## Appendix 1 - EPA Template

An EPA template is a useful tool for all stakeholders. It specifies the EPA and summarises how it maps to the GPhC Learning Outcomes, and the MPharm curriculum. It provides details about the sources of information HEIs use to teach and assess the student cohort before placement, and placement supervisors use to assess students on their performance when completing the activities and make an entrustment decision.

Specifically, an EPA template can help:

* **HEIs** to plan classroom teaching such that skills and knowledge needed for the EPA can be taught, practiced, and assessed in a learning setting. This ensures students meet minimal levels of competence before going out on placement.
* **Placement supervisors** to know how students have been prepared for placement, and what to expect, which builds capability and confidence in student ability. It also gives a clear understanding of what activity the student should do whilst on placement and in some cases what level of supervision they should be expected to provide. Importantly, it also helps supervisors to make an entrustment decision and document the ability of a learner to perform a specific EPA in a particular practice environment.
* **Students** to understand what they can expect and what is expected of them whilst on placement. It provides a record for activities that have been undertaken specific level of supervision in a specific practice environment.

An EPA template should be completed for all EPAs. The example of a blank template below has been annotated to aid completion.

**EPA Template**

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| --- | --- |
| Title of EPA | *Select an EPA and Insert title*  |
| Specification  | *Provide a brief description of the activity**Describe the EPA to ensure consistency between placement providers.* *Include details of who can supervise the student doing the EPA* |
| Limits | *List any situations where students cannot proceed with the EPA - In some cases it may be necessary to state the intended level of supervision recommended by HEI***The decision of the placement supervisor is final and may include the option of the student not undertaking the activity** |
| Domains of Competence  | *List GPhC Learning Outcomes (Shows how / Does)**List GPhC Standards for Pharmacy Professionals (optional)*  |
| Required knowledge, skill, attitude and experiences  | *List relevant pre-requisite MPharm classroom teaching, practice-based learning and reading* *students must have undertaken BEFORE they go out on this placement.*  |
| Information sources to **measure** progress and ground an entrustment decision | *List prior learning, assessment, and practice based resources student must have engaged with BEFORE placement* *OR:**State what the EPA should be assessed against to enable supervisors to make an entrustment decision (Include pre- reading and concepts e.g. SOP)*  |
| Recommended Entrustment Decision  |

|  |  |
| --- | --- |
| Level of Entrustment  | Description  |
| Level 0 Observation only  | I trust the learner to observe only.  Even with direct supervision, I do not trust the learner to perform the activity.   |
| Level 1 Direct supervision  | I trust the learner to perform the activity in a practice environment and under direct supervision.  Timely feedback for performance improvement is provided.  |
| Level 2 Reactive supervision  | I trust the learner to perform the activity in a practice environment with indirect and reactive supervision.  The learner can perform the activity without direct supervision but may request assistance, which should be readily available. Subsequent feedback for performance improvement is provided.  |
| Level 3 Intermittent supervision   | I trust the learner to perform the activity in a practice environment with intermittent supervision.  The learner can independently perform the activity.  The learner checks-in with the supervisor frequently and feedback for performance improvement is provided.  |
| Level 4 Remote supervision   | I trust the learner to independently perform the activity in a practice environment with remote supervision.  The learner can independently perform the activity.  The learner checks-in with the supervisor occasionally and feedback for performance improvement is provided.  |

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| Date of entrustment recommendation and signature of placement supervisor  |  |