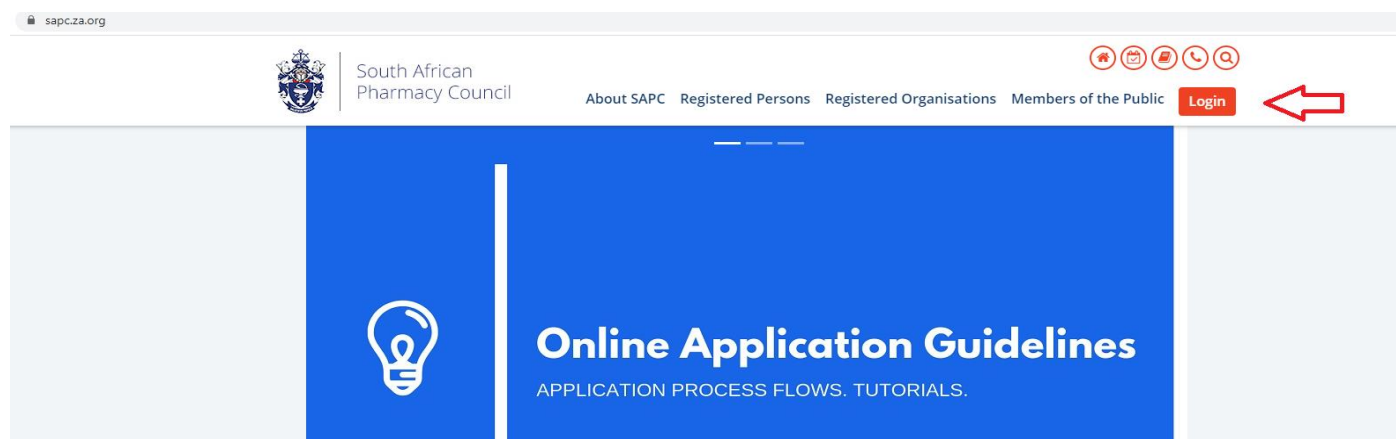


Continuing Professional Development

Go to www.sapc.za.org. Click on the [Login] button on the top right hand side of the web page [FIG.1]. This will redirect to the different member type login options.

FIG 1.



Click the [Registered Person] icon [FIG 2.]. Enter your [User Name], [National Id/Passport No.], [Password] and click the [Enter] button [FIG 3.].

FIG 2.

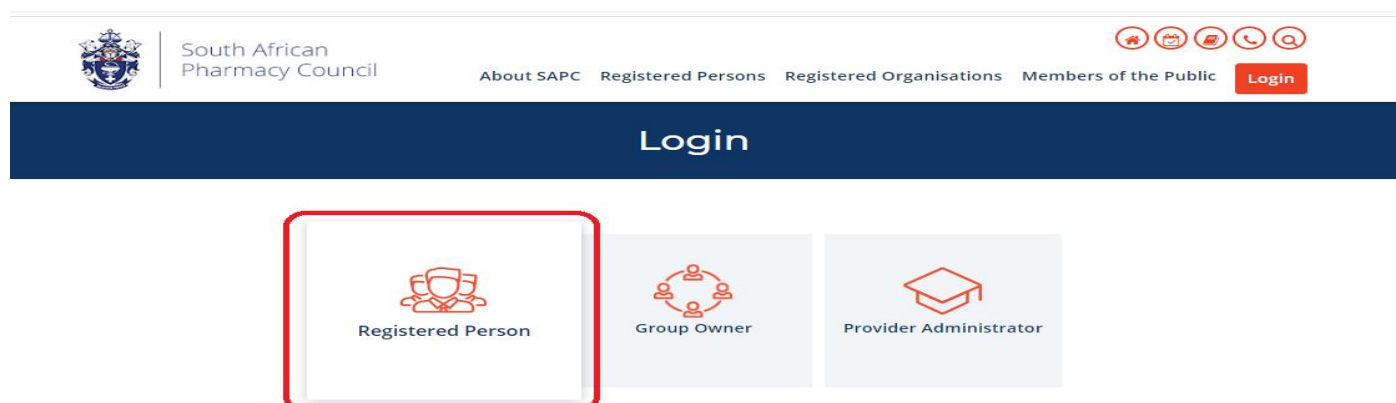


FIG 3.

Registered Persons

P Number
P99998

ID/Passport Number
7708275632360

Password
.....

[Request a password](#)

[Useful login tips, click here](#)

[Secure login tutorial, click here](#)

