

Appendix 3

Guidance on completing your CPD record sheets

What do I record?

The following questions are printed on the CPD record sheets. See Appendix 2. A detailed explanation is given under each question to help you fill in your record sheet.

Reflection on practice

R1 What do you want to learn to do?

Describe a learning objective with a stated performance outcome (something you will be able to do as a result of undertaking this development). Make it specific, measurable and achievable.

R2 Please explain how you have identified this learning objective.

Explain how you came to identify this as a learning objective. This information will be used as evidence that the learning need is relevant.

R3 Please indicate the method(s) used to identify this learning objective.

To answer this question, a list of methods that you might use to identify learning needs is provided. We will also use this information to establish the methods that you have been using and their benefits and limitations. You can add your own categories to this list in the electronic recording system.

R4 To which areas of competence does this learning objective relate?

Competences are descriptions of what one might expect a pharmacy technician undertaking particular roles to be able to do, or descriptions of the personal characteristics and behaviours that one would expect of a pharmacy technician undertaking particular roles (the latter may be referred to as competencies).

This question can be answered by reference to Appendix 4, which lists general areas of competence and areas of competence for the three largest sectors of practice. Pharmacy technicians working in other areas of practice may wish to add other areas of competence, which are relevant to their roles. These areas of competence may be used to help identify learning needs.

We ask this question about your CPD because it will become important if or when CPD is related to the process of revalidation for specific roles, eg reaccreditation of checking technicians /NVQ assessors.

Planning

P1 Urgency: By when will you need to meet this learning objective?

Simply give a date by which you will need to have met the learning need. Be specific, don't put asap.

P2 Importance: What will be the impact of your learning?

Record the impact on you and others for whom you feel it will be significant. If you don't think that your learning will have a significant impact on any of these groups, you might ask yourself why you are undertaking this learning.

P3 What activities could you undertake to meet this objective?

State the options that you have for meeting this objective. Outline the advantages and disadvantages of each, and indicate which you intend to undertake.

Appendix 3

Guidance on completing your CPD record sheets

Action

A1 When did you undertake the activities you selected to meet the objective?

Give a date, or dates, on which you carried out or completed your selected activity or activities, and the time taken.

A2 What have you learnt as a result?

Briefly describe what you actually learnt from undertaking the activities. This might be different from, and perhaps more than, what you set out to learn.

Evaluation (reflection on learning)

E1 Has your learning objective been met?

Select from: Fully/partly/not at all.

For learning objectives that are fully or partly met:

E2 Please describe an example of how you have applied what you have learnt.

Give an example of how you have used what you have learnt.

E3 Please describe any feedback you have had.

This might include users of your services/products, staff and colleagues. The learning may have had an impact on you, for example, by affecting your confidence or motivation, and you should record this. Feedback may come in many forms – for example, verbally, through surveys, or through statistics on performance.

For learning objectives that are partly met:

E4 Please describe what part of your learning objective you did not achieve.

Briefly describe that aspect of what you set out to learn to do that you still cannot do, or can only do unsatisfactorily.

For learning objectives that are partly met or not met at all:

E5 Explain the reasons why your learning objective was not fully met or met at all.

Briefly describe why you think you have not fully achieved your objective. For example, is it because you undertook inappropriate activities, did not define your learning objective in quite the right way or were too ambitious?

E6 What are you going to do next?

Select from:

Nothing, the objective is no longer relevant

Nothing, the objective is sufficiently met

Review my options for activities to meet the objective

Start a new cycle by redefining the objective.

Appendix 3

Guidance on completing your CPD record sheets

Guidance for recording unscheduled learning (learning that starts at action)

Record the date and time that your learning was actually undertaken, not the date on which you completed the record sheet.

Action

U1 Please describe the activity you have undertaken.

Describe the activity you carried out, being specific about the details.

U2 To which areas of competence does this learning relate?

Answer this question with reference to Appendix 4. If you cannot find any competences that match, write your own.

U3 What have you learnt as a result?

Briefly describe what you learnt from doing the activities.

Evaluation (reflection on learning)

U4 Please describe any feedback you have had.

This might include users of your services/products, staff and colleagues. The learning may have had an impact on you, for example by affecting your confidence or motivation, and you should record this. Feedback may come in many forms, for example, verbally, through surveys, or through statistics on performance.

U5 Please describe an example of how you have applied this learning.

Give an example of how you have used what you have learnt.

U6 Have you identified any learning needs as a result of undertaking this activity?

If so, start a new CPD record that starts with Reflection.

Appendix 3

Guidance on completing your CPD record sheets

Guidance for recording learning that starts with planning

Learning activity

P1 Describe the learning activity that you're thinking of undertaking?

This can be any activity that helps you to learn. Remember to be creative – your CPD entry can include informal ways of learning, such as chatting to colleagues, as well as formal training events.

P2 What do you hope to gain from this learning activity?

Explain what you hope to learn by undertaking the planned activity. This can be a simple statement of intent rather than a detailed learning objective.

P3 What are the advantages and disadvantages of this activity?

When describing the advantages and disadvantages, you'll be showing that you've given some thought to the activity and you feel that it is achievable and relevant.

