

Assessor Criteria

	<i>Best practice</i>	<i>Not acceptable practice</i>
<i>Criteria 1: Did the pharmacist identify specific learning needs?</i>	<p>Clear statement of learning intent followed by bulleted specific learning needs.</p> <p>Specific, precise, succinct, measurable.</p> <p>No ambiguity.</p>	<p>Review/update/revisit without any specific learning need identified.</p> <p>Feedback provided regarding best practice.</p> <p>Ambiguous statements such as ‘...the main issue...’ ‘...the latest development...’ ‘...the key issue...’ followed by a non-specific statement.</p>
<i>Criteria 2: Did the pharmacist describe why they wanted to learn about this?</i>	<p>Contextualise learning with a clear trigger/prompt for the learning need.</p>	<p>‘I feel I need to know more about...’ without further explanation.</p> <p>Feedback provided regarding best practice.</p>
<i>Criteria 3: Did the pharmacist describe the activities that they planned to undertake to meet these needs?</i>	<p>Full details* relating to the learning activity that would allow an assessor to source that specific learning activity.</p> <p>*Please note that specific names of colleagues are not required – job titles are sufficient to demonstrate the expertise of the tutor.</p>	<p>Less detailed information e.g. ‘A workshop’, ‘article’, ‘courses’, ‘internet search’ but no further detail is present in the cycle.</p> <p>Feedback provided regarding best practice.</p>
<i>Criteria 4: Did the pharmacist indicate when they plan to complete the activity(ies) by?</i>	<p>Specific completion date.</p>	<p>Learning activity not time-limited.</p> <p>Feedback provided regarding best practice.</p>
<i>Criteria 5: Did the pharmacist provide a description of the learning activity they completed to meet the learning need?</i>	<p>Full details* relating to each learning activity that would allow an assessor to source the learning activity plus completion of date, time and evidence.</p> <p>*Please note that specific names of colleagues are not required – job titles are sufficient to demonstrate the expertise of the tutor.</p>	<p>No learning activity identified.</p> <p>Only recorded application to practice.</p> <p>Not applicable (NA) recorded in evidence section of activity table.</p> <p>Date/time/evidence sections of activity table not completed.</p> <p>Very generic phrases – ‘the internet’, ‘a workshop’ etc.</p> <p>Feedback provided regarding best practice.</p>
<i>Criteria 6: Did the pharmacist include a brief summary of what</i>	<p>Brief summary with examples of personal learning in relation to each learning need.</p>	<p>No personal learning demonstrated.</p> <p>Summary of contents of learning activity.</p>

<i>they learnt?</i>	Summary relates to learning need(s). Summary contains specific detailed examples (multiple) of personal learning.	Feedback provided regarding best practice.
<i>Criteria 7: Did the pharmacist indicate whether or not they had met their learning need(s)?</i>		Implied response, not stated e.g. 'I have a better understanding...' Feedback provided regarding best practice.
<i>Criteria 8: Has the pharmacist indicated how their practice has changed/will change as a result of their learning or how they have applied/will apply their learning to their practice?</i>	Clear example of implementing learning/changing practice. Demonstration of transition as a result of learning activity (now I can). Specific example of how the learning has been applied or will be applied to future practice.	'I feel that I can now...' with no justification as to why the individual feels that way. Generic statement relating to use in practice/future practice e.g. "I use/will use this in my practice/future practice". Feedback provided regarding best practice.
<i>Criteria 9: Is it evident from the cycle that the original learning needs have been addressed?</i>	Each learning need is clearly mapped through reflection, planning, action and evaluation stages of the cycle. Ticked 'Yes' to prompt question.	No mapping of learning needs through mapped through all stages of the cycle. Feedback provided regarding best practice.