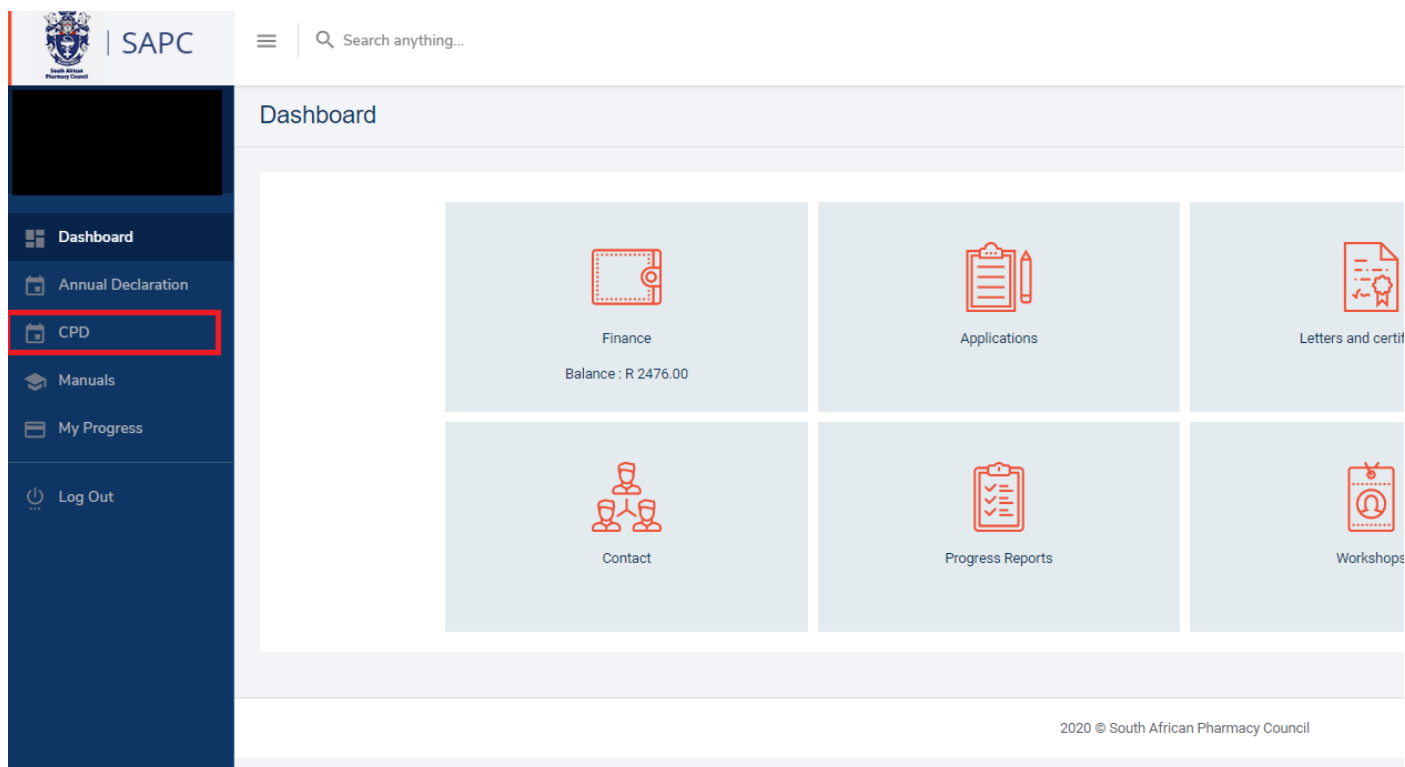
Enter

Login with your unique account number eg. P12345, enter your full ID/Passport number with no spaces, enter your password as sent to you. Note: your password can be changed once you have successfully logged in. For more information click here to read the tutorial: How to login on the SAPC Website.

FOR INTERNS

On a successful login, a user will be redirected to the SAPC secure section where the CPD pages can be accessed. Click the [CPD] menu item on the left hand side of the page to be redirected to CPD pages. **NB- Only interns registered from January 2020 will be redirected to the new CPD platform [FIG 4].**

[FIG 4.]



OTHER ROLES

On a successful login, a user will be redirected to the SAPC secure section where the CPD pages can be accessed. Select the [CPD] top menu item and click the **>>Continuing Professional Development** in the [CPD Online System Block] to be redirected to CPD pages [FIG 5].

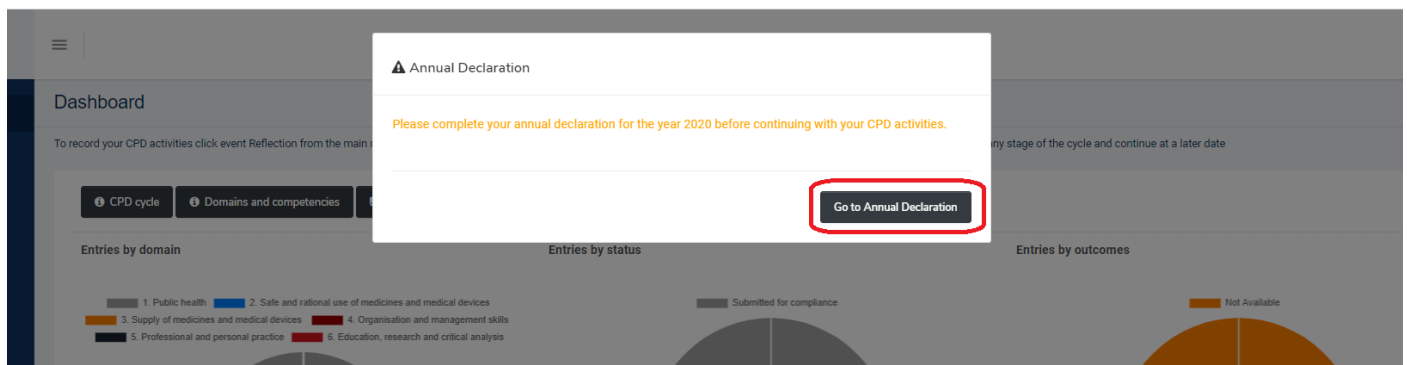
[FIG 5.]



ANNUAL DECLARATION

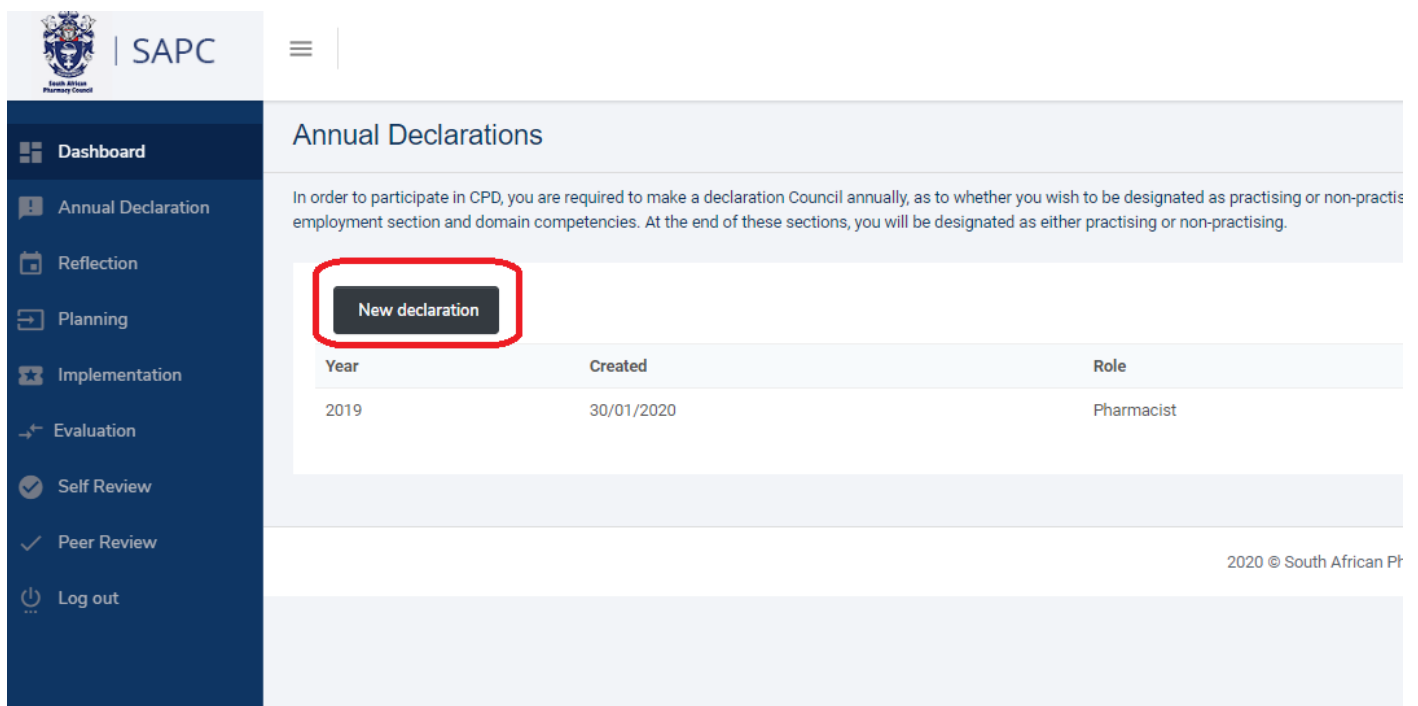
If a user's annual declaration for the current year has not been captured or incomplete, a pop up message will be displayed. Click the **[Go to Annual Declaration]** button to complete. **NB- A user will not be able to enter any CPD activities if the annual declaration is incomplete** [FIG 6.].