P4 Action category

You may select a category for the type of activity you are considering undertaking. If you do this we will use this information to provide you with feedback, outlining the type of activities for which you have preferences and the advantages and disadvantages of different types of activities.

You can also indicate whether the activities are going to be undertaken on-the-job or off-the-job, in your own time; also whether they are formal or informal activities.

P5 What is driving this?

Identify why you have decided that this particular learning activity will be useful to you.

P6 To what areas of competence does this learning objective relate?

Competences are descriptions of what one might expect a pharmacist undertaking particular roles to be able to do, or descriptions of the personal characteristics and behaviours that one would expect of a pharmacist undertaking particular roles (the latter may be referred to as competencies).

This question can be answered by reference to the appropriate competences in the Appendix 4.

P7 Urgency: When do you see yourself starting this activity?

Simply give a date by which you will need to have met the learning need.

P8 Importance: What will be the impact of your learning on you, users of your services, colleagues and organisations to which you are contracted:

Describe the impact of your learning on the relevant groups. If you think the impact on one or more of the groups will be none or very little, then you may choose not to record this, recording instead the impact on those for whom you feel it will be more significant. If you don't think that your learning will have a significant impact on any of these groups, you might ask yourself why you are considering doing it.

Appendix 3

Guidance on completing your CPD record sheets

Guidance for recording learning that starts with planning

Action

A1 What have you learnt as a result?

Briefly describe what you have actually learnt from undertaking the activities. This might be different from, and perhaps more than, what you set out to learn.

Evaluation

E1 Have you gained what you hoped from this learning activity?

Briefly describe whether you have benefited from this learning activity.

Appendix 3

Guidance on completing your CPD record sheets

Guidance for recording learning that starts with evaluation

Record the date and time that your learning was actually undertaken, not the date on which you completed the record sheet.

Evaluation

E1 Please describe a situation where you've applied something that you've learnt.

These are situations where you feel that you've done well in applying something that you've learnt. Remember that this may be the application of a skill, using your knowledge, or maybe where a change in your attitude has helped you to be more effective.

You may find that in the course of time opportunities arise to apply what you have learnt in different ways to those that you originally thought of.

In some cases you may not (at the time) have been able to see a way of applying what you have gained from your learning. When you put your learning into practice later on then you could consider recording it here.

E2 What factors contributed to your performance in this situation?

This is your chance to capture why the situation that you described went so well. Focus on those aspects of your learning that made a difference to your performance.

E3 Please describe any feedback you have had from those who were involved in the situation or who have observed your performance.

It may be difficult for you to be objective about the impact of your learning on others. Consider who might be affected by what you have learnt and try to get their opinion. If this is impractical or impossible, seek the opinions of those who are in a position to observe your performance more objectively, eg, colleagues, friends, family.

Don't wait passively for feedback. Seek it out. Feedback comes in all sorts of ways. It might consist of a simple conversation where you ask whether the advice you gave was useful. It might come in the form of performance appraisal or audit.

If you have not had a chance or were unable to receive feedback, then please state this.

E4 Please describe anything else that you'd now like to learn as a result of the situation.

Describe anything further that you would like to learn as a result of this situation. You can use this as a starting point for a new cycle of learning.

E5 What do you want to do next?

Simply select the appropriate option.

Appendix 3 Exemplar record sheets

Exemplar 1:

For learning that starts at Reflection on practice

CPD No. _____ Entry No. _____

Name of entry: *Statins – actions and uses* Date learning need identified: *12 / 07 / 04*

Reflection on practice

R1**What do you want to learn to do?**

Describe a learning objective with a stated performance outcome (something you will be able to do as a result of undertaking this development). Make it specific, measurable and achievable.

Improve knowledge of the actions and uses of statins, including main side-effects, contraindications and interactions with other medicines in order to counsel patients.

R2**Please explain how you have identified this learning objective.**

Explain how you came to identify this as a learning objective. This information will be used as evidence that the learning need is relevant.

There has been an increase in the number of prescriptions for statins. A patient who had recently started taking statins asked me for advice about whether constipation could be a possible side-effect. I wasn't able to answer the question and had to refer the patient to Josh my pharmacist.

R3**Please indicate the method(s) used to identify this learning objective.** (Tick box)

To answer this question, a list of methods that you might use to identify learning needs is provided. We will also use this information to establish the methods that you have been using and their benefits and limitations. You can add your own categories to this list in the electronic recording system.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Critical incidents | <input type="checkbox"/> Audit |
| <input type="checkbox"/> Appraisal | <input type="checkbox"/> Feedback from users of service products |
| <input type="checkbox"/> Peer review/talking to colleagues | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Personal interest | <input type="checkbox"/> Other |

R4**To which areas of competence does this learning objective relate?**

(Please refer to areas of competence Appendix 4)

Competences are descriptions of what one might expect a pharmacy technician undertaking particular roles to be able to do, or descriptions of the personal characteristics and behaviours that one would expect of a pharmacy technician undertaking particular roles (the latter may be referred to as competencies).

TG7, TG10, TC4



Appendix 3 Exemplar record sheets

CPD No. _____

Entry No. _____

Planning

P1

Urgency: By when will you need to meet this learning objective?

24 | 07 | 04

Simply give a date by which you will need to have met the learning need. Be specific, don't put asap.

