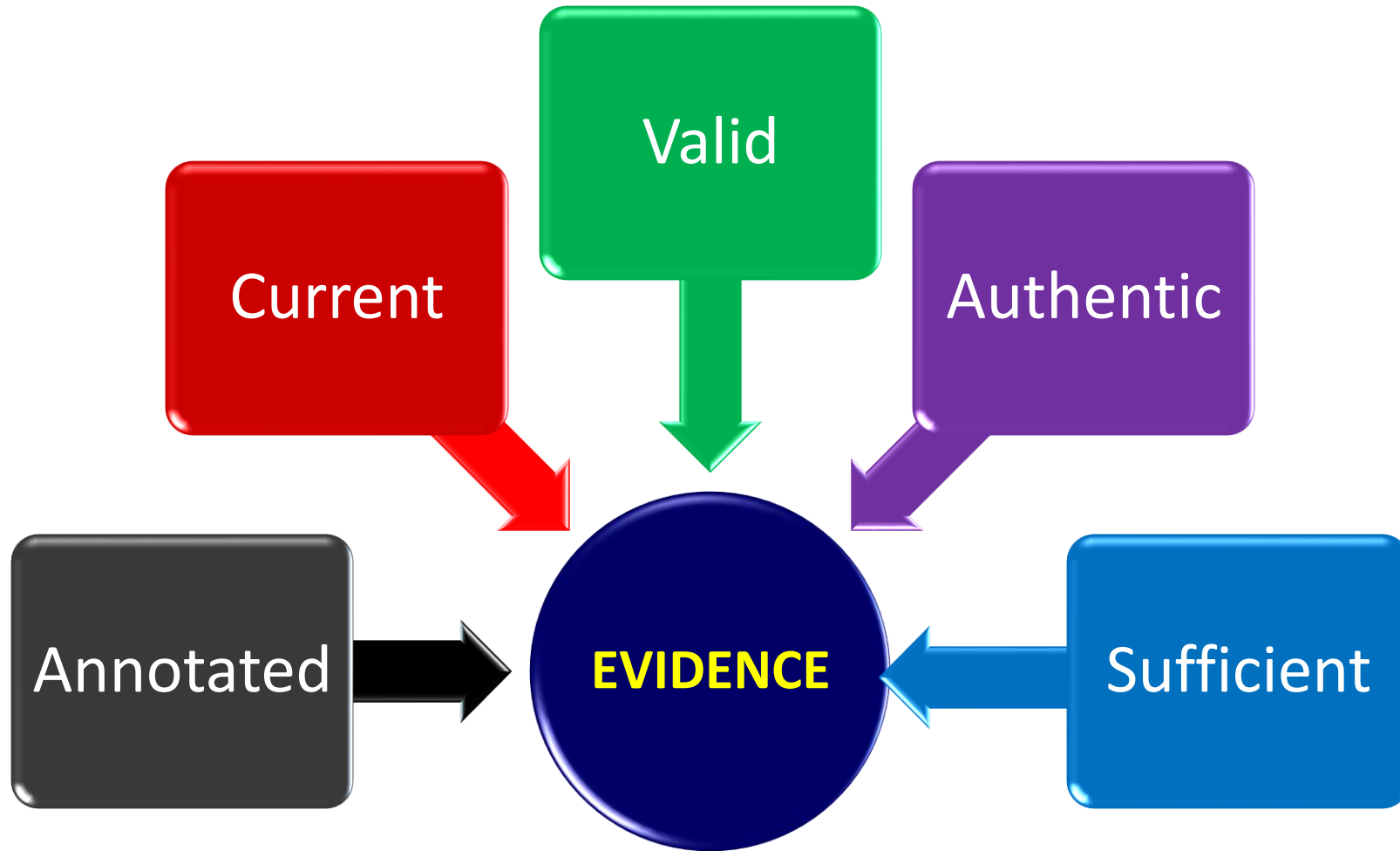
Each entry must be accompanied by suitable evidence





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Evidence criteria



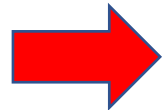


What it is

- Mechanism to give meaning to evidence
- Legible/easy to read
- Justifies why evidence included
- Must be planned and meaningful
- Must provide links to behavioural statements

What it isn't

- Merely labels
- Single words next to parts of evidence
- Scribbles on evidence
- Lacking links to behavioural statements



Must tell a story!

And the story is “What have I done to show behaviour”

Annotation of the date on a prescription

- Meaningful annotation

- 20/02/2022



For a prescription to be valid, it must be presented for dispensing within one month after it was written. This prescription is thus valid



- Annotation with no value

- 20/02/2022



This is the date of the prescription

Annotation of evidence

DELIVER TO : 1303002 MO-KEM PHARMACY 34 HIGH ROAD AIRPORT MALL CAPE TOWN		 WE DELIVER HEALTHCARE Reg. No. 1995/009967/07 Cape Town United Pharmaceutical Distributors a division of New Clicks South Africa (Pty) Ltd.		20 Bolt Ave, Montague Gardens, Cape Town P.O. Box 37116, Chempet 7442 Tel: (021) 550-1411 Fax: (021) 551-2934 Contact Centre: 0860 873 278 customerservices@upd.co.za Vat Reg. No. 4860155177	
		Cage : 10 Route : 2111		Inv. No : 33884720 Cut Off : 18:00	
				TAX INVOICE	
Date: 05 February 2021				Customer Acc 1453347	

PRODUCT CODE	DESCRIPTION	QTY + BONUS	CHEM COST UNIT PRC	DIS COUNT	NETT UNIT PRC	NETT TOTAL PRC	VAT	SEP / UNIT PRC INC VAT	VAT CAT	BATCH NUMBER	EXPIRY DATE	LABEL / SEP + DIS/PRE
1490121	BIOTECH TRAZODONE 50MG CAPS 100	1 + 0	307.89	NETT	307.89	307.89	46.18	354.07	1	162074	09-2019	460.30 M
						Total Chemist Cost Value	307.89					
						Discount Total	0.00					
						Subtotal	307.89					
						Vat Total	46.18					
						ZAR TOTAL	354.07					

INVOICE TO :	
MO-KEM PHARMACY	
34 HIGH ROAD	
AIRPORT MALL	
CAPE TOWN	
Vat Reg: 4210197349	

CHECKED BY :	

MTD PURCH:	SCHED 0	SCHED 1-	PATENTS	DELIVER	PROCESSED BY	INVOICE #	TIME OF ORDER
	0.00	19213.31	580.50		REP ORDERS OIW	33884720	15:52

How to annotate?



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Annotation of evidence

Invoice

Name of pharmacy

DELIVER TO:
1303002
MO-KEM PHARMACY
34 HIGH ROAD
AIRPORT MALL
CAPE TOWN

SP

UPD
REGISTERED DEALER
Reg. No. 1995/009967/07
Cape Town
United Pharmaceutical Distributors
a division of New Clicks South Africa (Pty) Ltd.

