

Preparing for revalidation: your reflective account and peer discussion



2019

Purpose of revalidation



- Revalidation is a process which helps show that the trust members of the public have in pharmacy professionals is well-placed
- It helps pharmacists and pharmacy technicians to:
 - keep their professional skills and knowledge up-to-date
 - reflect on how to improve
 - show how they provide the safe and effective care patients and the public expect, as set out in the standards for pharmacy professionals

Revalidation at a glance

Annual requirement to submit your revalidation records and renew in myGPhC

- 4 CPD records (a minimum of 2 planned)
- 1 peer discussion record
- 1 reflective account record



Review by

- A pharmacy professional and lay person
- Leading to tailored feedback and aggregate feedback for everyone

The people using your services

- Throughout your revalidation records you will need to demonstrate how your learning has benefited the people using your services
- Pharmacy practice is diverse and you will bring a wide range of benefits
- Your service users could be patients, their families and carers, pharmacy colleagues, students, managers, other health and social care professionals, people from other scientific disciplines, and more....

Standards for pharmacy professionals

- You will be asked to reflect on the standards for pharmacy professionals in your reflective account
- The nine standards describe how safe and effective care is delivered through person-centred professionalism



Standards to use for your reflective account



Select one or more of the standards below to base your reflective account upon:

- Standard 3 - pharmacy professionals must communicate effectively
- Standard 6 - pharmacy professionals must behave professionally
- Standard 9 - pharmacy professionals must demonstrate leadership

If you feel able, you can reflect upon more of the standards as well but must include at least one from the list above

What to do in your reflective account

You will need to tell us:

- briefly about your area of work (the setting of your practice and your main roles)
- briefly who the typical users of your service(s) are
- how you meet the standards for pharmacy professionals we have selected for that year
- And, give a real example(s) taken from your practice to illustrate how you meet the standards we have selected

Reflective account record example

I am a pharmacy technician working in a hospital setting. My main role involves dispensing medicines for in-patients and out-patients plus checking dispensed medicines.

The users of my services include patients, pharmacy staff and other hospital staff.

Last December we saw an increase in the number of errors in our department. It was important for me to find a way to learn from these events. During a discussion with the Medication Safety Technician she said that a lot of recent errors within our department were due to new forms / strengths of products and staff not being aware that we kept them. Part of the reason for an insulin dispensing error for example was because people were not aware of a new strength being available (200 units / 1 ml). I liaised with another team and found out that a report was available each month that detailed new forms / strengths of products that had been ordered in. We then decided that just having a list of drugs would not be very helpful and that something more eye catching was needed.

In terms of improving communication and Standard 3 we designed a poster that is displayed around the department which contains a picture of the new product(s) therefore acting as a visual aid. The outcome of my learning is that my colleagues and I are now much more aware of the new forms/strengths and this will hopefully reduce the likelihood of errors occurring again in the future thus improving patient safety. We also keep a log of dispensing error incidents and will continue to monitor.

Ideas for your reflective account

Industry	Academia	Regulatory and advisory
<p>How you use your communication skills to prepare information for colleagues without pharmacy training</p>	<p>How you demonstrate professional behaviour to students and trainees</p>	<p>How you demonstrate professional leadership working with colleagues without pharmacy training</p>
<p>How you demonstrate professional leadership in managing potential safety matters</p>	<p>How you tailor your communication approach to students and trainees with differing needs</p>	<p>How you manage difficult situations in provision of professional advice through professional behaviours</p>

Peer discussion



- A peer discussion is a learning and development activity that encourages you to engage with others in your reflection on learning and practice
- It should be an open and honest conversation with someone you trust and respect. The aim is to aid your development, it is not about making an assessment of you

Finding a peer

- Your peer can be anyone who understands your practice
- It could be a trusted colleague, line manager, member of staff, another health care professional, group of peers, a mentor or coach
- Your peer needs to understand your practice, but does not have to be a pharmacy professional

Ideas for who your peer might be

Pharmacy professional	Example of a suitable peer
Academic pharmacist	An academic from a different discipline
Military pharmacy technician	A military nurse
Public health pharmacist	Another public health specialist
Industrial pharmacy technician	A colleague from another scientific background
A pharmacist working as a senior manager	Another senior manager
A pharmacy technician in the community setting	An expert patient
A hospital pharmacy technician	A group of health professionals

Carrying out your peer discussion

- Discussions can take place in person, or over the phone, via video call or webchat
- Check that your peer agrees to be named in your record, and contacted if your records are selected for review
- Once you have selected your peer you might want to share information with them in advance to help guide the discussion
- A peer discussion will typically take an hour, although it can be shorter or longer. You may choose to have more than one discussion if you think it will be helpful for you

Recording your peer discussion

- When you record your peer discussion in myGPhC you will need to name your peer and explain why you chose them
- You will need to describe how the process of having a peer discussion has benefited your practice, and also how it has benefited the people using your service
- You will need to use examples to illustrate this
- You do not need to record the detail of the subject you discussed with your peer

Peer discussions record example

I chose another pharmacist store manager to be my peer because she has more experience in the role. My peer discussion helped me think about prioritising my workload to better support patients' with services. I was feeling that I did not have time to complete asthma LES reviews and CMS interventions with patients that I felt would have benefitted from these services. This was partly due to the manager workload I was juggling and it was taking away from spending quality time with my patients.

As a result of the discussion, I now know how another store manager prioritises workload. This made me reflect on my own working environment and I realised that I was perhaps doing too many things myself and not coaching. Having identified a need to change to benefit my patients, I have since set aside a time frame where I look at managerial related jobs. I am also now coaching my healthcare assistant with her dispenser training and have support from my technician.

Already, I have had time to talk to one of my patients about his inhaler technique through the new asthma LES and have documented several CMS new medication interventions.

Further resources to help you

www.pharmacyregulation.org/revalidation-resources-pharmacy-professionals

- sector and role based examples of CPD, reflective account and peer discussion records
- peer discussion guidance for pharmacy professionals, for peers, and for employers
- webinar recording
- the Revalidation Framework
- links to resources from other organisations