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MASTER OF PHARMACY

**EXPERIENTIAL LEARNING OUTCOMES AND
SUGGESTED LEARNING OPPORTUNITIES**

STAGES 1-4

ALL AREAS OF PRACTICE

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Stage 1 Learning Outcomes

The learning outcomes for Stage 1 Student Pharmacist experiential learning are to:

1. Develop an awareness of the role of pharmacy in patient care
2. Develop an awareness of pharmacy processes and related record keeping
3. Develop an awareness of the pharmacy team and relevant multidisciplinary teams
4. Demonstrate appropriate professional behaviours and communication skills

These EL learning objectives are designed to be broad and it is your responsibility as EL facilitator to:

- consider, plan how to support and support the student pharmacist to achieve learning objectives within the workplace
- consider, plan how to support and support the student pharmacist to undertake relevant tasks

Suggested learning opportunities are outlined in the table overleaf to provide examples of activities which could be planned and delivered during the EL placement to help students achieve the learning objectives. Please note that this list is by no means exhaustive and student pharmacists may undertake alternative activities (as planned and supported by you as EL facilitator) which could contribute towards achievement of these learning objectives.

Please note, all activities should be carried out under appropriate supervision.

It may not be possible to achieve all learning objectives within one EL placement but it is expected that students will have achieved all learning objectives by the end of Stage 1 of the RGU MPharm course.

Stage 1 Community - Suggested Learning Opportunities

Learning objective	Suggested learning opportunities to support the student pharmacist to achieve learning objective
1. Develop an awareness of the role of pharmacy in patient care	<ul style="list-style-type: none"> • Observing and undertaking consultations about medicines and health promotion e.g. handing out repeat prescriptions, over the counter medicines, Pharmacy First consultations • Learning about the role of the pharmacist and pharmacy team in patient care • Providing opportunities for the student pharmacist to undertake activities, where appropriate, which the pharmacist would do on a daily basis
2. Develop an awareness of pharmacy processes and related record keeping	<ul style="list-style-type: none"> • Observing and participating in dispensing processes under appropriate supervision. For example, receiving prescriptions, dispensing medicines, labelling medicines. • Recognising different types of prescriptions including various NHS, private, veterinary, stock order. • Having an awareness of relevant Standard Operating Procedures. • Observing staff making and make entries in CD register, private prescription register etc. • Observing and participating in pharmacy services for example eligibility for/supply under Minor Ailments Service, eligibility for/supply under Medicines: Care and Review Service.
3. Develop an awareness of the pharmacy team and relevant multidisciplinary teams	<ul style="list-style-type: none"> • Learning about the roles of the pharmacy team. • Considering instances where they would need to contact the prescriber to query a prescription. • Considering instances where they would refer a patient to another healthcare professional for example GP or OOH service.
4. Demonstrate appropriate professional behaviours and communication skills	<ul style="list-style-type: none"> • Observe and undertake consultations with patients about their medicines for example repeat medicines, checking patients' understanding of their medicines • Observe and participate in over-the-counter consultations - consider working within the WWHAM or equivalent protocol.

Stage 2 Learning Outcomes

The learning outcomes for Stage 2 Student Pharmacist experiential learning are to:

1. Understand pharmacy processes and related record keeping
2. Undertake pharmacy calculations in practice
3. Develop an awareness of the pharmacy team and relevant multidisciplinary teams
4. Demonstrate appropriate professional behaviours and communication skills

These EL learning objectives are designed to be broad and it is your responsibility as EL facilitator to:

- consider, plan how to support and support the student pharmacist to achieve learning objectives within the workplace
- consider, plan how to support and support the student pharmacist to undertake relevant tasks

Suggested learning opportunities are outlined in the table overleaf to provide examples of activities which could be planned and delivered during the EL placement to help students achieve the learning objectives. Please note that this list is by no means exhaustive and student pharmacists may undertake alternative activities (as planned and supported by you as EL facilitator) which could contribute towards achievement of these learning objectives.

Please note, all activities should be carried out under appropriate supervision.

It may not be possible to achieve all learning objectives within one EL placement but it is expected that students will have achieved all learning objectives by the end of Stage 2 of the RGU MPharm course.