20 Bolt Ave, Montague Gardens, Cape Town
P.O. Box 37118, Champet 7442
Tel: (021) 550-1411 Fax: (021) 551-2934
Contact Centre: 0860 873 278
customerservices@upd.co.za
Vat Reg. No. 4850155177

Barcode

Cage : 10 Inv. No : 33884720
Route : 2111 Cut Off : 18:00

TAX INVOICE

Date: 05 February 2021 *Date* Customer Acc 1453347

PRODUCT CODE	DESCRIPTION	QTY + BOXES	CHEM COST UNIT PRC	DIS. COUNT	NETT UNIT PRC	NETT TOTAL PRC	VAT	SEP / UNIT PRC INK VAT	VAT CAT	BATCH NUMBER	EXPIRY DATE	LABEL SEP + DEF FILE
1450121	BIOTECH TRAZODONE 50MG CAPS 100	1	307.89	NETT	307.89	307.89	48.18	354.07		162074	08-2019	480.35 1A

Medicine ordered

Batch number

Account number

INVOICE TO:
MO-KEM PHARMACY
34 HIGH ROAD
AIRPORT MALL
CAPE TOWN
Vat Reg 4210197349

ACC 1303002

Total Chemist Cost Value 307.89
Discount Total 0.00
Subtotal 307.89
Vat Total 48.18
ZAR TOTAL 354.07

CHECKED BY:

MTD PURCH. SCHED 0 0.00 SCHED 1- 19213.31 PATENTS 580.50 DELIVER PROCESSED BY REP ORDERS 01W INVOICE # 33884720 TIME OF ORDER 15:52

How to annotate?



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Annotation of evidence

Invoice from the wholesaler

DELIVER TO :
1303002
MO-KEM PHARMACY
34 HIGH ROAD
AIRPORT MALL
CAPE TOWN

UPD
WE BRIDGE HEADLINES
Reg. No. 1995/009567/07
Cape Town
United Pharmaceutical Distributors
a division of New Clicks South Africa (Pty) Ltd.

20 Bolt Ave, Montague Gardens, Cape Town
P.O. Box 37118, Chempet 7442
Tel: (021) 550-1411 Fax: (021) 551-2934
Contact Centre: 0860 873 278
customerservices@upd.co.za
Vat Reg. No. 4860155177 * 0701HC4 *

Cage : 10
Route : 2111

Inv. No : 33884720
Cut Off : 18:00

TAX INVOICE

Date: 05 February 2021

Customer Acc 1453347

PRODUCT CODE	DESCRIPTION	QTY + BONUS	CHEM COST UNIT PRG	DIS COUNT	NETT UNIT PRG	NETT TOTAL PRG	VAT	SEP / UNIT PRG INC VAT	VAT CAT	BATCH NUMBER	EXPIRY DATE	LABEL SEP + DISP FEE
1490121	BIOTECH TRAZODONE 50MG CAPS 100	1 + 0	307.89	NETT	307.89	307.89	46.18	354.07	1	152074	08-2019	480.30 M

Name of medicine

Batch number

Expiry date:

INVOICE TO :
MO-KEM PHARMACY
34 HIGH ROAD
AIRPORT MALL
CAPE TOWN
Vat Reg: 4210197349 Acc 1303002

Total Chemist Cost Value 307.89
Discount Total 0.00
Subtotal 307.89
Vat Total 46.18
ZAR TOTAL 354.07

CHECKED BY :

MTD PURCH: SCHED D 0.00 SCHED 1- 19213.31 PATENTS 580.50 DELIVER PROCESSED BY REP ORDERS O/W INVOICE # 33884720 TIME OF ORDER 15:52

The medicine was stored after it was received

Annotation good?



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Annotation of evidence

I checked the name of the pharmacy on the parcel to confirm that it is indeed for my

CS 3.2 e The end phase of the procurement of medicine

1303002
MO-KEM PHARMACY
34 HIGH ROAD
AIRPORT MALL
CAPE TOWN

UPD
Reg. No. 1995/000967/07
Cape Town
United Pharmaceutical Distributors
a division of New Clicks South Africa (Pty) Ltd.

20 Bolt Ave, Montague Gardens, Cape Town
P.O. Box 37116, Chempet 7442
Tel: (021) 550-1411 Fax: (021) 551-2934
Contact Centre: 0860 873 278
customerservice@upd.co.za
Vat Reg. No. 4560155177 *UTDHC4*

Barcode

Cage : 10 Inv. No : 33884720
Route : 2111 Cut Off : 18:00

TAX INVOICE

Date: 05 February 2021 Customer Acc 1453347

PRODUCT CODE	DESCRIPTION	QTY + ROWS	CHEM COST UNIT PRC	DIS. COUNT	NETT UNIT PRC	NETT TOTAL PRC	VAT	SEP / UNIT PRC INC VAT	VAT CAT	BATCH NUMBER	EXPIRY DATE	LABEL / SEP - DIS. PSE
1490121	BIOTECH TRAZODONE 50MG CAPS 100	1 + 0	307.89	NETT	307.89	307.89	46.18	354.07	1	582074	09-2019	450.30 M

I checked the medicine, name, strength, pack size & price

Batch number: I compared the batch number on the parcel to ensure that it is the same. This is important for batch traceability.

Expiry date: I checked the expiry date to confirm that it is not short dated. I used the expiry date to pack the medicine on the shelf according to FEFO principle

INVOICE TO :
MO-KEM PHARMACY
34 HIGH ROAD
AIRPORT MALL
CAPE TOWN
Vat Reg: 4210197349 Acc 1303002

Total Chemist Cost Value 307.89
Discount Total 0.00
Subtotal 307.89
Vat Total 46.18
ZAR TOTAL 354.07

CHECKED BY: _____

MTD PURCH SCHED 0 0.00 SCHED 1- 19213.31 PATENTS 580.50 DELIVER PROCESSED BY REP ORDERS Q/W INVOICE # 33884720 TIME OF ORDER 15:52

The parcel was received in good order. The medicine was not damaged or short dated. The medicine was captured onto the system to update the stock levels. The medicine was stored on the shelf below 25-C in alphabetical order with the other S5 medicine as per SOP

Quality of annotation?



- CPD entry must relate to exposure to CSs **DURING** the internship period
- Evidence must therefore be collected **DURING** the internship year/s
- Don't include anything from your undergraduate years



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- Evidence must pertain to the specific competency being addressed
- If factual and/or calculation errors occur in the evidence
 - Deemed NOT valid

NB: If evidence is not valid, the other 4 criteria do not count



- For example...

