

**Plan and Record Appendix 2
Master record sheets for pharmacists
and pharmacy technicians**



Royal
Pharmaceutical
Society
of Great Britain

The record sheets included here are master copies. Please photocopy. Do not write on these master copies – replacements will not be provided.

For learning that starts at Reflection

Date learning need identified ___ / ___ / 20 ___ CPD no. ___

Name of entry _____ Entry no. ___

Reflection

R1: What do you want to learn?

What you need to learn may be new knowledge, skill(s), or a new attitude – anything which will help you to change your practice for the better. You should make it as specific as possible.

R2: How did you identify what you needed to learn?

Explain how you chose what to learn. You should include why this bit of learning is relevant to you and to your practice as a pharmacist or pharmacy technician.

R3: Tick one or more methods that you used to identify what you needed to learn.

- | | |
|--|--|
| <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 type="checkbox"/> Reading |
| <input type="checkbox"/> Personal interest | <input type="checkbox"/> Other |

R4: To which competences does this learning objective relate? (optional)

(Optional field – if you do not feel competences are relevant to you, please do not enter them)

Competence code	Competence description

Planning

P1: When will you need to have achieved this learning? ___ ___ / ___ ___ / 20 ___ ___

Putting an estimated date may help you to set priorities for your learning. Be as specific as possible, but don't worry if the date is just an approximation.

P2: Why is this learning important to you and your practice?

Write a brief description of how this learning will affect you, your service users, your colleagues and your organisation. If you don't think that your learning will have a significant impact on anyone, you might want to consider why you are undertaking and recording this learning.

You can use the scale below to rate the importance of this learning, but you also need to fill in the box above too.

	None	Low	Moderate	High	Very high
Importance to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Importance to the users of your services or products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Importance to colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Importance to organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

P3: What might you need to do in order to achieve this learning?

It is important for you to consider a range of options for achieving your learning. Aim to list a few different options e.g. attend workshops, study open learning packs, talk to colleagues. Outline what you think are the advantages and disadvantages of each option. You may not choose to complete all the options that you've listed, but it is important to show that you have considered them.

Option	Description of what you plan to do	Advantages	Disadvantages	Select (✓ or ✗)
1				
2				
3				

4				
5				

Action

A1: When did you complete the activities outlined in your plan?

Record the date you completed the activities that you chose from your plan. If you need to keep a continuing education record for other organisations then you may find it useful to jot down how long each activity took, but this is not an RPSGB requirement. The number in the option column should correspond to the options you selected in the question above (P3).

Option	Description of what you did	Date completed

A2: What have you learnt?

Describe what specific skill, knowledge, attitudes and/or behaviours you've gained as a result of your learning. This may be different to what you originally set out to learn.

Evaluation

E1: To what extent did you learn what you set out to learn at the start of this CPD cycle?

You may find it useful to revisit the 'Reflection' page and decide on what you originally wanted to learn before you decide to what extent you've achieved that learning.

Fully

Partly

Not at all

E2: If you ticked 'fully' or 'partly', give an example of how you've applied what you learnt to your practice.

Putting learning into practice is a good way to prove that you've actually learnt what you set out to. It may be a while before you apply what you have learnt. It's fine to leave this box blank and come back to it when you've had a chance to put your learning into practice. It's not enough just to write about what you intend to do.

E3: If you ticked 'fully' or 'partly', what have been the benefits to your practice?

You might find it useful to revisit your 'Planning' page and consider how you, your service users, your colleagues and your organisation have actually benefited from your learning. Do include any feedback about your practice, formal or informal, that you've had from other people.

E4: If you ticked 'partly' or 'not at all', describe what it is you still have to learn.

You may find it useful to revisit the 'Reflection' page and check on what it is you originally wanted to learn before you describe what it is you still need to learn.

E5: If you ticked 'partly' or 'not at all', explain why you think you didn't achieve your learning.

You may find it useful to revisit the 'Reflection' and 'Planning' pages to work out why you didn't achieve everything you set out to learn. It's all right for you not to have achieved all of your learning, but it is important that you explain why.

E6: If you ticked 'partly' or 'not at all', what do you intend to do next?

Nothing, I've learnt enough for what I need

Review this entry to see how I can achieve the outstanding learning

Start a new CPD cycle at Reflection about what I still need to learn

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For learning that starts at Planning

Date learning need identified ___ / ___ / 20 ___

CPD no. ___ ___ ___

Name of entry _____ Entry no. ___ ___

Planning

P1: Describe the learning activity that you are planning to do

This can be any activity that helps you to learn and can be formal (e.g. a course), or informal (e.g. talking to colleagues).

P2: What do you hope to learn from this activity?

Write a simple statement of what you hope to learn.

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 is achievable and relevant.