FIG 6.



Click the **[New declaration]** button on the Annual Declaration screen to complete [FIG 7.]

FIG 7.



Complete all sections of the annual declaration.

1 . Employment

Choose options presented in the dropdowns for Primary area of practise, Primary employment status and Sector of practise. Secondary areas of practise is not compulsory, but one or many selections can be made. Click [**Continue**] to move to the next section. **NB- Primary area of practise, Primary employment status will be disabled for Interns, Responsible pharmacist, Community Service Pharmacist and tutors - as these selections are linked to the practical training site or the pharmacy to which the Responsible pharmacist is linked [FIG 8].**

[FIG 8.]

Annual Declaration (Employment)

As part of the annual declaration, please complete the employment section by selecting the primary area of practice, and whether you are in the public/private sector.

1 Employment

2 Domain Competencies

3 Assessment Criteria

Scope of practise - Pharmacist

Primary area of practice
Community Pharmacy

Primary employment status
Full-Time

Sector of Practice
Public

Secondary areas of practice(if applicable)

☐ Academic Institution
☐ Institutional Private
☐ NGO's
☐ Wholesale Pharmacy Public

☐ Clinical trials and research
☐ Institutional Public
☐ Professional administration & management

☐ Community Pharmacy
☐ Managed care
☐ Provincial department of health

☐ Consultant Pharmacy
☐ Manufacturing Pharmacy
☐ Statutory Council

☐ Distribution Pharmacy
☐ National department of health
☐ Wholesale Pharmacy Private

Continue

2 . Domain Competencies

Choose options presented for domain competencies and click the [**Continue**] button to move to the next list of domain competencies. Repeat the process until all 6 domains and competencies are complete [FIG 9.]. A “Successfully saved” message will be displayed after each competency option is selected. Click the [**Back**] button to return to a previous domain competencies [FIG 10].

FIG 9.

1 Employment

2 Domain Competencies

3 Assessment Criteria

[1 of 6] 1. Public health

1.1 Promotion of health and wellness
I spend most of my time doing this

1.2 Medicines information
I spend most of my time doing this

1.3 Professional and health advocacy
I spend most of my time doing this

1.4 Health economics
I spend most of my time doing this

1.5 Epidemic and disaster management
I spend most of my time doing this

1.6 Primary healthcare
I spend most of my time doing this

Continue

FIG 10.

The screenshot shows a web interface for selecting domain competencies. At the top right, a green notification box with a checkmark icon says "Saved Successfully saved". The main content area is titled "[2 of 6] 2. Safe and rational use of medicines and medical devices". It contains eight rows, each with a competency name and a dropdown menu:

- 2.1 Patient consultation: I spend most of my time doing this
- 2.2 Patient counselling: I never do this
- 2.3 Patient medicine review and management: I spend most of my time doing this
- 2.4 Medicines and medical devices safety: I spend most of my time doing this
- 2.5 Therapeutic outcome monitoring: I spend most of my time doing this
- 2.6 Pharmacist initiated therapy: I spend most of my time doing this
- 2.7 Pharmacovigilance: I spend most of my time doing this
- 2.8 Clinical trials: I spend most of my time doing this

At the bottom left, there are two buttons: "Back" (with a left arrow) and "Continue". Both the notification box and the buttons are highlighted with red rectangles.

At the end of the domain competencies, a popup message will be displayed informing the user whether they are considered “Practising” or “Non-Practising”. This is determined by the competency selection – If a user has selected “I never do this ” for all domain competencies, the system assumes the user is a non-practising member. The user then has the option to [**Agree**] or [**Disagree**]. [**Agree**] will move to the final step of the annual declaration, [**Disagree**] will remain on the Domain Competency section were modifications can be made [FIG 11].

[FIG 11]

The screenshot shows a modal popup titled "Annual Declaration" with an information icon. The text inside reads: "According to your selected competencies, you are a **Practising** pharmacist." At the bottom right of the popup, there are two buttons: "Disagree" (red) and "Agree" (green). These buttons are highlighted with a red rectangle. In the background, a sidebar is partially visible with a section labeled "3 Assessment Criteria".

3 . Assessment Criteria

This is the third and final step of the annual declaration where the assessment criteria is displayed. Review the assessment criteria and click [**I accept**] to complete [FIG 12.]. Once complete, the user will be redirected to the Annual Declaration screen, where all declarations are listed. [FIG 13.]

FIG 12.

Annual Declaration (Assessment Criteria)

Please review the assessment criteria below and click [Done] to complete your annual declaration

1 Employment

2 Domain Competencies

3 **Assessment Criteria**

Reflection

- The learning title is linked to the competency and associated behavioural statement.
- There is a title, which is descriptive and relevant to the behavioural statement. The title is relevant to what the pharmacist needs to learn and is not the same as the competency or domain.
- There is a description of the identified learning need and what the pharmacist hopes to achieve in addressing the learning need.

Planning

- The date is current, i.e. during the current year.
- The pharmacist must describe the plan and provide a brief description of the reasoning behind the planned selection.

Implementation/Activity

- At the request of Council, the pharmacist will be required to upload evidence or supporting documents. The evidence must be: • valid – relevant to the outcome • current – collected during the current year
- The achievement date must be current.
- A brief description of the learning activity and its relevance to the evidence –

Evaluation

- Provide a description of how the learning has been applied and feedback on the impact on practice. Provide examples of where the knowledge and skills acquired have been applied.

⬅ Back

I accept

FIG 13.

Annual Declarations

In order to participate in CPD, you are required to make a declaration Council annually, as to whether you wish to be designated as practising or non-practising. (refer to *Regulations relating to continuing professional development*) In order to complete the annual declaration, please complete the employment section and domain competencies. At the end of these sections, you will be designated as either practising or non-practising.