P2

Importance: What will be the impact of your learning?

Record the impact on you and others for whom you feel it will be significant. If you don't think that your learning will have a significant impact on any of these groups, you might ask yourself why you are undertaking this learning.

*Its impact on me will be modest in that my general knowledge in this area will be improved.
Patients will benefit since I will be better informed to provide information about these medicines.
I will be able to deal with more patient queries without referring to Josh, this will save Josh time.
The pharmacy will benefit because my increased knowledge will help us respond to queries more quickly.*

P3

What activities could you undertake to meet this objective?

State the options that you have for meeting this objective. Outline the advantages and disadvantages of each, and indicate which you intend to undertake.

Description (✓ or ✗)	Advantages/Disadvantages
<i>Read BNF section on lipid regulating drugs ✓</i>	<i>Advantage – quick and a reliable source of information Disadvantage – doesn't list less common side-effects</i>
<i>Ask my pharmacist ✗</i>	<i>Advantage – quick and interactive Disadvantage – may not get the same amount of information</i>
<i>Search of other written information to hand, eg MeReC bulletins, Stockley's Drug Interactions, Martindale ✓</i>	<i>Advantage – a reliable source of information Disadvantage – time-consuming</i>

Action

A1

When did you undertake the activities you selected to meet the objective?

Give a date, or dates, on which you carried out or completed your selected activity or activities, and the time taken.

Description	Date completed and time taken
<i>Read BNF section on lipid-regulating drugs</i>	<i>13/07/04, 30 mins</i>
<i>Search of other written information to hand, eg MeReC bulletins, Stockley's Drug Interactions, Martindale</i>	<i>24/07/04, 1 hr</i>

A2

What have you learnt as a result?

Briefly describe what you actually learnt from undertaking the activities. This might be different from, and perhaps more than, what you set out to learn.

*The BNF and other reference sources gave me information on the uses of statins in reducing the risk of developing heart disease, dosage, cautions and side-effects. Constipation is listed as a side-effect.
I now know more about the range of statins available, what they are used for and some of the common side-effects.*

Appendix 3 Exemplar record sheets

CPD No. _____

Entry No. _____

Evaluation (Reflection on learning)

E1

Has your learning objective been met? (Tick one box)
 Fully
 Partly
 Not at all

E2

If your learning objective has been fully or partly met:

Please describe an example of how you have applied what you have learnt.*Give an example of how you have used what you have learnt.**A customer asked me why a statin had been prescribed for him and I was able to tell him that it would lower his cholesterol.*

E3

If your learning objective has been fully or partly met:

Please describe any feedback you have had.*This might include users of your services/products, staff and colleagues. The learning may have had an impact on you, for example, by affecting your confidence or motivation, and you should record this. Feedback may come in many forms – for example, verbally, through surveys, or through statistics on performance.**Josh, my pharmacist was pleased that I was able to advise the patient without having to refer to him.*

E4

If your learning objective has been partly met:

Please describe what part of your learning objective you did not achieve.*Briefly describe that aspect of what you set out to learn to do that you still cannot do, or can only do unsatisfactorily.**I would like to learn why statins should not be used in liver disease.*

E5

If your learning objective was partly met or not met at all:

Explain the reasons why your learning objective was not fully met or not met at all.*Briefly describe why you think you have not fully achieved your objective. For example, is it because you undertook inappropriate activities, did not define your learning objective in quite the right way or were too ambitious?**Insufficient time spent on reading and digesting material.*

E6

If your learning objective was partly met or not met at all:

What are you going to do next? (Tick one box)

<input type="checkbox"/> Nothing, the objective is no longer relevant	<input type="checkbox"/> Nothing, the objective is sufficiently met
<input checked="" type="checkbox"/> Review my options for activities to meet the objective	<input type="checkbox"/> Start a new cycle by redefining the objective

Exemplar 2:

For learning that starts at Reflection on practice

CPD No. _____ Entry No. _____

Name of entry: Medication review, new drug Date learning need identified: 03 / 09 / 04

Reflection on practice

R1

What do you want to learn to do?

Describe a learning objective with a stated performance outcome (something you will be able to do as a result of undertaking this development). Make it specific, measurable and achievable.

Find out about a new drug that is not in the current version of the BNF, in order to confirm the patient has been prescribed the correct dose, and check for possible interactions or side-effects.

R2

Please explain how you have identified this learning objective.

Explain how you came to identify this as a learning objective. This information will be used as evidence that the learning need is relevant.

I was writing up a patient's medication review and came across a drug I had not heard of. I looked it up in the current version of the BNF but it was not there. I was unable to complete the medication review without this information.

R3

Please indicate the method(s) used to identify this learning objective. (Tick box)

To answer this question, a list of methods that you might use to identify learning needs is provided. We will also use this information to establish the methods that you have been using and their benefits and limitations. You can add your own categories to this list in the electronic recording system.

- | | |
|--|--|
| <input checked="" type="checkbox"/> Critical incidents | <input type="checkbox"/> Audit |
| <input type="checkbox"/> Appraisal | <input type="checkbox"/> Feedback from users of service products |
| <input type="checkbox"/> Peer review/talking to colleagues | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Personal interest | <input type="checkbox"/> Other |

R4

To which areas of competence does this learning objective relate?

