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Intern Year Assessment Blueprint

Mapped to the 2016 National Competency
Standards Framework for Pharmacists in
Australia

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Australian Pharmacy Council Intern Year Assessment Blueprint

Introduction

The Intern Year Blueprint (IYB) has been developed to provide a direct link between learning objectives and assessment methods, and to facilitate effective and appropriate assessment of interns during their training year. The IYB provides an overarching framework which can be used by assessing bodies to develop an assessment plan which correlates directly to the National Competency Standards Framework for Pharmacist in Australia. In developing the IYB, each of the enabling competencies for initial registration has been reviewed, and appropriate methods for assessment have been identified.

Underpinning principles of the Intern Year Blueprint

The IYB provides a choice of assessment methods for each competency, and allows the assessing body to determine which method is most appropriate for the purpose and context of assessment. The IYB does not rank the assessment methods comparative to each other, nor assign weightings to individual competencies to indicate importance. It is acknowledged that interns develop at different rates, and are exposed to various practice activities at different stages in their intern training. It was, therefore, decided not to make recommendations regarding the stage at which individual competencies should be achieved.

It is recommended that a variety of assessment methods are employed to demonstrate developing knowledge and competence across the training year. Direct observation of performance is an important assessment principle, and several methods which facilitate such assessment are included within the IYB.

Assessment methods within the Intern Year Blueprint

Multiple choice questions (MCQ)

Multiple choice questions (MCQs) have been used extensively as a method of assessment in education. There are two main formats for multiple choice questions; true/false and single best option. The single best option, the most widely used format, consists of a stem, which poses the question, followed by several possible answer options. The correct option is called the key, whilst the alternatives are called distractors. Typically, 4 or 5 option MCQs are used in health professional assessment.

Oral assessment

Oral assessments usually involve a face-to-face interaction between the candidate and the assessor, where the candidate is required to answer a series of questions. Oral exams will typically assess application of knowledge, and can be used to assess communication, clinical reasoning, judgement and decision-making skills. The use of formal structured questions and a structured method of rating can be used to overcome the problems of variability and reliability typically associated with oral examinations.

Entrustable Professional Activity (EPA)

An Entrustable Professional Activity (EPA) is a short, workplace-based, observational assessment of a specific clinical encounter. The assessor uses a structured tool with rating scales to assess clinical, decision making, organisational and communication skills. Strengths and suggestions for development are usually documented, and verbal feedback is also provided by the assessor.

Case-based Discussion (CbD)

Case-based Discussion (CbD) is a workplace-based assessment, and involves a comprehensive review of a clinical case between a candidate and an assessor. The candidate will typically present a case that they have been significantly involved with. Presentation may include presenting complaint, patient history (including medicines), clinical investigations and findings, management plan and follow up. The assessor will then provide feedback, using a structured tool to 'score' the candidate. Suggestions for ongoing development or training needs are discussed and documented.

Multisource Feedback (MSF)

Multisource Feedback (MSF) is a work-place based assessment process in which an individual receives feedback on their performance from peers, managers and colleagues. The MSF process facilitates feedback from a range of co-workers, providing insight into the way that others perceive performance, and identifying areas for change through self-reflection. Candidates nominate several assessors, who are asked to provide feedback to a central coordinator for collation. An educator, mentor or supervisor then facilitates the feedback of anonymous collated information to the candidate.

Healthcare specific tools have been developed and validated to facilitate the MSF process. These tools typically collect information in the form of rating scales, but usually allow the rater to add qualifying statements in the form of free text.

In-Training Assessment (ITA)

ITA describes the assessment of a candidate's progress during a training program and falls into two categories:

- ITA-observation

A longitudinal assessment usually completed by the supervisor, based on personal observation of the candidate or after consultation with colleagues (i.e. equivalent to the current periodic 'sign off' required by the Intern Training Programs).

- ITA-activity

Specific assessments administered by the Intern Training Program provider e.g., case studies, extemporaneous dispensing, healthcare promotion and drug use evaluation.