Stage 2 Community - Suggested Learning Opportunities

Learning objective	Suggested learning opportunities to support the student pharmacist to achieve learning objective
1. Understand pharmacy processes and related record keeping	<ul style="list-style-type: none"> • Participating in dispensing and checking processes under appropriate supervision. For example, receiving prescriptions, dispensing medicines, labelling medicines, carrying out accuracy and clinical checks. • Recognising different types of prescriptions including various NHS, private, veterinary, stock order. • Having an awareness of relevant Standard Operating Procedures. • Making entries in CD register, private prescription register etc. • Participating in pharmacy services for example eligibility for/supply under Minor Ailments Service, eligibility for/supply under Medicines: Care and Review Service.
2. Undertake pharmacy calculations in practice	<ul style="list-style-type: none"> • Calculating and checking doses for example paediatric doses, palliative care, daily dispense prescriptions • Performing extemporaneous check for specials products • Calculating and checking methadone balances, CD balances
3. Develop an awareness of the pharmacy team and relevant multidisciplinary teams	<ul style="list-style-type: none"> • Learning about the roles of the pharmacy team. • Considering instances where they would contact the prescriber to query a prescription. • Considering instances when they would refer a patient to another healthcare professional for example GP or OOH service.
4. Demonstrate appropriate professional behaviours and communication skills	<ul style="list-style-type: none"> • Communicating with patients about their medicines for example counselling on antibiotics, checking patients' understanding of their medicines • Observing and participating in over-the-counter consultations - consider working within the WWHAM or equivalent protocol.

Stage 2 Hospital - Suggested Learning Opportunities

Learning outcome	Suggested learning opportunities to support the student pharmacist to achieve learning outcome
1. Understand pharmacy processes and related record keeping	<ul style="list-style-type: none"> • Participation in dispensing and checking processes under appropriate supervision. For example, receiving prescriptions, dispensing medicines, labelling medicines, carrying out accuracy and clinical checks. • Awareness of & participation in (where appropriate) medicines reconciliation paperwork and processes. • Awareness of & participation in (where appropriate) discharge prescriptions and processes. • Awareness of relevant Standard Operating Procedures. • Awareness of storage and prescribing of CDs • Awareness of the patient journey (including ward orientation, bed layout, location of patient notes, medication charts, laboratory results etc)
2. Undertake pharmacy calculations in practice	<ul style="list-style-type: none"> • Calculating and checking doses for example paediatric doses, palliative care, daily dispense prescriptions. • Calculation of quantities, doses etc during the dispensing and checking process.
3. Develop an awareness of the pharmacy team and relevant multidisciplinary teams	<ul style="list-style-type: none"> • Learning about the roles of the pharmacy team in the hospital setting. • Providing opportunities for the student pharmacist to undertake appropriate activities which the hospital pharmacist would do on a daily basis • Considering instances where it would be necessary to contact the prescriber to query a prescribing decision and how this would be approached in the hospital setting (including writing in notes as appropriate) • Learning about the roles of the healthcare team and partnership working • Meeting other members of the pharmacy and wider MDT teams • Learning about medication management interfaces etc communication with community pharmacies.
4. Demonstrate appropriate professional behaviours and communication skills	<ul style="list-style-type: none"> • Communication with patients about their medicines for example counselling on antibiotics, checking patients' understanding of their medicines. • Communication with members of the pharmacy team and MDT

Stage 3 Learning Outcomes

The learning outcomes for Stage 3 Student Pharmacist experiential learning placements are to:

1. Appreciate the role of evidence-based practice in the care of individual patients.
2. Understand the use of clinical and pharmaceutical skills in the care of patients.
3. Develop an awareness of the role of the pharmacist in the practice environment you are placed.
4. Demonstrate appropriate professional behaviours and communication skills.

These EL learning outcomes are designed to be broad and it is your responsibility as EL facilitator to:

- consider, plan how to support and support the student pharmacist to achieve learning outcomes within the workplace
- consider, plan how to support and support the student pharmacist to undertake relevant tasks

Suggested learning opportunities are outlined in the table overleaf to provide examples of activities which could be planned and delivered during the EL placement to help student pharmacists achieve the learning outcomes. Please note that this list is by no means exhaustive and student pharmacists may undertake alternative activities (as planned and supported by you as EL facilitator) which could contribute towards achievement of these learning outcomes

Please note, all activities should be carried out under appropriate supervision.