If the competency is about how to fry an egg and your evidence is about how crispy the bacon is, it is of no value



- Authentic = own work
- The evidence must be verified online by your tutor
- Tutor verification
 - Make sure your tutor verifies your entries
 - Make it your responsibility to check

Sufficient

EVIDENCE

- If there are 4 or more, then the evidence submitted must cover at least 75% of the behavioural statements. E.g 4 behavioural statements- 3 pieces of evidence ($0.75 \times$ number of behaviour statements)

Make
sure you
have
enough
evidence

NB: Focus on
the **QUALITY**
not only on
the **QUANTITY**
of evidence

- The same piece of evidence can't be used for more than one CS
- Do not submit an entire legislative document.e.g. the entire pharmacy act.
- Do not add evidence that may have clauses for intellectual property e.g. manufacturing interns who submit evidence that is confidential to that site

Evidence

HINT Put yourself in assessor's shoes before submitting evidence.
Ask: What does it show?
Will probably point to need for more discussion and/or annotation

Photos



Add date stamp!
Meaningless UNLESS
authenticated AND you
identify yourself
Can be anyone in the
photo!
Maintain patient
confidentiality

Pages from SAMF



Reference name,
edition, page number,
etc
What does this show?
That you can use a
scanner or
photocopier?

Delivery notes



What does this show?
Stock was delivered,
but received by whom?
Signatures not
annotated are
meaningless

Evidence

- No highly glossy photos
- Not uploaded upside down
- The evidence must be clear and legible
- The evidence must be in **one** document
- Annotate, annotate, annotate!
 - Link evidence to a specific behavioural statement
 - Identify your own signature
 - Remember the assessor does not know you





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What kind of evidence?



If I'm providing
information to a
patient...

Prescription
+?
+?

But if I'm
providing
evidence to a
group...

Attendance register
Presentation
Reference materials
used
Feedback

- Attendance register -+ presenter name, date, venue
 - Only **one presenter**
 - Feedback on presentation – should reflect knowledge and understanding of audience after the presentation (it is not a rating of the presenter)
 - Remember to annotate and link to the behavioural statements



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What kind of evidence?



I'm consulting
with a patient

Patient history
Rx, request from
patient, blue copy, label,
reference material used

But what if I'm
consulting with
a doctor?

Reason for consultation
e.g. Rx
Reference material used
Telephone number of the
doctor and time of the
conversation

- References – scientific, not Wikipedia
 - Must also be annotated and linked to the behavioural statements
 - Include page, edition e.g. for SAMF



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What kind of evidence?

Sometimes I
attend a
meeting ...



Agenda
Attendance register
Minutes of meeting
Most VIP: own contribution
to meeting



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What kind of evidence?

I will also be
working with
data...



Reason for data collection
e.g. Screening report, data
analysis



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Evidence (reemphasis on checklist)

CHECKLIST	YES	NO
EVIDENCE		
Have I checked that I have sufficient evidence i.e. have I covered at least 75% of the behavioural statements of the CS?		
Have I annotated my evidence so that it is clear why I have included each piece?		
Have I annotated my evidence with the behavioural statements , and does this match the behavioural statements mentioned under Implementation?		
Is my evidence clear i.e. readable, not loaded upside down, etc.?		
Have I made sure that all patient identifying details (such as name, surname, ID number) have been hidden?		





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Evidence... Summary

- Evidence is proof of **what I did**
 - **NOT** merely reading an article
 - **NOT** theoretical scenario
 - **NOT** witnessing someone else
- Must convince the assessor that **I performed** the activity
- Must be professional
 - Neat, clear
 - Not a note scribbled on a Rx!





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CPD Entry Example

Trigger incident

I was asked to participate in a public health campaign

- Relevant Domain:
 - Domain 1 Public Health
- Relevant Competency:
 - Competency standard 1.1 Promotion of health and wellness





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Structure of the Competency Standards

DOMAIN 1: PUBLIC HEALTH

Domain 1 covers public health and includes competencies that are required in both the public and private healthcare sectors to promote health and wellness through the provision of healthcare information and education to the public and other members of the healthcare team.

COMPETENCIES

1.1 Promotion of health and wellness

A person who has achieved this standard is able to demonstrate the following behaviours:

- (a) Provide advice on health promotion.
- (b) Provide advice on disease prevention and control.
- (c) Provide advice on healthy lifestyles.
- (d) Participate in public health campaigns.

Assessment (Tick appropriate box)

Does this standard form part of my current practice of pharmacy?

Yes ☐ No ☐

IF YES, on the basis of the evidence I have identified I can do this.



CPD Entry Example: Reflection

1	Original, descriptive and related to the case/scenario presented (i.e. related to the learning need)
---	------------------------------------------------------------------------------------------------------

- **Learning title:** Participation in COVID-19 health campaign at Steve Biko Academic Hospital

- **What triggered the learning:** My pharmacy manager asked me to participate in a COVID-19 health campaign and I did not know what this entailed

3

Clear learning need (i.e. what happened that triggered the learning need) AND indication of what the intern hopes to achieve after completion of the competency.

- **Learning need:** I needed to learn how to provide advice and participate in public health campaigns
- **What do I hope to achieve:** I hope to be familiar with the steps required to plan and successfully participate in a public health campaign