Year	Created	Role	Status	Complete
2020	05/02/2020	Pharmacist	Practising	Yes 🔗 Update declaration
2019	30/01/2020	Pharmacist	Practising	Yes

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ADDING CPD ACTIVITIES

Step 1. Reflection

To add a new Reflection, click the [**Reflection**] menu item on the left hand side of the screen. This will redirect to the reflections page [FIG 14.] Click the [**Identify a new learning need**] button, complete the form and click the [**Save**] button at the bottom of the screen [FIG 15.]

FIG 14.

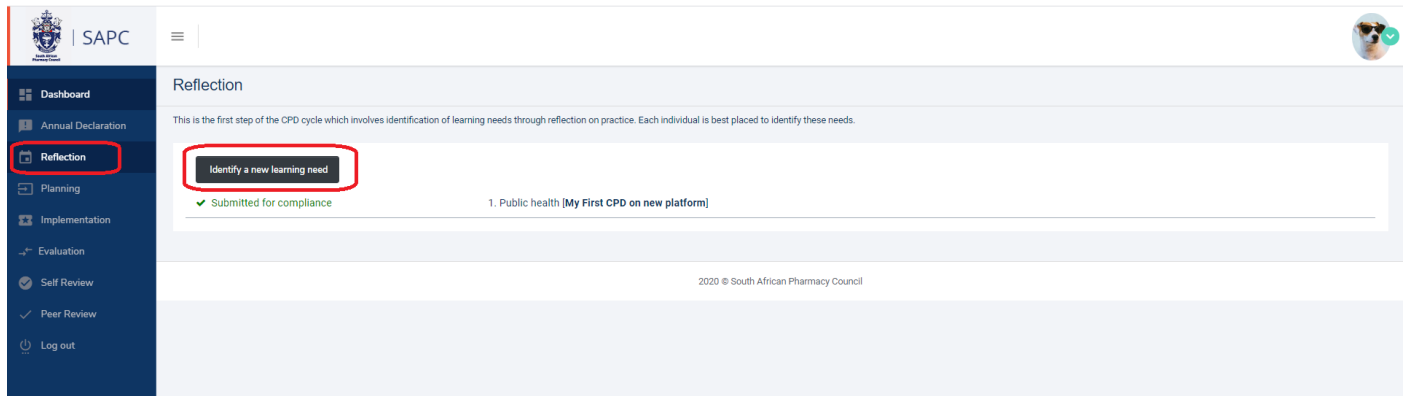


FIG 15.

1.Reflection-Identify a new learning need

This is the first step of the CPD cycle which involves identification of learning needs through reflection on practice. Each individual is best placed to identify these needs.

Domain	Domain Competency
2. Safe and rational use of medicines and medical devices	2.2 Patient counselling
Reflection Title	Learning Trigger
Patient Care	Personal interest
	Learning Relation
	Current role
Learning Initiation	
Myself	

Describe the learning need that you have identified to improve your knowledge and skill, and what you hope to achieve after addressing this learning need?

Improving patient care has become a priority for all health care providers with the overall objective of achieving a high degree of patient satisfaction. Greater awareness among the public, increasing demand for better care, keener competition, more health care regulation, the rise in medical malpractice litigation, and concern about poor outcomes are factors that contribute to this change.

607 character(s) remaining

Save

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Once successfully saved, a popup message will appear prompting the user to move to the next step (Planning) or to remain on the Reflections list page [FIG 16]. On the Reflections List Page – Click the record of the newly added Reflection to expand where options to edit or proceed to the next step (Planning) [FIG 19] will be displayed. Status of all for steps is also displayed.

- R – Reflection
- P – Planning
- I – Implementation
- E – Evaluation

✗ incomplete and a ✓ for completed steps. [FIG 17.]

FIG 16.

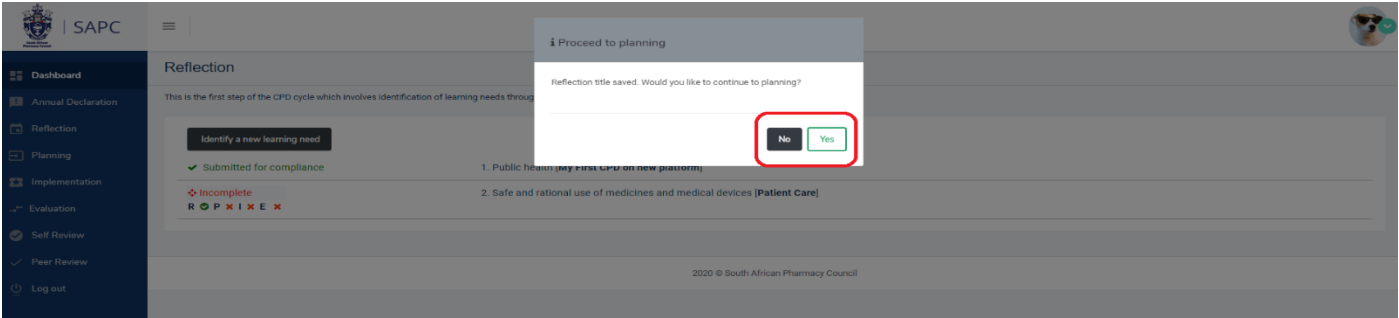


FIG 17.