It may not be possible to achieve all learning outcomes within one EL placement but it is expected that student pharmacists will have achieved all learning outcomes by the end of Stage 3 of the RGU MPharm course.

Stage 3 Community - Suggested Learning Opportunities

Learning outcome	Suggested learning opportunities to support the student pharmacist to achieve learning outcome
1. Appreciate the role of evidence-based practice in the care of individual patients.	<ul style="list-style-type: none"> • Reviewing relevant local and national guidelines and formularies • Proposing suggested actions/work up care plans for individual patients as a result of carrying out medication reviews as part of MCR, which are supported by evidence and information about the individual patient.
2. Understand the use of clinical and pharmaceutical skills in the care of patients.	<ul style="list-style-type: none"> • Understanding the process of medication reviews and care planning as part of the MCR service and understand how to document using the Pharmacy Care Record (PCR) • Understanding how pharmaceutical care plans are developed • Interacting with patients and other members of the healthcare team to achieve care plan actions, where appropriate
3. Develop an awareness of the role of the pharmacist in the practice environment you are placed.	<ul style="list-style-type: none"> • Learning about the role of the pharmacist within the community pharmacy setting • Providing opportunities for the student pharmacist to undertake appropriate activities which the pharmacist would do on a daily basis. • Meeting other members of the pharmacy team and wider multidisciplinary team (MDT) and communicate with them about straightforward issues regarding an individual patient's medicines
4. Demonstrate appropriate professional behaviours and communication skills	<ul style="list-style-type: none"> • Communicating with patients about medicines and health promotion, (e.g. medication reviews, new medicines, over the counter medicines, Pharmacy First consultations) using various methods e.g. face-to-face, telephone, NearMe. • Communicating with members of the pharmacy team and wider healthcare/multi-disciplinary team e.g. GPs or hospital

Stage 3 Hospital - Suggested Learning Opportunities

Learning outcome	Suggested learning opportunities to support the student pharmacist to achieve learning outcome
1. Appreciate the role of evidence-based practice in the care of individual patients.	<ul style="list-style-type: none"> • Reviewing relevant local and national guidelines and formularies • Proposing suggested actions/work up care plans for individual patients which are supported by evidence and information about the individual patient
2. Understand the use of clinical and pharmaceutical skills in the care of patients.	<ul style="list-style-type: none"> • Ward orientation for example, bed layout, location of patient notes, medication charts, laboratory results. • Reviewing medication charts/other prescriptions i.e. clinical/dose checks, identification of care issues • Reviewing and navigating patient notes covering key information to obtain e.g. reasons for admission, medicines reconciliation, care issues • Observing and participating in patient consultations related to medicines reconciliation • Reviewing patient laboratory results, performing relevant calculations and factoring these results into suggested actions/care plans for individual patients
3. Develop an awareness of the role of the pharmacist in the practice environment you are placed.	<ul style="list-style-type: none"> • Learning about the role of the pharmacist in the hospital setting. • Providing opportunities for the student pharmacist to undertake appropriate activities which the pharmacist would do on a daily basis in the hospital. • Learning about the roles of the healthcare team and partnership working • Meeting other members of the pharmacy team and wider multidisciplinary team (MDT) and communicating with them about straightforward queries regarding an individual patient's care/medications • Learning about medication management interfaces e.g. seamless care, handover of information and discharge
4. Demonstrate appropriate professional behaviours and communication skills	<ul style="list-style-type: none"> • Communicating with patients about their medicines related to e.g. medication reconciliation, discharge. • Communicating with members of the pharmacy team and MDT in the hospital and at interfaces of care e.g. GP/community pharmacy