CPD Entry Example: Planning

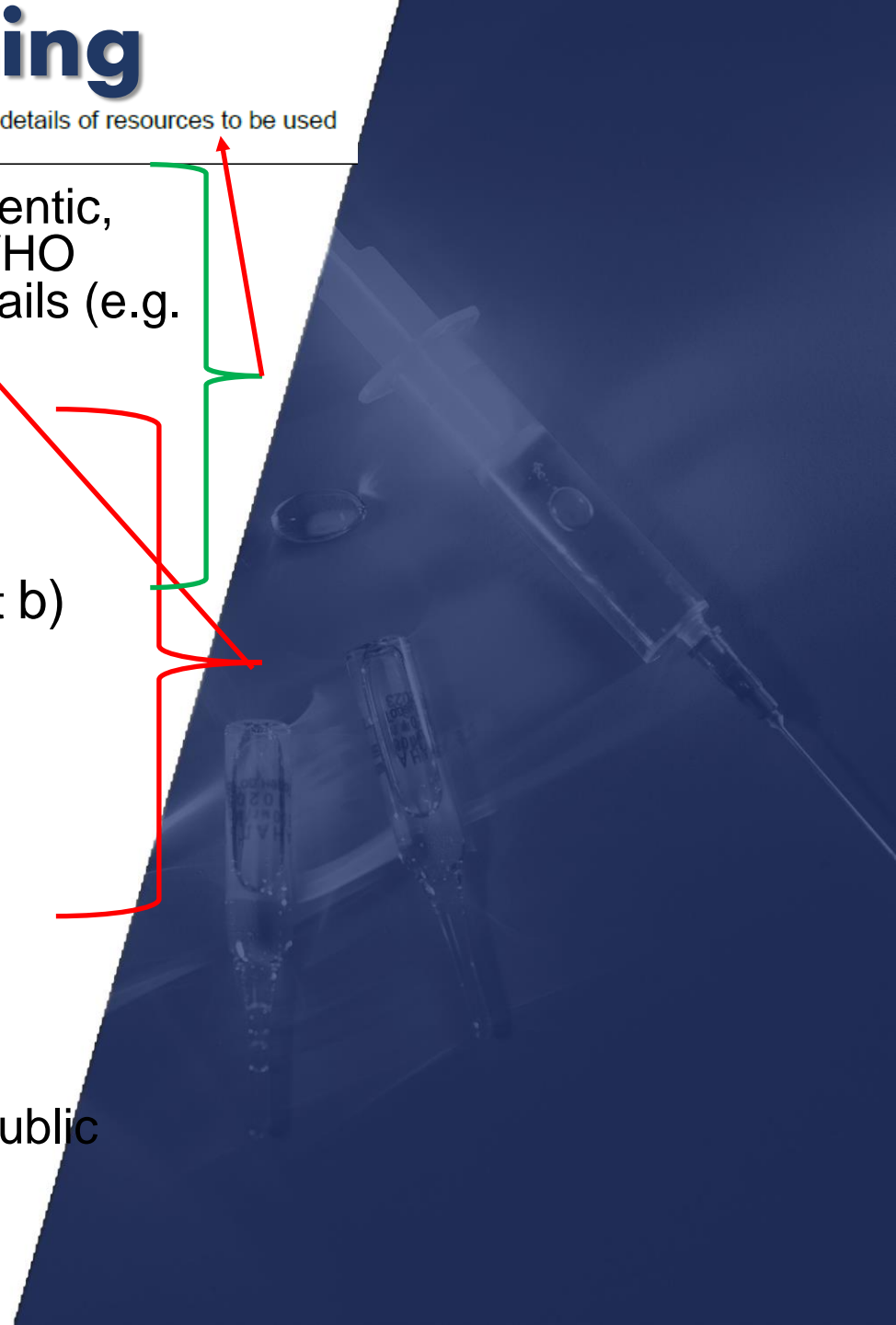
3

Detailed plan provided together with the reasoning behind the planning **AND** with specific details of resources to be used provided **AND** linking to at least 75% of behavioural statements



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- Plan to make a poster using relevant (Valid, current, authentic, sufficient) sources (National Department of Health and WHO policies and guidelines, SAPC website)- add relevant details (e.g. chapter, page numbers).
- I will include information on:
 - health promotion (behavioral statement a)
 - healthy lifestyles (behavioral statement c)
 - disease prevention and control (behavioral statement b)
- Verify the poster with my tutor
- Use the poster in my health campaigns
- Get feedback (e.g. attendance register and) (behavioral statement d)
- Obtain the participation letter (behavioral statement d)
- I plan to participate in the COVID-19 screening using the screening tool (behavioral statement d)
- Why?: I did all this in order to be able to participate in a public health campaign



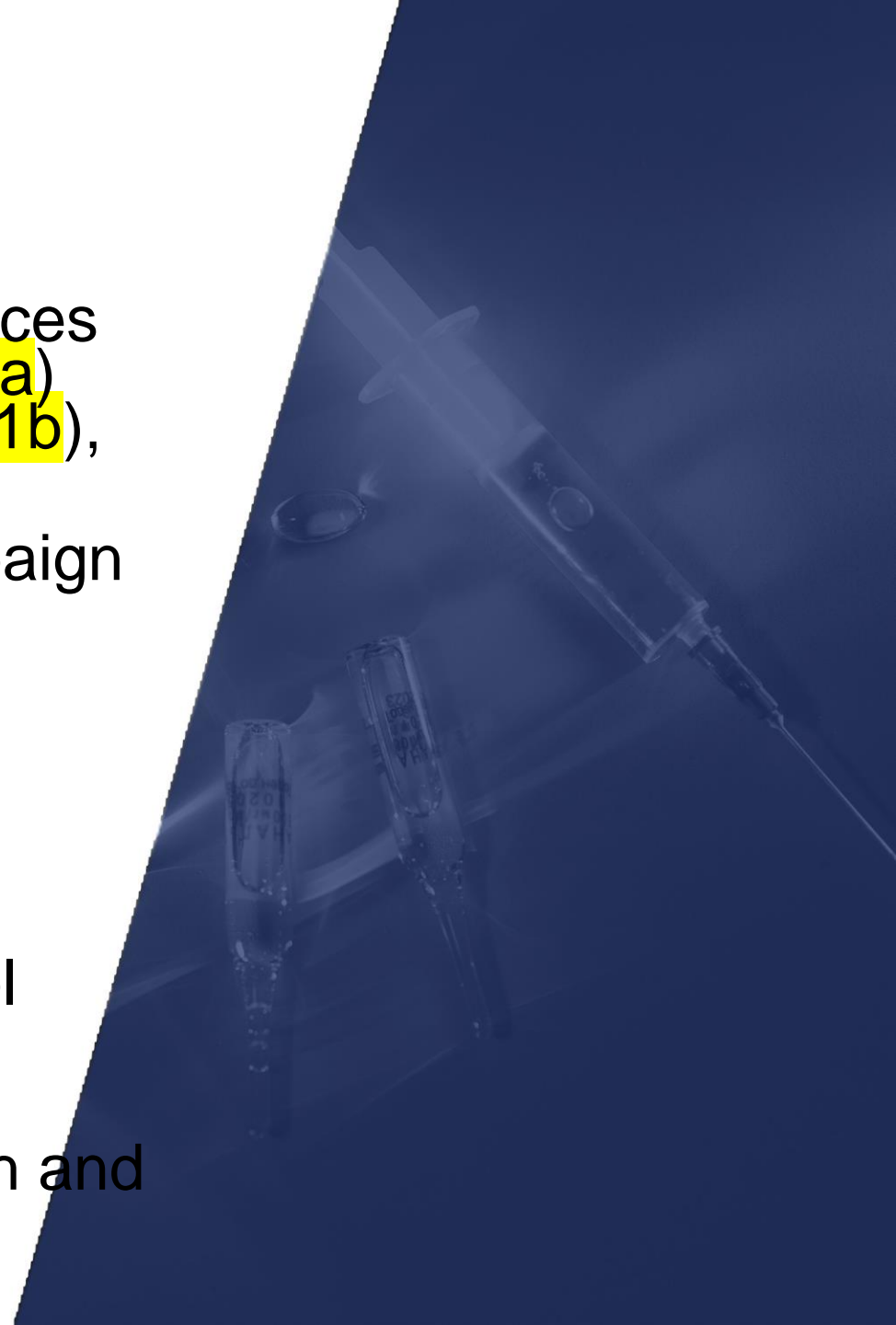


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CPD Entry Example: Implementation