(Please refer to areas of competence Appendix 4)

Competences are descriptions of what one might expect a pharmacy technician undertaking particular roles to be able to do, or descriptions of the personal characteristics and behaviours that one would expect of a pharmacy technician undertaking particular roles (the latter may be referred to as competencies).

TG6, TG7, TPC01, TPC03

Appendix 3 Exemplar record sheets

CPD No. _____ Entry No. _____

Planning

P1 Urgency: By when will you need to meet this learning objective?

03 /09/ 04

Simply give a date by which you will need to have met the learning need. Be specific, don't put asap.

P2 Importance: What will be the impact of your learning?

Record the impact on you and others for whom you feel it will be significant. If you don't think that your learning will have a significant impact on any of these groups, you might ask yourself why you are undertaking this learning.

*Ensure patient's health and safety whilst taking this medication.
I will have extended my knowledge. Next time a patient is prescribed this medication, I will know the dosage.
I can inform my colleagues about this drug, saving their time.*

P3 What activities could you undertake to meet this objective?

State the options that you have for meeting this objective. Outline the advantages and disadvantages of each, and indicate which you intend to undertake.

Description (✓ or ✗)	Advantages/Disadvantages
<i>Refer to supervising pharmacist ✓</i>	<i>Advantage – may have come across this themselves and be able to recommend best sources of information Disadvantage – may have limited views or be biased</i>
<i>Look up drug on the eMC (electronic Medicines Compendium) on the internet ✓</i>	<i>Advantage – accurate up-to-date information Disadvantage – limited opportunity to access internet</i>
<i>Contact manufacturer ✗</i>	<i>Advantage – quick and reliable source of information Disadvantage – may not be able to find out manufacturer</i>

Action

A1 When did you undertake the activities you selected to meet the objective?

Give a date, or dates, on which you carried out or completed your selected activity or activities, and the time taken.

Description	Date completed and time taken
<i>Refer to supervising pharmacist</i>	<i>03/09/04, 5 mins</i>
<i>Look up drug on the eMC (electronic Medicines Compendium) on the internet</i>	<i>03/09/04, 45 mins</i>

A2 What have you learnt as a result?

Briefly describe what you actually learnt from undertaking the activities. This might be different from, and perhaps more than, what you set out to learn.

*The information sheet I printed off via the eMC was very informative.
I now know the correct dosage. I am clear about possible side-effects and which interactions to look for. I understand the importance of taking regular blood tests to check liver function.
I have realised my own clinical limitations and when to refer to a pharmacist.*

CPD No. _____

Entry No. _____

Evaluation (Reflection on learning)

E1

Has your learning objective been met? (Tick one box)

- Fully Partly Not at all

E2

If your learning objective has been fully or partly met:

Please describe an example of how you have applied what you have learnt.

Give an example of how you have used what you have learnt.

*I completed the patient's medication review.
I counselled the patient on possible side-effects and what precautions they should take.*

E3

If your learning objective has been fully or partly met:

Please describe any feedback you have had.

This might include users of your services/products, staff and colleagues. The learning may have had an impact on you, for example, by affecting your confidence or motivation, and you should record this. Feedback may come in many forms – for example, verbally, through surveys, or through statistics on performance.

*My supervising pharmacist was pleased that I had completed the review before the weekend.
I shared my learning at the departmental meeting the following week, my colleagues were interested to know about this drug and what to check for.
The nursing staff at the practice thanked me for making them aware that the patient's blood and liver function should be regularly checked.*

E4

If your learning objective has been partly met:

Please describe what part of your learning objective you did not achieve.

Briefly describe that aspect of what you set out to learn to do that you still cannot do, or can only do unsatisfactorily.

Blank space for describing the part of the learning objective not achieved.

E5

If your learning objective was partly met or not at all:

Explain the reasons why your learning objective was not fully met or not met at all.

Briefly describe why you think you have not fully achieved your objective. For example, is it because you undertook inappropriate activities, did not define your learning objective in quite the right way or were too ambitious?

Blank space for explaining the reasons why the learning objective was not fully met or not met at all.

E6

If your learning objective was partly met or not at all:

What are you going to do next? (Tick one box)

- | | |
|---|--|
| <input type="checkbox"/> Nothing, the objective is no longer relevant | <input checked="" type="checkbox"/> Nothing, the objective is sufficiently met |
| <input type="checkbox"/> Review my options for activities to meet the objective | <input type="checkbox"/> Start a new cycle by redefining the objective |

Appendix 3 Exemplar record sheets

Exemplar 3:

For learning that starts at Reflection on practice

CPD No. _____ Entry No. _____

Name of entry: Maintaining CPD records on computer Date learning need identified: 30 / 09 / 04

Reflection on practice

R1**What do you want to learn to do?***Describe a learning objective with a stated performance outcome (something you will be able to do as a result of undertaking this development). Make it specific, measurable and achievable.**Be able to maintain my CPD records on computer.***R2****Please explain how you have identified this learning objective.***Explain how you came to identify this as a learning objective. This information will be used as evidence that the learning need is relevant.**A colleague suggested this idea to me since she had been to a workshop where the advantages of keeping electronic records had been explained.***R3****Please indicate the method(s) used to identify this learning objective. (Tick box)***To answer this question, a list of methods that you might use to identify learning needs is provided. We will also use this information to establish the methods that you have been using and their benefits and limitations. You can add your own categories to this list in the electronic recording system.*