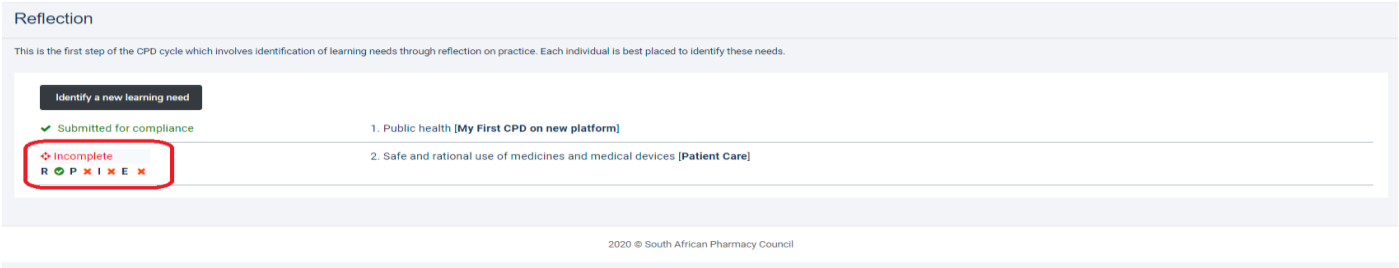
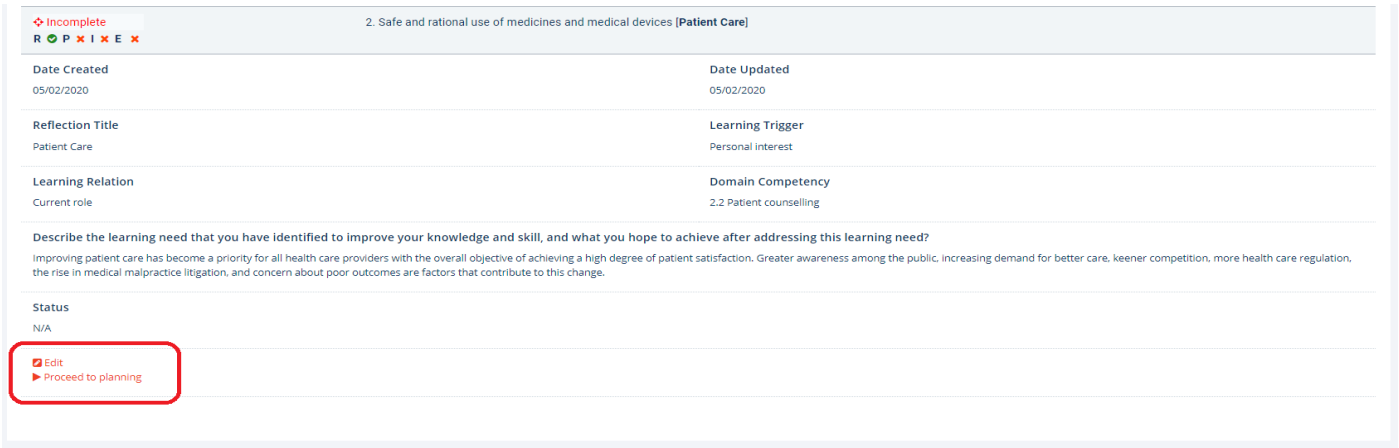


FIG 19.



Step 2. Planning

To add a new Plan, click the **[Planning]** menu item on the left hand side of the screen. This will redirect to the Planning page. Click the **[Identify a new learning plan]** button, complete the form and click the **[Save]** button at the bottom of the screen [FIG 20.]

FIG 20.

2.Planning-New learning plan

This is the second step after reflection on practice. Having identified the learning needs, the registered person must develop and record a learning plan to achieve the desired outcome.

Reflection title and domain competency
Patient Care - 2. Safe and rational use of medicines and medical devices (2.2 Patient counselling)

Mode of Learning
Non Measurable

Primary Activity
Self study

Start Date (date which you started or the date you are going to start your learning activity)
05 Feb 2020

End Date (The date you intend completing your learning)
06 Feb 2020

Briefly describe the reasoning behind your planning selections
The quality of patient care is essentially determined by the quality of infrastructure, quality of training, competence of personnel and efficiency of operational systems. The fundamental requirement is the adoption of a system that is 'patient orientated'. Existing problems in health care relate to both medical and non-medical factors and a comprehensive system that improves both aspects must be implemented. Health care systems in developing countries face an even greater challenge since quality and cost recovery must be balanced with equal opportunities in patient care.

422 character(s) remaining

Save

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Once successfully saved, a popup message will appear prompting the user to move to the next step (Implementation) or to remain on the Planning list page . On the Planning List Page – Click the record of the newly added Plan to expand where options to edit or proceed to the next step (Implementation) [FIG 21] will be displayed. Status of all for steps is also displayed.

FIG 21.

Planning

This is the second step after reflection on practice. Having identified the learning needs, the registered person must develop and record a learning plan to achieve the desired outcome.

Identify a new learning plan

✓ Submitted for compliance

1. Public health [My First CPD on new platform]

✖ Incomplete
R P I X E

2. Safe and rational use of medicines and medical devices [Patient Care]

Learning Title Patient Care	Date Created 05/02/2020
Date Updated 05/02/2020	Mode of Learning Non Measurable
Primary Activity Self study	Other Activity Other Channel

Other Activity

Briefly describe the reasoning behind your planning selections
The quality of patient care is essentially determined by the quality of infrastructure, quality of training, competence of personnel and efficiency of operational systems. The fundamental requirement is the adoption of a system that is 'patient orientated'. Existing problems in health care relate to both medical and non-medical factors and a comprehensive system that improves both aspects must be implemented. Health care systems in developing countries face an even greater challenge since quality and cost recovery must be balanced with equal opportunities in patient care.

Status
N/A

✏ Edit
▶ Proceed to implementation

Step 3. Implementation

To add a new Implementation, click the **[Implementation]** menu item on the left hand side of the screen. This will redirect to the Implementation page. Click the **[Record a new learning activity]** button, complete the form and click the **[Save]** button at the bottom of the screen [FIG 22.]

FIG 22.

3.Implementation-New learning activity

This is the next step after drafting a learning plan where registered persons put into action the learning activities they have planned following identification of their learning needs.

Learning Title (Domain) Patient Care (2. Safe and rational use of medicines and medical devices)	
Primary Mode of Learning Non Measurable	Primary Activity Self study
Start Date (date which you started or the date you are going to start your learning activity) 05 Feb 2020	End Date (The date you intend completing your learning) 06 Feb 2020
Duration of Activity < 30 mins	Achievement Date 05 Feb 2020

Describe what you have done, that is, the action taken to achieve the specific outcome.

The fact that the patient is the most important person in a medical care system must be recognised by all those who work in the system. This single factor makes a significant difference to the patient care in any hospital. In developing countries financial constraints often lead to compromised quality of care. This can be corrected by the introduction of management systems that emphasise cost recovery. Our experience shows that a system should first be developed to attract patients who can afford to pay for high quality services and such a system should then be extended to non-paying patients. This system has the advantages of high quality care and good cost recovery. Some of the issues that need to be addressed to improve patient care are listed below

237 character(s) remaining

Save

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Once successfully saved, a popup message will appear prompting the user to move to the next step (Evaluation) or to remain on the Implementation list page . On the Implementation List Page – Click the record of the newly added activity to expand where options to edit or proceed to the next step (Evaluation) [FIG 23] will be displayed. Status of all for steps is also displayed. **NB : For Interns and B Pharm Students an option to upload documents (supporting Evidence) option will be available.**

FIG 23

Record a new learning activity

✓ Submitted for compliance 1. Public health [My First CPD on new platform]

✓ Submitted to peer for review 2. Safe and rational use of medicines and medical devices [Patient Care]

✗ Incomplete 5. Professional and personal practice [New Test]

R P I E X

Date Created 25/02/2020	Date Updated 25/02/2020
Mode of Learning Non Measurable	Primary Activity casual reading of professional journal or magazines
Start Date 21/02/2020	End Date 22/02/2020
Duration of Activity < 30 mins	Achievement Date 25/02/2020

Primary Mode of Learning -Other (please specify)

Describe what you have done, that is, the action taken to achieve the specific outcome.