Advantages	Disadvantages

P4: Action category (optional)

- Brainstorming Colleagues Computer Aided Learning Workshops
- Distance Learning Friends Information Service Meetings
- Mentoring Presentations Projects Secondment
- Short Course Symposium Structured Reading Teaching
- Tutoring Work shadowing Postgraduate Certificate/Diploma/Degree

P5: What is driving this? (optional)

- NHS or employing organisation Patients or service users Colleagues or peers
- Personal interest

P6: To what areas of competence does this learning objective relate? (optional)

Competence code	Competence description

P7: When do you see yourself completing this learning activity?

___ / ___ / 20 ___

P8: Why is this learning important to you and your practice?

Write a brief description of how this learning will affect you, your service users, your colleagues and your organisation. If you don't think that your learning will have a significant impact on anyone, you may want to consider why you are undertaking and recording this learning.

You can use the scale below to rate the importance of this learning, but you also need to fill in the box above too.

	None	Low	Moderate	High	Very high
Importance to you	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Importance to the users of your services or products	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Importance to colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Importance to organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Action

Date action completed ___ / ___ / 20 ___

A1: What have you learnt?

Describe what specific skill, knowledge, attitudes and/or behaviours you've gained as a result of your learning. This may be different to what you originally set out to learn.

Evaluation

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

Fully

Partly

Not at all

E2: If you ticked 'fully' or 'partly', give an example of how you've applied what you learnt to your practice.

Putting learning into practice is a good way to prove that you've actually learnt what you set out to. It may be a while before you apply what you have learnt. It's fine to leave this box blank and come back to it when you've had a chance to put your learning into practice. It's not enough just to write about what you intend to do.

E3: If you ticked 'fully' or 'partly', what have been the benefits to your practice?

You might find it useful to revisit your 'Planning' page and consider how you, your service users, your colleagues and your organisation have actually benefited from your learning. Do include any feedback about your practice, formal or informal, that you've had from other people.

E4: If you ticked 'partly' or 'not at all, describe what it is you still have to learn.

If you did not learn everything you wanted to, what is it that you still have to learn?

E5: If you ticked 'partly' or 'not at all', explain why you think you didn't achieve your learning.

If you did not learn everything you wanted to, why did this happen? It's alright for you not to have achieved all your learning, but it is important that you explain why.

E6: If you ticked 'partly' or 'not at all', what do you intend to do next?

Nothing, I've learnt enough for what I need

Review this entry to see how I can achieve the outstanding learning

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For learning that starts at Action

Date learning need identified ___ / ___ / 20 ___

CPD no. _____

Name of entry _____

Entry no. ___

Action

A1: Describe the activity you undertook that enabled you to learn something new.

Be specific about the activity you describe. If you read an article, give it a reference.

A2: Action category (optional)

- | | | | |
|---|---------------------------------------|---|---|
| <input type="checkbox"/> Brainstorming | <input type="checkbox"/> Colleagues | <input type="checkbox"/> Computer Aided Learning | <input type="checkbox"/> Workshops |
| <input type="checkbox"/> Distance Learning | <input type="checkbox"/> Friends | <input type="checkbox"/> Information Service | <input type="checkbox"/> Meetings |
| <input type="checkbox"/> Mentoring | <input type="checkbox"/> Postgraduate | <input type="checkbox"/> Certificate/Diploma/Degree | <input type="checkbox"/> Presentations |
| <input type="checkbox"/> Projects | <input type="checkbox"/> Secondment | <input type="checkbox"/> Short Course | <input type="checkbox"/> Symposium |
| <input type="checkbox"/> Structured Reading | <input type="checkbox"/> Teaching | <input type="checkbox"/> Tutoring | <input type="checkbox"/> Work shadowing |

A3: To what areas of competence does this learning objective relate? (optional)

Competence code	Competence description

A4: Describe what you actually learnt from this activity.

Try to describe this in terms of the skills, knowledge, attitudes and/or behaviours you have developed.

Evaluation

E1: Give an example of how you've applied what you learnt to your practice.

Putting learning into practice is a good way to prove that you've actually learnt what you set out to. It may be a while before you apply what you have learnt. It's fine to leave this box blank and come back to it when you've had a chance to put your learning into practice. It's not enough just to write about what you intend to do.

E2: How has what you learnt actually benefited your practice?

You might find it useful to consider how you, your service users, your colleagues and your organisation have actually benefited from your learning. Do include any feedback about your practice, formal or informal, that you've had from other people.

E3: What do you intend to do next?

Nothing, I've learnt enough for what I need

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For learning that starts at Evaluation

Date learning need identified ___ / ___ / 20 ___

CPD no. ___ ___ ___

Name of entry _____

Entry no. ___ ___

Evaluation

E1: Describe a situation where you’ve applied something that you’ve learnt to your practice.

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

E2: Describe how your practice benefited from applying what you learnt.

You might find it useful to consider how you, your service users, your colleagues and your organisation have actually benefited from your learning. Do include any feedback about your practice, formal or informal, that you've had from other people.

E3: What do you intend to do next?

Nothing, I’ve learnt enough for what I need

Start a new CPD cycle at Reflection about what I still need to learn