- | | |
|---|--|
| <input type="checkbox"/> Critical incidents | <input type="checkbox"/> Audit |
| <input type="checkbox"/> Appraisal | <input type="checkbox"/> Feedback from users of service products |
| <input checked="" type="checkbox"/> Peer review/talking to colleagues | <input type="checkbox"/> Reading |
| <input checked="" type="checkbox"/> Personal interest | <input type="checkbox"/> Other |

R4**To which areas of competence does this learning objective relate?***(Please refer to areas of competence Appendix 4)**Competences are descriptions of what one might expect a pharmacy technician undertaking particular roles to be able to do, or descriptions of the personal characteristics and behaviours that one would expect of a pharmacy technician undertaking particular roles (the latter may be referred to as competencies).**TG2, TG5, TG7, TG15, TG16,*

CPD No. _____

Entry No. _____

Planning

P1 Urgency: By when will you need to meet this learning objective?

30 / 12 / 04

Simply give a date by which you will need to have met the learning need. Be specific, don't put asap.

P2 Importance: What will be the impact of your learning?

Record the impact on you and others for whom you feel it will be significant. If you don't think that your learning will have a significant impact on any of these groups, you might ask yourself why you are undertaking this learning.

*This will have little impact on patients. It will improve my IT skills.
I will find it much easier to edit my records and to share them with other people, eg my employer.
Recording my CPD on computer will be much better for my employers and the RPSGB as there is little or no paperwork involved and my records will be more easily accessible.*

P3 What activities could you undertake to meet this objective?

State the options that you have for meeting this objective. Outline the advantages and disadvantages of each, and indicate which you intend to undertake.

Description (✓ or ✗)	Advantages/Disadvantages
<i>Read the user guide ✓</i>	<i>Advantage – it is thorough Disadvantages – might take some time to get through – no-one on hand to ask for help, only a helpline</i>
<i>Just try it out following the user guide (learn by doing) ✓</i>	<i>Advantage – I can fit this in when I have time Disadvantage – might take some time to get through</i>
<i>Demonstration of the software by a colleague who is already using it ✓</i>	<i>Advantage – saves time Disadvantages – may be difficult to find time when we are both available – I am not sure how capable my colleague really is</i>

Action

A1 When did you undertake the activities you selected to meet the objective?

Give a date, or dates, on which you carried out or completed your selected activity or activities, and the time taken.

Description	Date completed and time taken
<i>Read the user guide</i>	<i>19/11/04, 1 hr</i>
<i>Just try it out following the user guide (learn by doing)</i>	<i>19/12/04, 3 hrs</i>
<i>Demonstration of the software by a colleague who is already using it</i>	<i>01/12/04, 1 hrs 30 mins</i>

A2 What have you learnt as a result?

Briefly describe what you actually learnt from undertaking the activities. This might be different from, and perhaps more than, what you set out to learn.

*I have learnt how to maintain my CPD record on a computer.
I have gained some transferable skills such as an awareness of resources for pharmacy technicians on the net. I have learnt how to enter, move and delete text.
I have gained confidence in using computers.
I called on a colleague's experience and learnt how to set up viewing access for appropriate peer support and CPD facilitators.*

Appendix 3 Exemplar record sheets

CPD No. _____

Entry No. _____

Evaluation (Reflection on learning)

E1 **Has your learning objective been met?** *(Tick one box)*
 Fully Partly Not at all

E2 If your learning objective has been fully or partly met:
Please describe an example of how you have applied what you have learnt.

Give an example of how you have used what you have learnt.

*I have made my first online entry in my CPD record.
 I have gained enough confidence to demonstrate the software to my pharmacy colleagues.*

E3 If your learning objective has been fully or partly met:
Please describe any feedback you have had.

This might include users of your services/products, staff and colleagues. The learning may have had an impact on you, for example, by affecting your confidence or motivation, and you should record this. Feedback may come in many forms – for example, verbally, through surveys, or through statistics on performance.

*My colleagues have commented on how helpful my new knowledge has been to them and have pointed out to me some of the features I overlooked, like setting up usernames and passwords for viewers.
 My line manager has said how grateful she was that I set up usernames and passwords for viewers.*

E4 If your learning objective has been partly met:
Please describe what part of your learning objective you did not achieve.

Briefly describe that aspect of what you set out to learn to do that you still cannot do, or can only do unsatisfactorily.

E5 If your learning objective was partly met or not met at all:
Explain the reasons why your learning objective was not fully met or not met at all.

Briefly describe why you think you have not fully achieved your objective. For example, is it because you undertook inappropriate activities, did not define your learning objective in quite the right way or were too ambitious?

E6 If your learning objective was partly met or not met at all:
What are you going to do next? *(Tick one box)*

- | | |
|---|--|
| <input type="checkbox"/> Nothing, the objective is no longer relevant | <input checked="" type="checkbox"/> Nothing, the objective is sufficiently met |
| <input type="checkbox"/> Review my options for activities to meet the objective | <input type="checkbox"/> Start a new cycle by redefining the objective |

Exemplar 4:

For learning that starts at Reflection on practice

CPD No. _____ Entry No. _____

Name of entry: Audit Date learning need identified: 03 / 03 / 04

Reflection on practice

R1

What do you want to learn to do?