TESTING

Status
N/A

Edit
Proceed to evaluation

Step 4. Evaluation

To complete the forth and final step - on the Implementation List Page, Expand the record to evaluate and click the **[Proceed to evaluation]** link [FIG 23 (above)]. This will redirect the user to the Evaluation Page, where the Learning Title will be pre-selected. Complete the form and click one of the following options [FIG 24.]

- Save – Evaluation record will be saved and remain on a status of **[Awaiting submission]**.
- Submit for Compliance - Evaluation record will be saved and moved to status of **[Submitted for Compliance]**. **This locks the entry. Entry will not be editable.**
- Self Review - Evaluation record will be saved and moved to status of **[Submitted for Self Review]**.
- Submit for peer review - - Evaluation record will be saved and moved to status of **[Submitted to peer for Review]**. Here the user will be prompted to select a peer.

FIG 24.

4.Evaluation-Edit evaluation

Evaluation is the step where registered persons assess the progress made towards achieving their learning objectives identified in Step 1 of the cycle. They reflect on what they have learnt and how they are able to apply the knowledge and skills gained. Evaluation can be used to identify further learning activities in an ongoing CPD cycle.

Select a Learning Title

New Test (5. Professional and personal practice)

Learning Objective Met

Partially

Applied the Learning

Not yet

Describe what you have learned

Describe providing examples, how you have applied what you have learnt, including feedback on the impact of your learning and reason why the learning was partially met

Celebrities are glorified the world over and most of them have worked incredibly hard to amass their fame and fortune. Then there are the children of celebrities - now we're not saying that they are given air or the best opportunities simply because they are born into a celebrity household, but let's face it, they kind of do! Whether it's a child who has gone through an adoption agency to end up with the likes of Angelina Jolie or a happy family home who have conceived, the end result is a child who has the world on a plate. We thought we'd delve a little deeper into the world of celebrity parents and enviously read on as we wish Will Smith was our dad!

338 character(s) remaining

Save

Submit for Compliance

Self Review

Submit for peer review

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Submission List

Click the **[Evaluation]** menu item on the left hand side of the screen to be redirected to the Submissions List page. Here all entries are displayed with current status. Click the entry record to expand details of the entry. Options will be available to return to Reflection, Submit for compliance, Submit to peer for review or to Archive the entry [FIG 25.] Archiving moves the entry status to Archived. These entries can only be viewed in the archive bin, which is available on the **[Dashboard]** [FIG 26.]

FIG 25.

CPD Submission

For interns and B pharm students - if your result is "Not Yet Successful", click on the report link to review, make the necessary changes (Reflection, Planning, Implementation or Evaluation) and submit for re-assessment.

✓ Submitted for compliance	1. Public health [My First CPD on new platform]
✓ Submitted to peer for review	2. Safe and rational use of medicines and medical devices [Patient Care]
⚠ Awaiting submission	5. Professional and personal practice [New Test]

Reflection Title

New Test

Status	First Submission Date	Submission Date	Submission Count
Awaiting submission	25/02/2020	25/02/2020	0
Reflection	Planning	Implementation	Evaluation
Complete	Complete	Complete	Complete
Assessment Status			
N/A			

✓ Reflection

✓ Submit for Compliance

✓ Submit to peer for review

✓ Archive Entry

✓ Submitted for assessment	6. Education, research and critical analysis [My First 2 Step Entry] 2 Step CPD Activity
----------------------------	--

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FIG 26.

SAPC

Dashboard

Annual Declaration

Reflection

Planning

Implementation

Evaluation

Self Review

Peer Review

My Peers

2 Step CPD Activity

Log out

Dashboard

To record your CPD activities click event Reflection from the main menu to start the CPD cycle. Ensure that information is provided for each step in the CPD cycle. You may save the information at any stage of the cycle and continue at a later date

CPD cycle

Domains and competencies

Archive

Entries by domain

1. Public health:2

2. Safe and rational use of medicines and medical devices :1

3. Supply of medicines and medical devices :0

4. Organisation and management skills :0

5. Professional and personal practice:1

6. Education, research and critical analysis:1

Entries by status

Awaiting submission

Submitted for assessment

Submitted for compliance

Submitted to peer for review

Entries by outcomes

Not Available

Successful

Archive Entries

Older entries

Domain	Domain Competency	Title	Date	
1. Public health	1.3 Professional and health advocacy	Just joking	25 Feb 2020	Entry Details

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2 Step CPD Activity

The 2 Step CPD Activity allows a user to submit an entry in 2 steps instead of the traditional 4 steps. To record a 2 step entry, click the **[2 Step CPD Activity]** menu item on the left hand side of the screen. Complete **[Step 1 of 2]** form and click the **[Go To Step 2]** button at the bottom of the screen [FIG 27.]

FIG 27.

2 Step CPD Activity

Step 1: These are CPD activities where the registered person submits the implementation and evaluation part of the CPD cycle.

Step 1 of 2

Title

New 2 Step

Domain

1. Public health

Domain Competency

1.5 Epidemic and disaster management

Mode of Learning

Non Measurable

Primary Activity

casual reading of professional journal or magazines

Go to step 2

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Complete **[Step 2 of 2]** form and click the **[Save]** button. This will redirect to the **[CPD Submissions]** list where the entry status can be updated [FIG 28.] **NB. 2 Step CPD Activity is available for all roles except intern and B Pharm Students. Only 3- 2 Step CPD Activities allowed annually.**

Complete the form and click one of the following options [FIG 24.]

- Save – Evaluation record will be saved and remain on a status of **[Awaiting submission]**.
- Submit for Compliance - Evaluation record will be saved and moved to status of **[Submitted for Compliance]**. **This locks the entry. Entry will not be editable.**
- Self Review - Evaluation record will be saved and moved to status of **[Submitted for Self Review]**.
- Submit for peer review - - Evaluation record will be saved and moved to status of **[Submitted to peer for Review]**. Here the user will be prompted to select a peer.

FIG 28.