Key

MCQ	Multiple Choice Question	EPA	Entrustable Professional Activity	ITA	In-Training Assessment
				Obs	Observation
ORAL	Oral examination/viva voce	MSF	Multi-source Feedback	ITA	In-training Assessment Activity
				Act	
CbD	Case-based Discussion				

Domain 1: Professionalism and ethics

Enabling competency		Summative assessment		Workplace-based assessment		ITA	
		MCQ	ORAL	EPA	MSF/CbD	Obs	Act
Standard 1.1: Uphold professionalism in practice							
1	Promote a culture of professionalism		•	•		•	
2	Uphold the professional role of a pharmacist		•	•		•	
3	Apply understanding and knowledge of medicines management and use in society			•		•	
4	Accept professional responsibility and accountability		•		MSF		
5	Work with commitment, diligence and care				MSF	•	

Enabling competency		Summative assessment		Workplace-based assessment		ITA	
		MCQ	ORAL	EPA	MSF/CbD	Obs	Act
Standard 1.2: Observe and promote ethical standards							
1	Support ethical professional practice		•			•	
2	Manage ethical issues arising in practice		•			•	
3	Promote ethical professional practice		•			•	
Standard 1.3: Practise within applicable legal framework							
1	Comply with statute law, guidelines, codes and standards	•	•	•			
2	Respond to common law requirements	•	•				
3	Respect and protect the individual's rights to privacy and confidentiality	•	•				
4	Assist individuals to understand and grant informed consent			•			
Standard 1.4: Maintain and extend professional competence							
1	Adopt a scope of practice consistent with competence					•	
2	Determine professional development needs with reference to the competency standards						•

Enabling competency		Summative assessment		Workplace-based assessment		ITA	
		MCQ	ORAL	EPA	MSF/CbD	Obs	Act
3	Acquire and apply practice expertise						●
Standard 1.5: Apply expertise in professional practice							
1	Apply expert knowledge and skills	●	●		CbD		
2	Use reasoning and judgement	●	●		CbD		
3	Demonstrate accountability and responsibility				CbD		
4	Use professional autonomy				CbD		
Standard 1.6: Contribute to continuous improvement in quality and safety							
1	Collaborate to improve quality and safety across the continuum of care						
2	Monitor and respond to sources of risk						●
3	Follow up incidents or lapses in care						●

Domain 2: Communication and collaboration

Enabling competency		Summative assessment		Workplace-based Assessment		ITA	
		MCQ	ORAL	EPA	MSF/CbD	Obs	Act
Standard 2.1: Collaborate and work in partnership for the delivery of patient-centred, culturally responsive care							
1	Respect the personal characteristics, rights, preferences, values, beliefs, needs and cultural and linguistic diversity of patients and other clients, including Aboriginal and Torres Strait Islander peoples	•					
2	Support and respect the rights of patients and other clients to contribute to decision-making	•					
3	Promote patient/client engagement with feedback and follow-up systems						
4	Consider the impact of the physical environment					•	
Standard 2.2: Collaborate with professional colleagues							
1	Show a commitment to interprofessional practice					•	
2	Engage in teamwork and consultation					•	
3	Promote effective interprofessional practice					•	

Enabling competency		Summative assessment		Workplace-based Assessment		ITA	
		MCQ	ORAL	EPA	MSF/CbD	Obs	Act
Standard 2.3: Communicate effectively							
1	Use appropriate communication skills		•	•			
2	Confirm the effectiveness of communication		•	•			
Standard 2.4: Apply interpersonal communication skills to address problems							
1	Analyse the problem or issue to be addressed and the possible solutions				CbD		
2	Engage with others as appropriate to resolve the identified problem or issue				CbD		
3	Review outcomes achieved and assess follow-up requirements				CbD		

Domain 3: Medicines management and patient care

Enabling competency		Summative assessment		Workplace-based Assessment		ITA	
		MCQ	ORAL	EPA	MSF/CbD	Obs	Act
Standard 3.1 Develop a patient-centred, culturally responsive approach to medication management							
1	Obtain relevant health and medicines information		•	•			
2	Assess medication management practices and needs	•	•	•			
3	Collaborate to develop a medication management strategy or plan		•	•			
Standard 3.2: Implement the medication management strategy or plan							
1	Administer medicines			•			
2	Provide primary care and promote judicious use of medicines	•	•	•			
3	Dispense medicines (including compounded medicines) in consultation with the patient and/or prescriber	•	•	•			
4	Prescribe medicines	•	•	•			
5	Provide counselling and information for safe and effective medication management	•	•	•			

