

# Case Study 11: Industrial Pharmacist



## Tony

Tony is 32 and works in R&D compliance for a large company at a site in the north west of England. He went back to university to study for his PhD after his pre-registration year. He then took up a post with his current firm in Process Development. He has been in his current job for 18 months.

Most of his training has been formal in nature and has been briefly summarised in his training record. A friend of his who works in the hospital sector suggested he try using Plan & Record to help him drive his own learning more effectively.

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### Record Sheets

#### reflection

Name of entry:  Date Identified:

**What do you want to learn to be able to do?**

Make clear rational decisions on quarantining / remedial measures

**How have you identified this learning objective?**

Sometimes unsure of myself when asked to make snap decisions eg on batches run where in-process controls outside limits

**What methods did you use to identify this objective?**

Appraisal  
Critical Incidents  
Feedback from colleagues  
Feedback from users of services/products  
Self-appraisal

**Who is driving this?**

Top down: NHS or other employing or contracting organisation  
Laterally: colleagues/peers  
By you

**What skills, knowledge, attitudes and behaviours will you need to develop?**

Make clear rational decisions

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

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## planning

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

30/7/2004

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

Impact on you:

1 2 3 4 5  
      
 Very high

Impact on the users of your services/products:

1 2 3 4 5  
      
 Very high

Impact on colleagues:

1 2 3 4 5  
      
 Very high

Impact on organisation

1 2 3 4 5  
      
 Very high

Description	Action Category	Advantages/Disadvantages	Selected
QP course	Postgraduate Certificate/Diploma/ Degree	Already on course Non-specific to this area	<input checked="" type="checkbox"/>
Update understanding of GMP guidance	Structured reading	Will improve confidence in technical aspects Time-consuming	<input checked="" type="checkbox"/>
Talk to LM	Friends	Practical advice from someone facing similar decisions Issues around confidentiality	<input checked="" type="checkbox"/>
Assertiveness course	Short courses	Done this before without much benefit	<input type="checkbox"/>

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action

Description	Date completed	Time taken	Add to CE record
QP course	27/5/2004	40h 0mins	<input type="checkbox"/>
Update understanding of GMP guidance	27/2/2004	12h 0mins	<input type="checkbox"/>
Talk to LM	6/11/2003	3h 0mins	<input type="checkbox"/>

What have you learnt as a result?

Technical and personal skills to make me more effective at decision making

evaluation

Has your learning objective been met?

Fully

Partly

Not at all

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

Gave a rapid & reasoned response to Production when part of a batch ran with a loose crimper.

Please describe any feedback you have had from those on whom your learning was to have an impact or those who have been able to observe your performance

Production accepted decision after above incident. Appreciative of my speed and reasoning and commented it was "easier to take me seriously these days".

Mark entry as completed

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### Reflection

Tony has given a very clear description of what he wants to do and how he has identified this as a learning need. He has, however, simply repeated this when asked to specify knowledge, skills, attitudes and behaviours which he will need to develop. A breakdown of these will help to draw up a targeted plan and to evaluate his learning. He has chosen not to specify competences to which his objective relates. If he felt that the default competences did not relate to his practice, he could have customised the list to give a range of relevant options. This is not critical, however, in the review of his CPD records. (NB Competences relating to industry are now available.)

### Planning

Tony has indicated that his development in decision-making will have a very high impact on himself, colleagues, service users and his organisation. He has not explained his reasoning, however, careful consideration of the impact of learning is important to prioritise CPD work and to avoid spending time on less significant issues.

The content of his plan is excellent with a range of activities proposed. He has used previous experience to rule out one of these. This demonstrates how the planning stage should not be used arbitrarily; one should not prejudge the planning process by listing only those activities which one has envisaged prior to embarking on the cycle. A careful assessment of advantages and disadvantages of each activity should underpin the selection of those which are carried through to the action stage.

### Action

Tony has made a record of time spent on each activity but has not provided a detailed summary of what he has learnt as a result. This will make the evaluation stage difficult to validate and could have helped inform his future decisions as to follow-up learning activities.

## Evaluation

Tony has given excellent specific examples of how he has applied his learning and of feedback he has consequently received. This demonstrates the value of undertaking this CPD, but his assertion that the cycle is complete is lacking in evidence. In only giving a vague outline of the skills and behaviours he sought to develop and of the learning he has achieved, Tony cannot really be sure that he has covered all aspects of this learning need.

## Summary

Tony has made a very good first attempt at recording his CPD using Plan & Record. He has a clear overall goal and has undertaken learning using a variety of methods with demonstrated good effects on his practice. By giving more details of his learning needs and outcomes, he would be able to undertake a more thorough evaluation.

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## Remember

- **Don't reiterate your overall learning objective when asked to specify the knowledge, skills, attitudes and behaviours you need to develop to meet it. (NB This is an optional question on Plan & Record online.)**
- **Think broadly when identifying potential learning activities. Use careful assessment of the pros and cons of each to identify those which are most appropriate.**