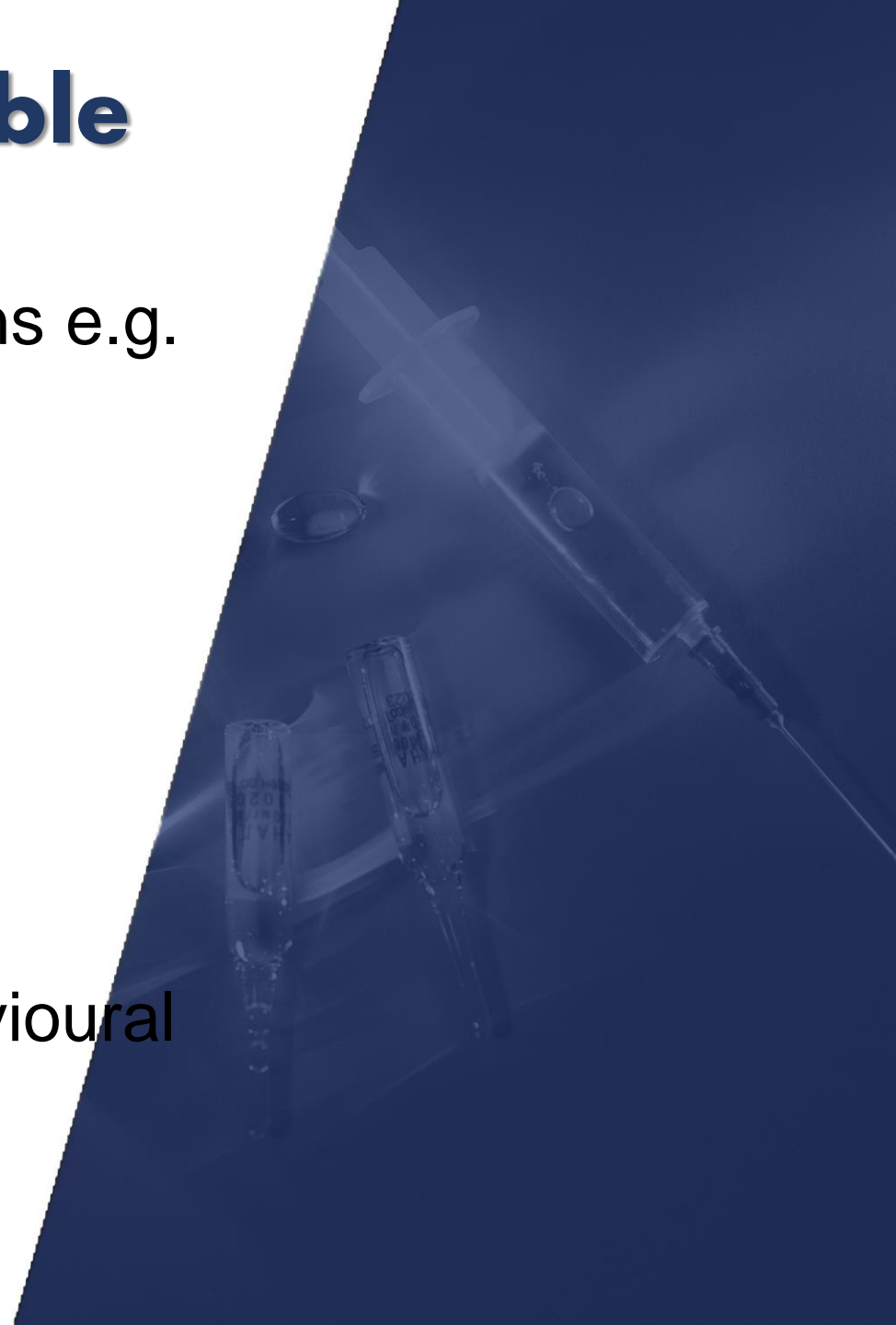
- **Description : How** : I consulted the following sources – National Department of Health (evidence a/1.1a) and WHO policies and guidelines (evidence b/1.1b), SAPC website (evidence c/1.1c)
- **What** : I formulated the poster to use in the campaign (evidence d/1.1 a-c)
- **How/when/where** : I presented the poster at the COVID-19 screening area at the entrance of the hospital on a busy outpatient day (evidence e – attendance register maintain patient confidentiality/1.1d)
- **How** : I did the screening using the screening tool (evidence f/1.1d)
- I received the feedback from my supervisor and obtained the letter of participation from the health and safety manager (evidence g/1.1d)





CPD Entry Example: Possible evidence

- Source document(s): specific with annotations e.g. GPP (chapter, page number).
- Health education tool(s)
 - A detailed poster
 - Pamphlet
 - Presentation
- Letter of participation (highlighting your role)
- Attendance register (patients confidentiality)
- Where does it fit in above? How many behavioural statements are covered?