Stage 3 Primary Care - Suggested Learning Opportunities

Learning outcome	Suggested learning opportunities to support the student pharmacist to achieve learning outcome
1. Appreciate the role of evidence-based practice in the care of individual patients.	<ul style="list-style-type: none"> Review relevant local and national guidelines and formularies Proposing suggested actions/work up care plans for individual patients which are supported by evidence and information about the individual patient
2. Understand the use of clinical and pharmaceutical skills in the care of patients.	<ul style="list-style-type: none"> Orientation to the GP practice Understanding how to obtain key information from medical/medication records e.g. reason for review/recent hospital admission, medicines reconciliation and identifying care issues. Reviewing patient laboratory results and understanding how these affect patient care Understanding how evidence-based and patient-centred care plans are developed and used for individual patients Observing and being involved with implementation of care plans by communication with patients, the pharmacist and other members of the healthcare team, where appropriate
3. Develop an awareness of the role of the pharmacist in the practice environment you are placed.	<ul style="list-style-type: none"> Learn about the role of the pharmacist in the GP practice/primary care Provide opportunities for the student pharmacist to undertake appropriate activities which pharmacist would do on a daily basis in primary care Learning about roles of the healthcare team and partnership working Meeting other members of the team including the multidisciplinary team (MDT) and communicating with them about straightforward queries regarding an individual patient's care/medications Learning about medication interfaces e.g. seamless care, handover of information
4. Demonstrate appropriate professional behaviours and communication skills	<ul style="list-style-type: none"> Communicating with patients about their medicines (e.g. medication reviews, new medicines) using various methods e.g. face-to-face, telephone, Near-Me Communicating with members of the pharmacy team and wider healthcare/multi-disciplinary team within the GP Practice and at interfaces of care e.g. hospital or community pharmacist

Stage 3 Specialist - Suggested Learning Opportunities

Learning outcome	Suggested learning opportunities to support the student pharmacist to achieve learning outcome
1. Appreciate the role of evidence-based practice in the care of individual patients.	<ul style="list-style-type: none"> • Reviewing relevant local and national guidelines and formularies within the specialist setting • Proposing suggested actions/work up care plans for individual patients within the specialist setting which are supported by evidence and information about the individual patient
2. Understand the use of clinical and pharmaceutical skills in the care of patients.	<ul style="list-style-type: none"> • Ward orientation for example, bed layout, location of patient notes, medication charts, laboratory results, where appropriate to the specialist setting • Reviewing medication charts/other prescriptions i.e. clinical/dose checks, identification of care issues • Reviewing and navigating patient notes covering key information to obtain e.g. reasons for admission, medicines reconciliation, care issues • Observing and participating in patient consultations related to medicines reconciliation • Reviewing patient laboratory results, performing relevant calculations and factoring these results into suggested actions/care plans for individual patients
3. Develop an awareness of the role of the pharmacist in the practice environment you are placed.	<ul style="list-style-type: none"> • Learning about the role of the pharmacist on the specialist setting. • Providing opportunities for the student pharmacist to undertake appropriate activities which the pharmacist would do on a daily basis in the specialist setting. • Learning about the roles of the healthcare team and partnership working • Meeting other members of the pharmacy team and wider multidisciplinary team (MDT) and communicating with them about straightforward queries regarding an individual patient's care/medications • Learning about medication management interfaces e.g. seamless care, handover of information and discharge
4. Demonstrate appropriate professional behaviours and communication skills	<ul style="list-style-type: none"> • Communicating with patients about their medicines related to e.g. medication reconciliation, discharge. • Communicating with members of the pharmacy team and MDT in the specialist setting and at interfaces of care

Stage 4 Learning Outcomes

The learning outcomes for Stage 4 Student Pharmacist experiential learning placements are to:

1. Integrate an understanding of pathophysiology, pharmacology and therapeutics in the production of pharmaceutical care plans
2. Document, justify and implement evidence based pharmaceutical care plans for individual patients with multiple problems
3. Critically evaluate information to inform and justify the rational selection of medicines for individual patients
4. Demonstrate appropriate professional behaviours and communication skills

These EL learning outcomes are designed to be broad and it is your responsibility as EL facilitator to:

- consider, plan how to support and support the student pharmacist to achieve learning outcomes within the workplace
- consider, plan how to support and support the student pharmacist to undertake relevant tasks

Suggested learning opportunities are outlined below to provide examples of activities which could be planned and delivered during this EL placement to help student pharmacists achieve the learning outcomes. Please note that this list is by no means exhaustive and student pharmacists may undertake alternative activities (as planned and supported by you as EL facilitator) which could contribute towards achievement of these learning outcomes.