Describe a learning objective with a stated performance outcome (something you will be able to do as a result of undertaking this development). Make it specific, measurable and achievable.

I want to learn how to carry out an audit. I want to be able to understand different methods of performing audits and how to use them.

R2

Please explain how you have identified this learning objective.

Explain how you came to identify this as a learning objective. This information will be used as evidence that the learning need is relevant.

I want to conduct an audit to find out the reason for the recent increase in prescription waiting times.

R3

Please indicate the method(s) used to identify this learning objective. (Tick box)

To answer this question, a list of methods that you might use to identify learning needs is provided. We will also use this information to establish the methods that you have been using and their benefits and limitations. You can add your own categories to this list in the electronic recording system.

- | | |
|---|---|
| <input checked="" type="checkbox"/> Critical incidents | <input type="checkbox"/> Audit |
| <input type="checkbox"/> Appraisal | <input checked="" type="checkbox"/> Feedback from users of service products |
| <input checked="" type="checkbox"/> Peer review/talking to colleagues | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Personal interest | <input type="checkbox"/> Other |

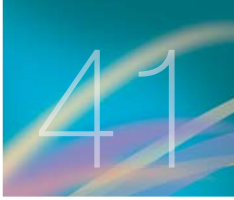
R4

To which areas of competence does this learning objective relate?

(Please refer to areas of competence Appendix 4)

Competences are descriptions of what one might expect a pharmacy technician undertaking particular roles to be able to do, or descriptions of the personal characteristics and behaviours that one would expect of a pharmacy technician undertaking particular roles (the latter may be referred to as competencies).

TG3, TG4, TG6, TG7, TG10, TG12, THP5



Appendix 3 Exemplar record sheets

CPD No. _____ Entry No. _____

Planning

P1 Urgency: By when will you need to meet this learning objective?

17 | 05 | 04

Simply give a date by which you will need to have met the learning need. Be specific, don't put asap.

P2 Importance: What will be the impact of your learning?

Record the impact on you and others for whom you feel it will be significant. If you don't think that your learning will have a significant impact on any of these groups, you might ask yourself why you are undertaking this learning.

Once I have a greater understanding of audit I will be able to conduct an audit to identify the factors that are causing an increase in prescription waiting times and then I can work out ways of reducing them.

Patients will not have to wait so long. Staff will be happier and less stressed. Managers will see that we are meeting departmental standards.

The organisation will benefit since it will be seen to be providing a more efficient service.

P3 What activities could you undertake to meet this objective?

State the options that you have for meeting this objective. Outline the advantages and disadvantages of each, and indicate which you intend to undertake.

Description (✓ or ✗)	Advantages/Disadvantages
<i>Talk to peers and colleagues ✗</i>	<i>Advantage – may be able to recommend an approach that they have found successful Disadvantage – may give biased view and advise an approach that may not be the best one</i>
<i>Research audit on RPSGB website ✓</i>	<i>Advantage – immediately available Disadvantage – may take time to decide on best method.</i>
<i>Attend training course on audit ✓</i>	<i>Advantage – will be able to offer lots of support and ideas on how to start. Disadvantage – may not be a course running soon enough</i>

Action

A1 When did you undertake the activities you selected to meet the objective?

Give a date, or dates, on which you carried out or completed your selected activity or activities, and the time taken.

Description	Date completed and time taken
<i>Research audit on RPSGB website</i>	<i>07/03/04, 2 hrs</i>
<i>Attend training course on audit</i>	<i>15/04/04, 4 hrs</i>

A2 What have you learnt as a result?

Briefly describe what you actually learnt from undertaking the activities. This might be different from, and perhaps more than, what you set out to learn.

I have learnt how to perform an audit and analyse the results.

I understand the stages of the audit cycle: how to identify the problem, set standards (eg for my audit what is an acceptable time for patients to wait for their prescriptions), collect data, analyse data against the standards, agree plan of action, make changes & educate, repeat the audit.

The RPSGB have a series of ready to use audit tools including a number of audits that can be carried out in the dispensary.

Appendix 3 Exemplar record sheets

CPD No. _____

Entry No. _____

Evaluation (Reflection on learning)

E1

Has your learning objective been met? *(Tick one box)*

- Fully Partly Not at all

E2

If your learning objective has been fully or partly met:

Please describe an example of how you have applied what you have learnt.

Give an example of how you have used what you have learnt.

I have conducted a two week audit and identified the main factors for the increase in prescription waiting times.

E3

If your learning objective has been fully or partly met:

Please describe any feedback you have had.

This might include users of your services/products, staff and colleagues. The learning may have had an impact on you, for example, by affecting your confidence or motivation, and you should record this. Feedback may come in many forms – for example, verbally, through surveys, or through statistics on performance.

My line manager is pleased that I have undertaken the audit. He can use the results to demonstrate that employing a receptionist to deal with all the incoming queries would enable the dispensary staff to get on with their dispensing. This saves recruiting an additional qualified pharmacy technician.