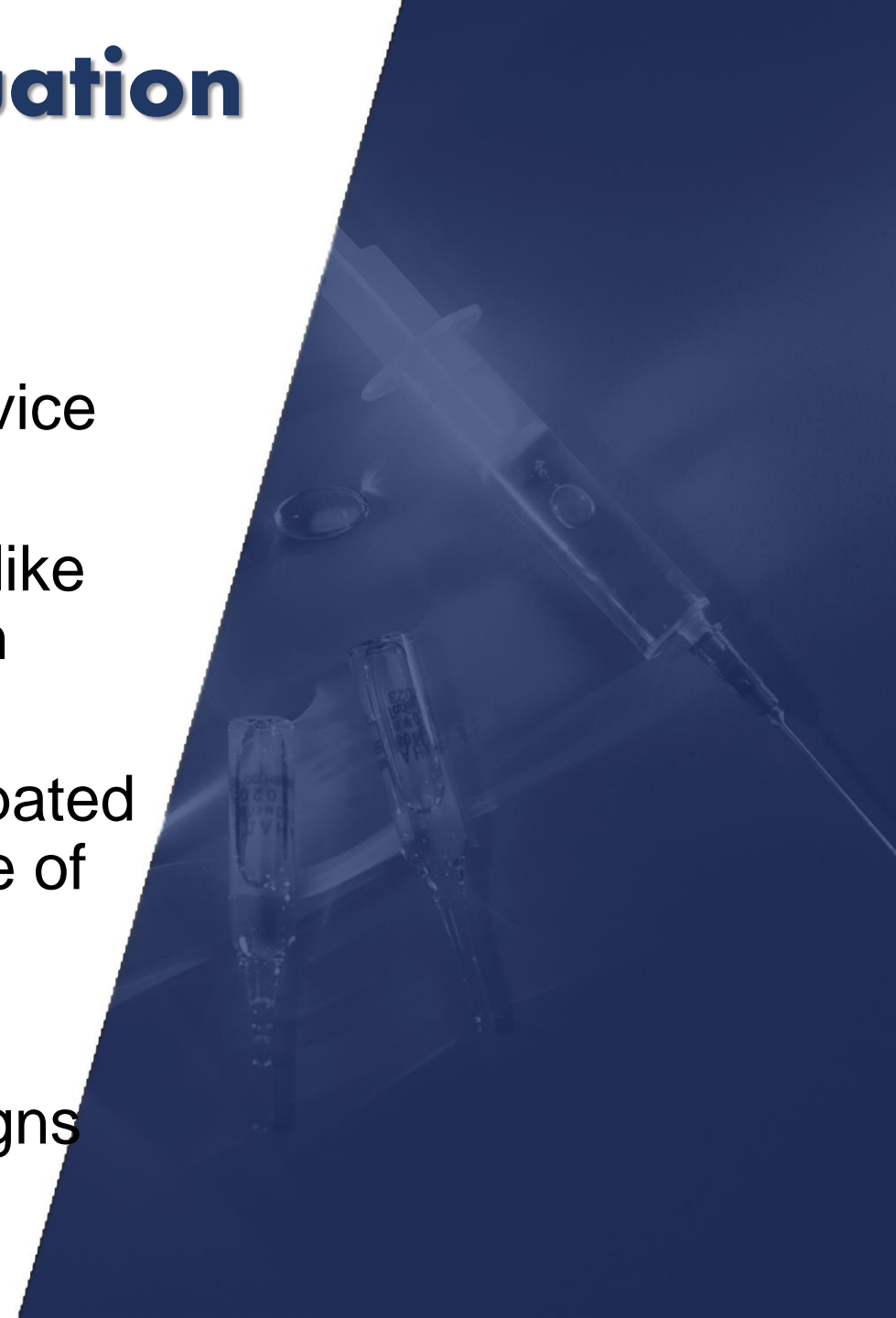


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CPD Entry Example: Evaluation

STEP 4: EVALUATION	*MARK RANGE	CRITERIA
Description	0	Description of what has happened only OR what was learnt is vague
	1	Only states what was learnt OR what the influence of learning on practice was OR gives an example of application OR identifies a possible future learning need (examples need to be specific).
	2	Combination of any two of the following: what was learned, the influence of learning on practice, example of application, possible future learning need (examples need to be specific).
	3	What was learnt AND how the learning influenced his/her way of practice AND application by means of practical/actual examples AND identifying a future learning need (examples need to be specific).

- **What was learned** :I learned how to provide advice and participate in public health campaigns
- **How the learning influenced practice** I would like to learn more on providing advice to other health care workers
- **Applications in practice**:I subsequently participated in a diabetic screening day and I am more aware of public health issues
- **Future learning need**:I am now more confident to volunteer to participate in public health campaigns



Assessment

- Done (mostly) on a scale of 0 to 3
- To earn 3 marks, **ALL** requirements must be met
 - Follow Assessment Criteria for each of the 4 phases of the CPD cycle

In addition

You must have used an appropriately professional communication style

- Free of spelling and grammatical errors
- Properly punctuated
- Trade names capitalised

REMEMBER: spelling and grammar are not auto-corrected!
Check everything carefully before submitting

0: Not yet met
1: Partially met
2: Met
3: Fully met

Check Manual pg
29-30 for full details
of how
0, 1, 2 or 3 marks
allocated

Remember: Feedback
sessions later in the
year

Feedback from Assessors

- What can you expect?
 - Comments, dated
 - Positive = acknowledgement of being on the right track
 - Negative = with specific pointers with regards to what you did wrong and how to improve
 - Especially with regards to evidence annotation
 - Comments = guidelines for next entries, even if attached to entry assessed as Competent



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Resubmission

- If were found 'not yet successful' you need to resubmit a CPD within that Domain.
- Each resubmission is a standalone and is treated as a new submission.
- On resubmitting –
 - Start a new CPD unless the assessor has recommended that your CPD can be corrected (have a look at comment section)
- See Guidelines for:
 - Conditions
 - Application procedure
 - Timeline

To maximise your chance to be eligible to write the intern examination:

- Submit early
- Submit regularly on a monthly basis



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Resubmissions

- To prevent the need for further resubmission, make sure to follow your assessor's recommendations/comments
- Re-submitted CPD entries are sent to the same assessor
 - Don't simply re-submit without attending to the reasons for the entry being deemed "not yet successful"
- You are allowed to submit 9 CPD entries
 - i.e. 6 + 50% re-submissions
- A fee is levied if 10 or more entries are submitted

CPD assessment results

Unsuccessful CPD entry

1 Public Health (Patients Centred Care)			
Reflection Title Patients Centred Care			
Status	First Submission Date	Submission Date	Submission Count
Awaiting submission	05/04/2022	05/04/2022	1
Reflection	Planning	Implementation	Evaluation
Complete	Complete	Complete	Complete
Assessment Status Not Yet Successful			
Reflection	Submit for verification		
Report	Report		
Score	0		

Successful CPD entry

2 Submitted for compliance		3 Supply of medicines and medical devices (Interim preparation)		
Reflection Title				
Interim preparation				
Status	First Submission Date	Submission Date	Submission Count	
Submitted for compliance	05/04/2022	05/04/2022	3	
Reflection	Planning	Implementation	Evaluation	
Complete	Complete	Complete	Complete	
Assessment Status				
Successful				
Report				

Professionalism

- Plagiarism
- Obviously your CPD entries must reflect your own work
 - Any irregularities will be referred to the SAPC legal department
 - Penalties
 - Expect them to be applied
 - Expect them to be severe

CPD submissions are more than “just another hurdle”, they are an opportunity for you to further develop your professionalism.





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Confidentiality

- Must be maintained at all times
 - Rxs, trailer labels, S6 registers
- Automatically not yet successful if confidentiality breached
- Confidentiality applies only to patients
 - Not doctors, hospitals or other facilities
 - Not to staff attendance registers
 - Careful not to blank out all your evidence such as signatures