Step 2 of 2

Learning Title (Domain) TEST ENTRY (6. Education, research and critical analysis)

Duration of Activity

< 30 mins

Achievement Date

25 Feb 2020

Describe what you have done, that is, the action taken to achieve the specific outcome.

test

996 character(s) remaining

Learning Objective Met

--Select--

Applied the Learning

--Select--

Describe what you have learned

test

1996 character(s) remaining

Back Save Submit for Compliance Self Review Submit for peer review

Peer Reviewers

To add peer reviewers, click the **[My Peers]** menu item on the left hand side of the screen. This will redirect to the **[Peer Reviewer]** page. Search your peer using a P number. Click the link **[Add peer reviewer]** to add the peer to the peer reviewer list [FIG 27.] Click the **[Activate]** link to sent the new peer reviewer an SMS prompting him/her to **[Accept/Decline]** the request. Once your peer has accepted, this will give access to your entries submitted for review [FIG 28.]. Your peer will be able to access these entries by clicking **[Peer Review]** menu item on the left hand side of the screen. When submitting an entry for review, the newly added peer will appear on the **[Peer Reviewer]** dropdown [FIG 30.]

FIG 27.

Peer Assessors

Search for your peer using a **P number**. Your peer has to be a registered active member of the South African Pharmacy council and has submitted an **Annual Declaration** for the current year.
Peers have to **accept** association in order to have access to your CPD entries "**Submitted for peer review**"

Name	Active	Accepted	Date	Type	
P17535-Ms. Ziyanda Mfuku	Yes			Peer Assessor	De-activate

P Number

[Search](#)

Result

P12702-Mr. Vincent Tlala [+ Add peer assessor](#)

FIG 28.

Search for your peer using a **P number**. Your peer has to be a registered active member of the South African Pharmacy council and has submitted an **Annual Declaration** for the current year.
Peers have to **accept** association in order to have access to your CPD entries "**Submitted for peer review**"

Name	Active	Accepted	Date	Type	
P17535-Ms. Ziyanda Mfuku	Yes			Peer Assessor	De-activate
P12702-Mr. Vincent Tlala	No			Peer Assessor	Activate

P Number

[Search](#)

FIG 29.

Review (Entries)

Peer Review is a quality check by a fellow pharmacist to assist with valuable feedback for you to revise and improve your CPD entries before submission.

P99998 Mr. E2 Solutions TEST

Domain	Competency	Title	Date	Submissions	Status	Assessed	Outcome
1. Public health	1.1 Promotion of health and wellness	My First CPD on new platform	30 Jan 2020	1	Submitted for compliance		Not Available N/A
2. Safe and rational use of medicines and medical devices	2.2 Patient counselling	Patient Care	05 Feb 2020	1	Submitted to peer for review	Satisfactory	Review
5. Professional and personal practice	5.2 Professional practice	New Test	25 Feb 2020	0	Awaiting submission		Not Available N/A
6. Education, research and critical analysis	6.4 Gap analysis	My First 2 Step Entry	18 Feb 2020	0	Submitted for assessment		Not Available N/A

FIG 30.

5. Professional and personal practice		5.2 Professional practice	
Trigger	Channel		
Audit	Non Measurable		
Activity	Objective Result		
casual reading of professional journal or magazines	Partially		
Peer Assessor			
<div> --Select-- </div> <div> --Select-- </div> <div> P17535-Ms. Ziyanda Mfuku </div> <div> Click here to Add/Update peer reviewer. </div>			
<div>Submit</div>			

To review your peer, click the **[Peer Review]** menu item on the left hand side of the screen. This will redirect to the **[Peer Review]** page. Here a list of all linked peers will be displayed [FIG 31.]

FIG 31.

Peer Review				
Peer Review is a quality check by a fellow pharmacist to assist with valuable feedback for you to revise and improve your CPD entries before submission.				
P Number	Name	Entries	Assessed	
P99998	Mr. E2 Solutions TEST	5	5	View

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Click **[View]** link to display your peers entries and **[Review]** link to assess (review) [FIG 32.]

FIG 32.

Peer Review is a quality check by a fellow pharmacist to assist with valuable feedback for you to revise and improve your CPD entries before submission.								
P99998 Mr. E2 Solutions TEST								
Domain	Competency	Title	Date	Submissions	Status	Assessed	Outcome	
1. Public health	1.1 Promotion of health and wellness	My First CPD on new platform	30 Jan 2020	1	Submitted for compliance		Not Available	N/A
2. Safe and rational use of medicines and medical devices	2.2 Patient counselling	Patient Care	05 Feb 2020	1	Submitted to peer for review		Satisfactory	Review
5. Professional and personal practice	5.2 Professional practice	New Test	25 Feb 2020	0	Awaiting submission		Not Available	N/A
6. Education, research and critical analysis	6.4 Gap analysis	My First 2 Step Entry	18 Feb 2020	0	Submitted for assessment		Not Available	N/A

Choose the appropriate outcome from the **[Outcome]** dropdown and click the **[Continue]** button at the bottom right hand side of the page. Repeat the process for the remaining CPD entry steps [FIG 33.]

FIG 33.

Reflection Review

P99998 Mr. E2 Solutions TEST

Comment History

Reflection - 2. Safe and rational use of medicines and medical devices

Reflection	Assessment Criteria	Outcome
2. Safe and rational use of medicines and medical devices :2.2 Patient counselling	The learning title is linked to the competency and associated behavioural statement.	Requirement met
Improving patient care has become a priority for all health care providers with the overall objective of achieving a high degree of patient satisfaction. Greater awareness among the public, increasing demand for better care, keener competition, more health care regulation, the rise in medical malpractice litigation, and concern about poor outcomes are factors that contribute to this change.	There is a description of the identified learning need and what the pharmacist hopes to achieve in addressing the learning need.	Requirement partially met
Patient Care	There is a title, which is descriptive and relevant to the behavioural statement. The title is relevant to what the pharmacist needs to learn and is not the same as the competency or domain.	Requirement met

Comment

Continue

2020 © South African Pharmacy Council

Once completed the **[Summary]** page will be displayed. Click **[Done]** to be redirected to the **[Peer Reviewer list]** [FIG 34.]

FIG 34.

No comments.

Implementation

Entry	Review Criteria	Requirement
The fact that the patient is the most important person in a medical care system must be recognised by all those who work in the system. This single factor makes a significant difference to the patient care in any hospital. In developing countries financial constraints often lead to compromised quality of care. This can be corrected by the introduction of management systems that emphasise cost recovery. Our experience shows that a system should first be developed to attract patients who can afford to pay for high quality services and such a system should then be extended to non-paying patients. This system has the advantages of high quality care and good cost recovery. Some of the issues that need to be addressed to improve patient care are listed below.	A brief description of the learning activity and its relevance to the evidence –	Requirement fully met
05 Feb 2020	The achievement date must be current.	Requirement met

Comments

No comments.