The staff are pleased that their work will be less stressful and have agreed to take turns as acting as a receptionist until a permanent person is employed.

E4

If your learning objective has been partly met:

Please describe what part of your learning objective you did not achieve.

Briefly describe that aspect of what you set out to learn to do that you still cannot do, or can only do unsatisfactorily.

E5

If your learning objective was partly met or not met at all:

Explain the reasons why your learning objective was not fully met or not met at all.

Briefly describe why you think you have not fully achieved your objective. For example, is it because you undertook inappropriate activities, did not define your learning objective in quite the right way or were too ambitious?

E6

If your learning objective was partly met or not met at all:

What are you going to do next? *(Tick one box)*

- | | |
|---|--|
| <input type="checkbox"/> Nothing, the objective is no longer relevant | <input checked="" type="checkbox"/> Nothing, the objective is sufficiently met |
| <input type="checkbox"/> Review my options for activities to meet the objective | <input type="checkbox"/> Start a new cycle by redefining the objective |

Appendix 3 Exemplar record sheets

Exemplar 5:

For learning that starts at Reflection on practice

CPD No. _____ Entry No. _____

Name of entry: Effect of children's diet on their behaviour Date learning need identified: 05 / 04 / 04**Reflection on practice****R1****What do you want to learn to do?***Describe a learning objective with a stated performance outcome (something you will be able to do as a result of undertaking this development). Make it specific, measurable and achievable.**Understand more about the effect of children's diet on their behaviour so I can give an informed answer when discussing this with parents.***R2****Please explain how you have identified this learning objective.***Explain how you came to identify this as a learning objective. This information will be used as evidence that the learning need is relevant.**I read an article in a newspaper about the link between children's behaviour and diet. When discussing a patient's medication with the parents, they often ask me about other health issues.***R3****Please indicate the method(s) used to identify this learning objective. (Tick box)***To answer this question, a list of methods that you might use to identify learning needs is provided. We will also use this information to establish the methods that you have been using and their benefits and limitations. You can add your own categories to this list in the electronic recording system.*

- | | |
|--|--|
| <input type="checkbox"/> Critical incidents | <input type="checkbox"/> Audit |
| <input type="checkbox"/> Appraisal | <input type="checkbox"/> Feedback from users of service products |
| <input type="checkbox"/> Peer review/talking to colleagues | <input checked="" type="checkbox"/> Reading |
| <input checked="" type="checkbox"/> Personal interest | <input type="checkbox"/> Other |

R4**To which areas of competence does this learning objective relate?***(Please refer to areas of competence Appendix 4)**Competences are descriptions of what one might expect a pharmacy technician undertaking particular roles to be able to do, or descriptions of the personal characteristics and behaviours that one would expect of a pharmacy technician undertaking particular roles (the latter may be referred to as competencies).**TG7, THP3*

CPD No. _____

Entry No. _____

Planning

P1 Urgency: By when will you need to meet this learning objective?

Simply give a date by which you will need to have met the learning need. Be specific, don't put asap.

10 /04 / 04

P2 Importance: What will be the impact of your learning?

Record the impact on you and others for whom you feel it will be significant. If you don't think that your learning will have a significant impact on any of these groups, you might ask yourself why you are undertaking this learning.

Improving my knowledge will increase my confidence when advising parents on health-related issues. I will be able to give parents concerned about this topic, a clearer understanding of the main issues. I can suggest general ideas on what they can do to reduce problems and highlight the benefits of including particular foods in their child's diet.

P3 What activities could you undertake to meet this objective?

State the options that you have for meeting this objective. Outline the advantages and disadvantages of each, and indicate which you intend to undertake.

Description (✓ or ✗)	Advantages/Disadvantages
Research on the internet, using recognised sites (eg British Dietetic Association/The Food Commission) ✓	Advantage – quick and easy Disadvantage – limited access to the internet at work
Discuss with paediatric pharmacist ✗	Advantage – may have come across this themselves and be able to recommend best sources of information Disadvantage – may have limited views or be biased
Contact hospital dietician or otherwise British Dietetic Association ✓	Advantage – should be able to give general information and be able to advise what action concerned parents should take. Disadvantage – may not be able to respond to my enquiry immediately

Action

A1 When did you undertake the activities you selected to meet the objective?

Give a date, or dates, on which you carried out or completed your selected activity or activities, and the time taken.

Description	Date completed and time taken
Research on the internet using recognised sites (British Dietetic Association/The Food Commission)	07/04/04, 2 hrs
Contact hospital dietician or otherwise British Dietetic Association	09/04/04, 45 mins

A2 What have you learnt as a result?

Briefly describe what you actually learnt from undertaking the activities. This might be different from, and perhaps more than, what you set out to learn.

I obtained a copy of a patient information leaflet on diet and behaviour from the hospital dietician. The information on the internet gave me more detail about which foods, and particularly additives in processed foods, have been proved to cause hyperactivity and allergic reactions. I learnt which nutrients aid concentration levels.