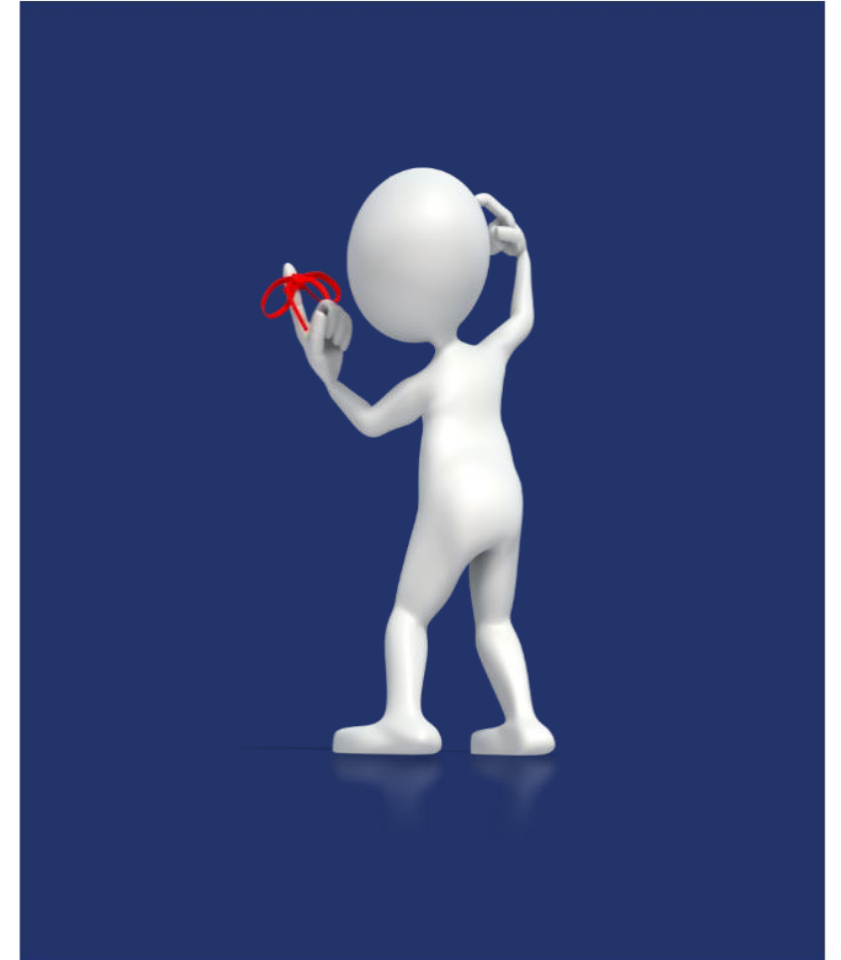
Make sure the name is completely obscured. Untidy scribbles are ineffective.



You are now ready to start the stepwise approach to completing your CPD entries

- Remember...
 - Step 1: Choose domain
 - Step 2: Choose Competency Standard

But first, here are some tips and comments to assist you in choosing an appropriate Competency Standard from each Domain





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Decision-making aid



RECOMMENDED

POSSIBLE

CHALLENGING

A good choice
Should present
no problems for
any intern

Consider very
carefully. Only choose
if you are able to
collect valid and
sufficient evidence

Avoid!
Will be extremely difficult
to complete with
sufficient evidence



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Domain 1

Competency standard	Decision-making aid	Comment/s
1.1	Recommended	Remember this is about Public Health
1.2	Challenging	Only applicable for active participation in PTC meeting More specific to institutional settings
1.3	Challenging	Applies to wider health policies, not internal SOPs
1.4	Challenging	Needs more than generic substitution or submission to medical aid.
1.5	Possible	Must include active participation in development and implementation of disaster management plan
1.6	Recommended	Include screening activity



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Domain 2

Competency standard	Decision-making aid	Comment/s
2.1	Recommended	Include the patient in the discussion
2.2	Recommended	Make sure that sufficient evidence is submitted
2.3	Possible	Involves more than a discussion with a prescriber More appropriate for institutional settings
2.4	Possible	Focus on dispensing errors, not prescribing errors Better suited to institutional settings
2.5	Possible	Make sure you understand the scope of therapeutic outcome monitoring
2.6	Recommended	
2.7	Possible	
2.8	Challenging	Only for interns involved in a registered clinical trial



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Domain 3

Competency standard	Decicion-making aid	Comment/s
3.1	Possible	Only for manufacturing sector
3.2	Recommended	
3.3	Challenging	
3.4	Recommended	Covers all dispensing activities
3.5	Recommended	Must include discussion on application of pharmaceutical principles Can be bulk or extemporaneous compounding
3.6	Possible	Only if intern is actually exposed to medicine recall



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Domain 4

Competency standard	Decision-making aid	Comment/s
4.1	Possible	Focus on contribution towards HR management
4.2	Challenging	Applicable to both institutional and community sectors
4.3	Possible	Don't lose sight of infrastructure focus
4.4	Possible	
4.5	Challenging	
4.6	Recommended	Use this CS for internal SOPs, not 1.3



Domain 5

Competency standard	Decision-making aid	Comment/s
5.1 and 5.2	Not allowed	
5.3	Compulsory	Only this CS is allowed for Domain 5
5.4 to 5.8	Not allowed	



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Domain 6

Competency standard	Decision-making aid	Comment/s
6.1	Challenging	Should include application of pharmacy education policy
6.2	Recommended	Can be used for training PAs in the workplace as per their scope of practice
6.3	Possible	Only applicable to formal training of UG pharmacy students Best suited to academic interns
6.4	Challenging	
6.5	Challenging	
6.6	Recommended	
6.7	Not possible	Cannot be completed by interns
6.8	Challenging	Best suited to academic interns

Now you are ready to complete the CPD cycle

- Remember...
 - Step 4: Complete the CPD cycle

Here are **some guidelines** pertaining to **some of the** evidence you might need for selected Competency Standards from each Domain





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Domain 1

Competency standard	Decision-making aid	Guideline/s re Evidence required
1.1	Recommended	Show how (provide the information) poster used to promote health Evidence could include an attendance register
1.2	Challenging	
1.3	Challenging	
1.4	Challenging	Full pharmacoeconomic study with analysis of outcome, plus knowledge of pharmacoeconomic terms
1.5	Possible	Disaster management plan
1.6	Recommended	Screening tool



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Domain 2

Competency standard	Decision-making aid	Guideline/s re Evidence required
2.1	Recommended	Nature of problem, consultation area, duration language used, sensitive vs insensitive issues
2.2	Recommended	Counselling plan, patient feedback on understanding, tutor statement, how sensitive issues handled
2.3	Possible	Must cover multiple patients and activities
2.4	Possible	Must cover multiple patients and activities
2.5	Possible	Include clinical evidence (e.g.lab tests, new Rx or dose change), analysis of medicines, prescriber's notes
2.7	Possible	Monitoring and reporting. Include ADR form, post-marketing surveillance
2.6	Recommended	Could include information pamphlet relating to condition, and referral letter (to whom, reason for referral)



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Domain 3

Competency standard	Decision-making aid	Guideline/s re Evidence required
3.1	Possible	Include quality assurance documents NB. Be aware of intellectual property concerns in manufacturing sites
3.2	Recommended	
3.3	Challenging	
3.4	Recommended	
3.5	Recommended	Include evidence to show understanding of pharmaceutical knowledge Remember expiry date for extemporaneous compounding not to exceed 30 days
3.6	Possible	



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Domain 4

Competency standard	Decision-making aid	Guideline/s re Evidence required
4.1	Possible	E.g: Roster, leave plan, rotation roster, performance assessments, HR policies Self-assessments must show personal development
4.2	Challenging	Include financial management policies, budgets Include multiple activities
4.3	Possible	Can use SAPC inspection questionnaire as tool to evaluate infrastructure
4.4	Possible	E.g: Updated SOP based on new legislation
4.5	Challenging	
4.6	Recommended	Application of policies and SOPs to achieve policy development