Please note, all activities should be carried out under appropriate supervision.

It may not be possible to achieve all learning outcomes within one EL placement but it is expected that student pharmacists will have achieved all learning outcomes by the end of Stage 4 of the RGU MPharm course.

Stage 4 Community - Suggested Learning Opportunities

Learning Outcome	Suggested learning opportunities to support the student pharmacist to achieve learning outcome
1. Integrate an understanding of pathophysiology, pharmacology and therapeutics in the production of pharmaceutical care plans	<ul style="list-style-type: none"> • Reviewing individual patients and their prescribed medications, identifying care issues and formulating care plans as part of the Medicines: Care and Review (MCR) service. • Creating personalised care plans as a result of carrying out medication reviews as part of MCR, which are supported by evidence and information about the individual patient.
2. Document, justify and implement evidence based pharmaceutical care plans for individual patients with multiple problems	<ul style="list-style-type: none"> • Undertaking medication reviews and care planning as part of the MCR service and document using the Pharmacy Care Record (PCR). • Justifying and discussing care plans with patients, the pharmacist and other members of the healthcare team as appropriate. • Implementing care plans by appropriate communication with patients, the pharmacist and other members of the healthcare team as necessary.
3. Critically evaluate information to inform and justify the rational selection of medicines for individual patients	<ul style="list-style-type: none"> • Identifying and exploring reasons for non-formulary and inappropriate medication choices/doses etc with prescribers. • Reviewing relevant local and national guidelines and formularies and using this information: <ul style="list-style-type: none"> ○ to make evidence-based choices for over-the-counter medicines as part of the Pharmacy First Service. ○ to make evidence-based recommendations within care plans as part of MCR.
4. Demonstrate appropriate professional behaviours and communication skills	<ul style="list-style-type: none"> • Communicating with patients about their medicines (e.g. medication reviews, new medicines, over the counter medicines, Pharmacy First consultations) using various methods e.g. face-to-face, telephone, NearMe • Communicating with members of the pharmacy team and wider healthcare/multidisciplinary team e.g. GP or hospital

Stage 4 Hospital - Suggested Learning Opportunities

Learning Outcome	Suggested learning opportunities to support the student pharmacist to achieve learning outcome
1. Integrate an understanding of pathophysiology, pharmacology and therapeutics in the production of pharmaceutical care plans	<ul style="list-style-type: none"> • Reviewing individual patients and their prescribed medications, identifying care issues and formulating care plans. • Creating personalised care plans as a result of carrying out medicines reconciliation/medication reviews, which are supported by evidence and information about the individual patient.
2. Document, justify and implement evidence based pharmaceutical care plans for individual patients with multiple problems	<ul style="list-style-type: none"> • Reviewing medication charts/other prescriptions i.e. clinical/dose checks, identification of care issues • Reviewing and navigating patient notes covering key information to obtain e.g. reasons for admission, medicines reconciliation, care issues • Reviewing patient laboratory results, performing relevant calculations and factoring these results into suggested actions/care plans for individual patients • Undertaking medicines reconciliation for individual patients on admission to hospital, during inpatient stay or at point of discharge from hospital. • Creating evidence-based and patient-centred care plans for individual patients during their admission to hospital. • Justifying and discussing care plans with patients, the pharmacist and other members of the healthcare team as appropriate. • Implementing care plans by appropriate communication with patients, the pharmacist and other members of the healthcare team as necessary.
3. Critically evaluate information to inform and justify the rational selection of medicines for individual patients	<ul style="list-style-type: none"> • Identifying and exploring reasons for non-formulary and inappropriate medication choices/doses etc with prescribers. • Reviewing relevant local and national guidelines and formularies and using this information to make evidence-based recommendations within care plans and during medicines reconciliation/review.
4. Demonstrate appropriate professional behaviours and communication skills	<ul style="list-style-type: none"> • Communicating with patients about their medicines (e.g. medicines reconciliation/history taking, new medicines, discharge) using various methods e.g. face-to-face, telephone, NearMe • Communicating with members of the pharmacy team and wider healthcare/multidisciplinary team within the hospital and at interfaces of care e.g. GP or community pharmacist.