Appendix 3 Exemplar record sheets

CPD No. _____

Entry No. _____

Evaluation (Reflection on learning)

E1

Has your learning objective been met? (Tick one box)
 Fully
 Partly
 Not at all

E2

If your learning objective has been fully or partly met:

Please describe an example of how you have applied what you have learnt.*Give an example of how you have used what you have learnt.*

Later that week a parent asked my opinion on a similar article in another paper, as her child was prone to tantrums and aggressive behaviour. I was able to give her a general overview of the food groups that may trigger these symptoms and recommended that she seek individual advice via the dietitian or health visitor, as there may be other causes for her child's behaviour.

E3

If your learning objective has been fully or partly met:

Please describe any feedback you have had.*This might include users of your services/products, staff and colleagues. The learning may have had an impact on you, for example, by affecting your confidence or motivation, and you should record this. Feedback may come in many forms – for example, verbally, through surveys, or through statistics on performance.*

*The parent was reassured and felt positive that she would be able to help her child.
The senior pharmacy technician was pleased that I shared my learning by doing a short presentation at our weekly lunchtime meeting.
One of my friends has a child who has trouble concentrating at school and she was very interested in my research.*

E4

If your learning objective has been partly met:

Please describe what part of your learning objective you did not achieve.*Briefly describe that aspect of what you set out to learn to do that you still cannot do, or can only do unsatisfactorily.*

E5

If your learning objective was partly met or not met at all:

Explain the reasons why your learning objective was not fully met or not met at all.*Briefly describe why you think you have not fully achieved your objective. For example, is it because you undertook inappropriate activities, did not define your learning objective in quite the right way or were too ambitious?*

E6

If your learning objective was partly met or not met at all:

What are you going to do next? (Tick one box)

<input type="checkbox"/> Nothing, the objective is no longer relevant	<input checked="" type="checkbox"/> Nothing, the objective is sufficiently met
<input type="checkbox"/> Review my options for activities to meet the objective	<input type="checkbox"/> Start a new cycle by redefining the objective

Appendix 3 Exemplar record sheets

Exemplar 6:

For learning that starts at Action (unscheduled learning)

CPD No. _____ Entry No. _____

Name of entry: *SSRIs – new advice on use in under 18s*Date learning undertaken: *14 / 12 / 03* Time taken: *30 mins***Action****U1****Please describe the activity you have undertaken.***Describe the activity you carried out, being specific about the details.**Read an article in the Pharmaceutical Journal 13/12/03 about the safety of antidepressant use in children.***U2****To which areas of competence does this learning relate?***Answer this question with reference to Appendix 4. If you cannot find any competences that match, write your own.**TG1 TG7, TG13, TC1, TC7***U3****What have you learnt as a result?***Briefly describe what you learnt from doing the activities.**The MHRA (Medicines and Healthcare products Regulatory Agency) have issued new advice on use of SSRIs in under 18s. The new advice warns not to use any SSRIs for the treatment of depression in children other than fluoxetine.***Evaluation (Reflection on learning)****U4****Please describe an example of how you have applied this learning.***Give an example of how you have used what you have learnt.**I have advised patients, under 18 or if under 16, their parents, with repeat prescriptions for SSRIs to see their GP, to have their medication reviewed.**I was able to contact two local GPs and advise them that patients of theirs were affected by this advice.***U5****Describe any feedback you have had.***This might include users of your services/products, staff and colleagues. The learning may have had an impact on you, for example by affecting your confidence or motivation, and you should record this. Feedback may come in many forms, for example, verbally, through surveys, or through statistics on performance.**One of the local GPs expressed his gratitude to me for highlighting this issue to him and his patients. My manager was impressed that I responded in a positive manner to this information.***U6****Have you identified any learning needs as a result of undertaking this activity? (Tick box)***If so, start a new CPD record that starts with Reflection.* Yes No



Appendix 3 Exemplar record sheets

Exemplar 7:

For learning that starts at Action (unscheduled learning)

CPD No. _____ Entry No. _____

Name of entry: *Types of insulin and dosage regimens*

Date learning undertaken: *30 / 09 / 04* Time taken: *1hr*

Action

U1 Please describe the activity you have undertaken.

Describe the activity you carried out, being specific about the details.

Attended a meeting on insulin given by the practice nurse at our local surgery.

U2 To which areas of competence does this learning relate?

Answer this question with reference to Appendix 4. If you cannot find any competences that match, write your own.

TG2, TG7, TG13, TC7

U3 What have you learnt as a result?

Briefly describe what you learnt from doing the activities.

The types of insulin available and dosage regimens used.

Evaluation (Reflection on learning)

U4 Please describe an example of how you have applied this learning.

Give an example of how you have used what you have learnt.

My cousin has recently been diagnosed with diabetes. I was able to talk to her parents about the insulin that has been prescribed for her.

U5 Describe any feedback you have had.

This might include users of your services/products, staff and colleagues. The learning may have had an impact on you, for example by affecting your confidence or motivation, and you should record this. Feedback may come in many forms, for example, verbally, through surveys, or through statistics on performance.

My cousin's parents commented that they felt much more confident about the use of the insulin prescribed for their child. The nurse was very pleased that I attended the meeting and we have agreed that we will work together more closely in the future.

U6 Have you identified any learning needs as a result of undertaking this activity? (Tick box)

If so, start a new CPD record that starts with Reflection.

Yes* No

** The need for greater understanding of the roles of the practice nurse and others working at our surgery would be recorded as a new learning need, starting with reflection.*