Enabling competency		Summative assessment		Workplace-based Assessment		ITA	
		MCQ	ORAL	EPA	MSF/CbD	Obs	Act
6	Facilitate continuity of care including during transitions of care						●
Standard 3.3: Monitor and evaluate medication management							
1	Undertake a clinical review	●			CbD		
2	Apply clinical review findings to improve health outcomes	●			CbD		
3	Document clinical review findings and changes in medication management				CbD		
Standard 3.4: Compound medicines							
1	Determine the required formulation	●		●			
2	Confirm the availability of suitable resources			●			
3	Apply risk management strategies	●		●			
4	Prepare products non-aseptically	●		●			
5	Prepare products aseptically	●			CbD		
6	Prepare cytotoxic or other hazardous drug products	●			CbD		

Enabling competency		Summative assessment		Workplace-based Assessment		ITA	
		MCQ	ORAL	EPA	MSF/CbD	Obs	Act
7	Complete appropriate documentation			•			
8	Optimise packaging and supplementary labelling	•		•			
Standard 3.5: Support Quality Use of Medicines							
1	Review trends in medicine use						•
2	Promote evidence-based medicine use	•					•
Standard 3.6: Promote health and well-being							
1	Assist development of health literacy						•
2	Support health promotion activities and health services intended to maintain and improve health	•					•
3	Support evidence-based public health programs	•					•

Domain 4: Leadership and management

Enabling competency		Summative assessment		Workplace-based Assessment		ITA	
		MCQ	Oral	EPA	MSF/CbD	Obs	Act
Standard 4.1: Show leadership of self							
1	Display emotional awareness and effective self-regulation of emotions				MSF	●	
2	Apply reflective skills for self-assessment				MSF		●
3	Display self-motivation, an innovative mindset and motivate others				MSF	●	
Standard 4.2: Manage professional contribution							
1	Work with established systems				MSF	●	
2	Plan and prioritise work				MSF	●	
3	Maintain productivity				MSF	●	
4	Monitor progress and priorities				MSF	●	
Standard 4.3: Show leadership in practice							
1	Inspire a strategic vision and common purpose				MSF	●	

Enabling competency		Summative assessment		Workplace-based Assessment		ITA	
		MCQ	Oral	EPA	MSF/CbD	Obs	Act
2	Foster initiative and contribute to innovation, improvement and service development				MSF		•
3	Encourage, influence and facilitate change				MSF	•	
4	Serve as a role model, coach and mentor for others				MSF	•	
Standard 4.4: Participate in organisational planning and review							
3	Establish suitable premises and infrastructure					•	•
5	Develop and maintain supporting systems and strategies					•	•
Standard 4.5: Plan and manage physical and financial resources							
2	Maintain the physical environment and acquire required resources					•	•
3	Contribute to the efficient and effective use of resources					•	•

Standard 4.6: Plan, manage and build human resource capability							
2	Establish role clarity and performance standards				MSF	•	
3	Supervise personnel				MSF	•	
4	Develop personnel and promote improved performance				MSF	•	
5	Manage interpersonal relationships with supervised personnel				CbD	•	
Standard 4.7: Participate in organisational management							
1	Understand and contribute to organisational/corporate and clinical governance					•	
2	Support and assist implementation of health care priorities				CbD	•	
3	Undertake project management						•
4	Contribute to professional activities planning with consideration of strategic context						•
5	Apply and monitor standards of practice						•
6	Work across service delivery boundaries						•

7	Contribute to the effective management of risk, including threats to service continuity							•
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Domain 5: Education and research

Enabling competency		Summative assessment		Workplace-based Assessment		ITA		
		MCQ	Oral	EPA	MSF/CbD	Obs	Act	
Standard 5.1: Deliver education and training								
2	Conduct education and training consistent with educational practice							•
3	Contribute to continuing professional development of others							•
4	Link practice and education							•
Standard 5.2: Participate in research								
3	Undertake critical evaluation activities							•
4	Design and deliver research projects to address gaps in the evidence-base and identify areas for innovation and advances in practice							•
Standard 5.3: Research, synthesise and integrate evidence into practice								

Enabling competency		Summative assessment		Workplace-based Assessment		ITA	
		MCQ	Oral	EPA	MSF/CbD	Obs	Act
1	Identify information needs and resource requirements						●
2	Retrieve relevant information/evidence in a timely manner						●
3	Apply research evidence into practice						●
4	Provide advice and recommendations						●



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