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Domain 5

Competency standard	Decision-making aid	Guideline/s re Evidence required
5.1 and 5.2	Not allowed	
5.3	Compulsory	<p>Must include annotated extracts of applicable Acts/legislation/Code of conduct</p> <p>“Keeping abreast” means using current and/or recently amended legislation</p> <p>Remember annotated professional indemnity certificate</p>
5.4 to 5.8	Not allowed	



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Domain 6

Competency standard	Decision-making aid	Guideline/s re Evidence required
6.1	Challenging	Should include application of pharmacy education policy
6.2	Recommended	Include evidence that training is part of an agreed plan Clarify role of “more experienced colleague”
6.3	Possible	Show how training is part of a formal UG module for the pharmacy students
6.4	Challenging	
6.5	Challenging	
6.6	Recommended	Submit a complete research project (including results), not only a proposal Must show evidence of approval of protocol
6.8	Challenging	Same evidence as for 6.6 Also show evidence of work/role within a research team



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Role of the Tutor

NB: Annual declaration and 6 CPD Activities

Role
model

- Implies an obligation to be competent and practise professionally yourself

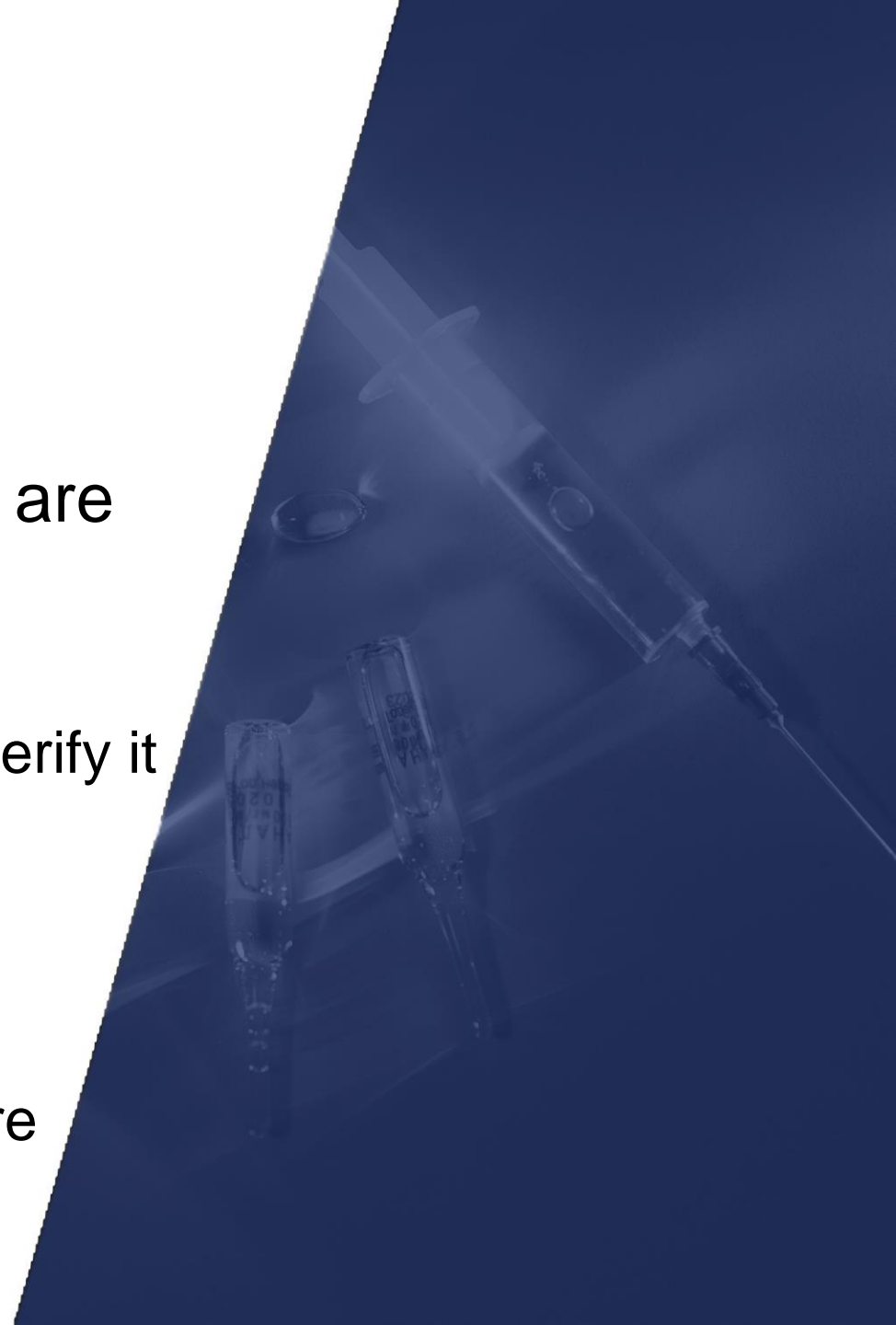
Mentor

- Opportunity for self-development through training
- Can use this for your own CPD entries



Tutor Verification

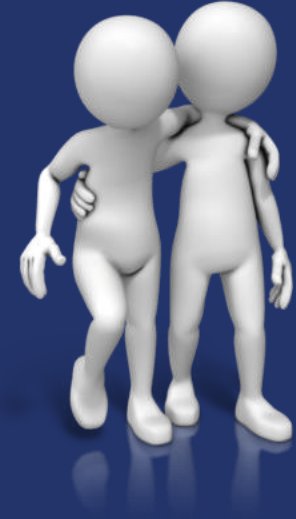
- Evaluate the entire CPD entry
- Make sure all elements of authentication are present
- Most VIP:
 - When intern completes an entry, you must verify it online
 - Either accept – will release entry to Council
 - Or suggest to intern how to improve
 - Then verify and release
 - Assist the intern with assessor comments are assessment



Role of the Tutor

- You have a responsibility to familiarize yourself with all the internship requirements and to timeously complete reports
- You play a vital role as no intern is likely to succeed without a tutor who is:
 - Competent
 - Gives guidance
 - Interactive
 - Empathetic
 - Supportive
 - Etc...
- Ultimate responsibility for completion of internship requirements lies with intern

Most NB:
Grow with your intern!
Enjoy the journey!



Think about Domain 6: This includes education .So tutors can use this opportunity to complete their own CPDs



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And finally...





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Any questions?



Contact Us



customercare@sapc.za.org



**0861 7272 00
or
012 319 8500**



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The background of the slide is a dark blue gradient. Overlaid on this background are faint, semi-transparent images of medical equipment, including a large syringe, a mortar and pestle, and several pills, arranged in a circular pattern around the central text.

Thank you!