Evaluation

Entry	Review Criteria	Requirement
Access. Accessibility and availability of both the hospital and the physician should be assured to all those who require health care. Waiting. Waiting times for all services should be minimised. In most developing countries, the high demand for services often makes this a huge problem. Nevertheless, it has to be addressed effectively through continual review of patient responses and other data and using this feedback to make the necessary changes in systems.	Provide a description of how the learning has been applied and feedback on the impact on practice. Provide examples of where the knowledge and skills acquired have been applied.	Requirement fully met

Comments

No comments.

Outcome

Satisfactory

Done

Tutor Verification

Interns will submit entries for verification by their tutor. Tutors can then verify these entries by clicking the **[Verification]** menu item on the left hand side of the screen. This will redirect the user to the interns list page. Here all linked interns will be displayed [FIG 40.]

FIG 40.

The screenshot shows the SAPC (South African Pharmacy Council) Tutor Verification page. The sidebar on the left contains the following menu items: Dashboard, Annual Declaration, Reflection, Planning, Implementation, Evaluation, Self Review, Peer Review, My Peers, 2 Step CPD Activity, **Verification** (highlighted with a red box), and Log out. The main content area is titled 'Verifications' and contains a table with the following data:

P Number	Name	Entries	Verified	
P43466	Ms. Noelle Langeveldt	2	0	View

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To verify entries, click the **[View]** link on the intern record. This will redirect to the intern entry list page where all entries submitted by the intern will be displayed. Click the **[Verify]** link to begin verification [FIG 41].

FIG 41.

The screenshot shows the SAPC Tutor Verification page, specifically the 'Verifications (Entries)' section. The sidebar on the left is the same as in FIG 40. The main content area is titled 'Verifications (Entries)' and contains a table with the following data:

P43466 Ms. Noelle Langeveldt							
Domain	Competency	Title	Date	Submissions	Status	Verified	Outcome
2. Safe and rational use of medicines and medical devices	2.5 Therapeutic outcome monitoring	Outcomes based therapy	23 Feb 2020	1	Submitted for verification by tutor	N/A	Verify
5. Professional and personal practice	5.1 Patient-centred care	Explaining medication information to the patient	22 Feb 2020	1	Submitted for verification by tutor	N/A	Verify

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Here step details and assessment criteria is displayed. The tutor can view details of the entry. Clicking the **[Continue]** button will move to the next step of the CPD entry [FIG 42.]

FIG 42.

Reflection Verification

P43466 Ms. Noelle Langeveldt

Reflection - 2. Safe and rational use of medicines and medical devices

Reflection	Assessment Criteria
A patient came to the pharmacy to get a repeat on her medication for RIVOTRIL 0.5MG (one tablet three times a day), but she said that she is feeling as if the dosage regimen is not quite working for her. She said that she is still experiencing a lot of anxiety, even after taking the medication as prescribed to her by her doctor. This triggered my learning need to monitor her therapeutic outcomes and to consult with the doctor to optimise her therapeutic outcomes. After addressing this learning need, I hope to determine a dosage regimen that works for the patient in consultation with the doctor. I would also like to monitor the therapeutic outcomes of the updated dosage regimen.	There is a description of the identified learning need and what the pharmacist hopes to achieve in addressing the learning need.
Outcomes based therapy	There is a title, which is descriptive and relevant to the behavioural statement. The title is relevant to what the pharmacist needs to learn and is not the same as the competency or domain.
2. Safe and rational use of medicines and medical devices :2.5 Therapeutic outcome monitoring	The learning title is linked to the competency and associated behavioural statement

Continue

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To view the complete entry, the tutor can click the **[Title]** section which expands allowing full view of entry details. Click **[Continue]** to move to the next step [FIG 43]

FIG 43.

Reflection - 2. Safe and rational use of medicines and medical devices

Date Created 23/02/2020	Date Updated 23/02/2020
Reflection Title Outcomes based therapy	Learning Trigger Competencies
Learning Relation Current role	Domain Competency 2.5 Therapeutic outcome monitoring

Describe the learning need that you have identified to improve your knowledge and skill, and what you hope to achieve after addressing this learning need?

A patient came to the pharmacy to get a repeat on her medication for RIVOTRIL 0.5MG (one tablet three times a day), but she said that she is feeling as if the dosage regimen is not quite working for her. She said that she is still experiencing a lot of anxiety, even after taking the medication as prescribed to her by her doctor. This triggered my learning need to monitor her therapeutic outcomes and to consult with the doctor to optimise her therapeutic outcomes. After addressing this learning need, I hope to determine a dosage regimen that works for the patient in consultation with the doctor. I would also like to monitor the therapeutic outcomes of the updated dosage regimen.

Reflection	Assessment Criteria
A patient came to the pharmacy to get a repeat on her medication for RIVOTRIL 0.5MG (one tablet three times a day), but she said that she is feeling as if the dosage regimen is not quite working for her. She said that she is still experiencing a lot of anxiety, even after taking the medication as prescribed to her by her doctor. This triggered my learning need to monitor her therapeutic outcomes and to consult with the doctor to optimise her therapeutic outcomes. After addressing this learning need, I hope to determine a dosage regimen that works for the patient in consultation with the doctor. I would also like to monitor the therapeutic outcomes of the updated dosage regimen.	There is a description of the identified learning need and what the pharmacist hopes to achieve in addressing the learning need.
Outcomes based therapy	There is a title, which is descriptive and relevant to the behavioural statement. The title is relevant to what the pharmacist needs to learn and is not the same as the competency or domain.
2. Safe and rational use of medicines and medical devices :2.5 Therapeutic outcome monitoring	The learning title is linked to the competency and associated behavioural statement

Continue

On the final step of verification, the tutor then has the option of returning the entry to the intern for fixes or to submit the entry for assessment. **[Return to intern]** moves the entry status to **[Awaiting submission]**, **[Submit for assessment]** moves the entry status to **[Submitted for assessment]**. **Once Submitted for assessment the entry cannot be reversed.**

[FIG 44.]

Evaluation Verification

P43466 Ms. Noelle Langeveldt

Evaluation - 2. Safe and rational use of medicines and medical devices

Evaluation	Assessment Criteria
I planned to determine a dosage regimen that works for the patient in consultation with the doctor to optimise the patient's therapeutic outcomes. I also planned to monitor the patient's therapeutic outcomes. I have met my learning objective fully; the patient's dosage regimen was adjusted. She was happy about the change in dosage and the doctor was also very happy that I consulted him regarding this problem. In the future I will be able to work as a team with other health care professionals to optimise patient's therapeutic outcomes. I was also able to follow up on patient's with regards to their therapy and establish if their dosage regimen needs to be changed or remain the same.	Provide a description of how the learning has been applied and feedback on the impact on practice. Provide examples of where the knowledge and skills acquired have been applied.

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Return to intern Submit for assessment

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