Stage 4 Primary Care - Suggested Learning Opportunities

Learning Outcome	Suggested learning opportunities to support the student pharmacist to achieve learning outcome
1. Integrate an understanding of pathophysiology, pharmacology and therapeutics in the production of pharmaceutical care plans	<ul style="list-style-type: none"> • Reviewing individual patients and their prescribed medications, identifying care issues and formulating care plans. • Creating personalised care plans as a result of carrying out medicines reconciliation/medication reviews, which are supported by evidence and information about the individual patient.
2. Document, justify and implement evidence based pharmaceutical care plans for individual patients with multiple problems	<ul style="list-style-type: none"> • Reviewing patient medical/medication records and prescriptions i.e. clinical/dose checks, identification of care issues • Reviewing and navigating patient notes covering key information to obtain e.g. reasons for admission/ medical review, medicines reconciliation, care issues • Reviewing patient laboratory results, performing relevant calculations and factoring these results into suggested actions/care plans for individual patients • Undertaking medicines reconciliation before or after point of discharge from hospital. • Creating evidence-based and patient-centred care plans for individual patients. • Justifying and discussing care plans with patients, the pharmacist and other members of the healthcare team as appropriate. • Implementing care plans by appropriate communication with patients, the pharmacist and other members of the healthcare team as necessary.
3. Critically evaluate information to inform and justify the rational selection of medicines for individual patients	<ul style="list-style-type: none"> • Identifying and exploring reasons for non-formulary and inappropriate medication choices/doses etc with prescribers. • Reviewing relevant local and national guidelines and formularies and using this information to make evidence-based recommendations within care plans and during medicines reconciliation/review.
4. Demonstrate appropriate professional behaviours and communication skills	<ul style="list-style-type: none"> • Communicating with patients about their medicines (e.g. medication reviews, new medicines) using various methods e.g. face-to-face, telephone, NearMe • Communicating with members of the pharmacy team and wider healthcare/multidisciplinary team within the GP practice and at interfaces of care e.g. hospital or community pharmacist.

Stage 4 Specialist - Suggested Learning Opportunities

Learning Outcome	Suggested learning opportunities to support the student pharmacist to achieve learning outcome
1. Integrate an understanding of pathophysiology, pharmacology and therapeutics in the production of pharmaceutical care plans	<ul style="list-style-type: none"> • Reviewing individual patients and their prescribed medications within the specialist setting, identifying care issues and formulating care plans. • Creating personalised care plans as a result of carrying out medicines reconciliation/medication reviews in the specialist setting, which are supported by evidence and information about the individual patient.
2. Document, justify and implement evidence based pharmaceutical care plans for individual patients with multiple problems	<ul style="list-style-type: none"> • Reviewing medication charts/other prescriptions in the specialist setting i.e. clinical/dose checks, identification of care issues • Reviewing and navigating patient notes covering key information to obtain e.g. reasons for admission, medicines reconciliation, care issues • Reviewing patient laboratory results, performing relevant calculations and factoring these results into suggested actions/care plans for individual patients • Undertaking medicines reconciliation for individual patients on admission/presentation to specialist setting, during inpatient stay/treatment or at point of discharge/transitions of care. • Justifying and discussing care plans with patients, pharmacist and other members of healthcare team as appropriate. • Implementing care plans by appropriate communication with patients, the pharmacist and other members of the healthcare team as necessary.
3. Critically evaluate information to inform and justify the rational selection of medicines for individual patients	<ul style="list-style-type: none"> • Identifying and exploring reasons for non-formulary/inappropriate medication choices/doses etc. with prescribers. • Reviewing relevant local and national guidelines and formularies and using this information to make evidence-based recommendations within care plans and during medicines reconciliation/review.
4. Demonstrate appropriate professional behaviours and communication skills	<ul style="list-style-type: none"> • Communicating with patients about their medicines (e.g. medicines reconciliation/history taking, new medicines, discharge) using various methods e.g. face-to-face, telephone, NearMe • Communicating with members of the pharmacy team and wider healthcare/multidisciplinary team within the specialist setting hospital and at interfaces of care