Self-assessment of Pre-registration Trainee Pharmacy Technician Educational Supervisors against GPhC Tutor Guidelines

APTUK Conference 2nd July 2017

A. Conway[1], C.Allen[2], L. McEwen-Smith[3] & P. McTaggart[4]

[1]Lead Pharmacist, Education & Development, BSUH,

[2]Principal Pharmacy Technician, Education & Development, BSUH,

[3] Pharmacy Support Staff Apprenticeship Project Lead, Health Education London & Southeast Pharmacy

[4]Fourth year MPharm, University of Brighton

Welcome

- Introduction
- Training Needs Analysis
- Learning outcomes
- Definition of Tutor (ES role), guidance and frameworks
- Tutor guidance quiz
- Examples of competence and Self Assessment Tool
- Outcomes, ideas, signposting and further opportunities
- Educational Supervisor Course
- Questions

Learning Outcomes

- Define and discuss the attributes of the PTPT Educational Supervisor (Tutor) role
- Assess the ES role against contemporary practice/existing tutor models to identify any areas of similarity/disparity
- Evaluate and debate findings against the GPhC tutor standards
- Participate in a self-assessment exercise to identify aspects of role for personal development
- Consider opportunities for development within your role and scope of practice
- Share examples of implementation in workplace (overall tool for all staff?) with group for supporting peers and new ES roles.

What *is* the role of a PTPT Tutor….

In your groups, discuss and list the qualities/attributes that you think an ES should possess & jot down your ideas on the flip chart paper provided.

What have you identified?

Definition of an ES

An "Educational supervisor (ES)" in pharmacy is someone who is selected and appropriately trained to be responsible for the overall supervision and management of a specified trainee's educational progress during a period of training placement or series of placements. The educational supervisor is responsible for the trainee's Educational Agreement.

This will include formal assessment and sign off. The ES should have an understanding of the range of learning, assessment and support opportunities for learning in the workplace, work collaboratively with colleagues to monitor and support learner's progression and foster learner autonomy. They should also able to identify and support trainees requiring additional support, including interfacing with employment performance management procedures.

An 'Educational supervisor' role involves overall supervision and management of a specified trainee's educational progress during a programme (or series of periods of training), as opposed to a single period of training.

https://www.lasepharmacy.hee.nhs.uk/training-1/educational-supervisors/deps-frameworks/

Pharmacy Tutor (ES) Role & Guidance

- Health Education Kent, Surrey & Sussex DEPs framework
- GPhC Tutor Standards – tutor standards
- HEE Quality Framework – https://hee.nhs.uk/sites/default/files/documents/HEE_J000584_QualityFramework_FINAL_WEB.pdf

Domain 4 – Supporting & Empowering Educators

4.1 – Appropriately qualified educators are recruited, developed and appraised to reflect their education, training and scholarship responsibilities.

4.2 – Educators receive the support, resources and time to meet their education, training and research responsibilities

GPhC Tutor Guidelines Quiz

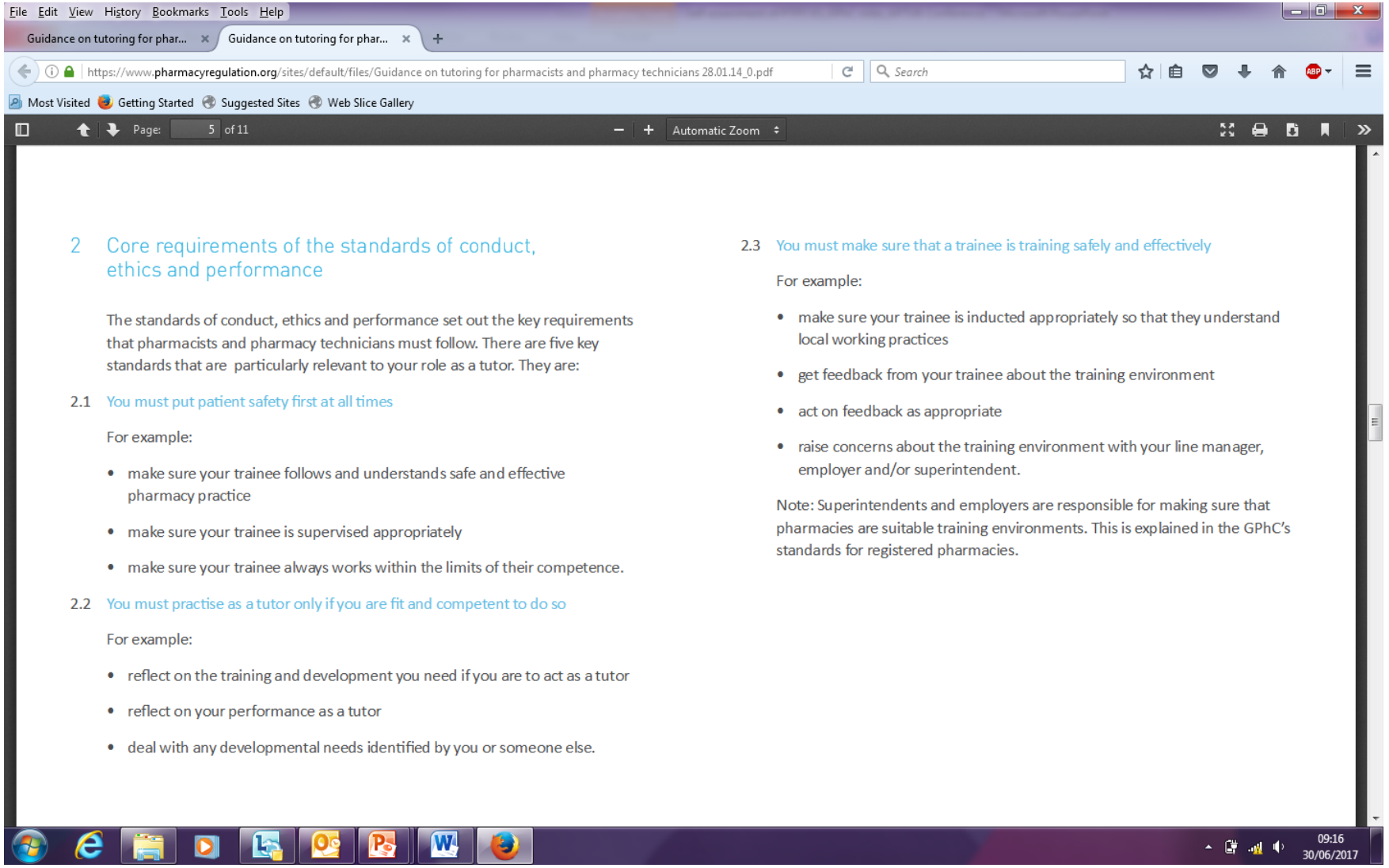
Activity

On each table, there is an envelope with pieces of paper inside, lets see if you know your Tutor standards

(Watch out for red herrings…..

(5 minutes)

Answers…



2 Core requirements of the standards of conduct, ethics and performance

The standards of conduct, ethics and performance set out the key requirements that pharmacists and pharmacy technicians must follow. There are five key standards that are particularly relevant to your role as a tutor. They are:

2.1 You must put patient safety first at all times

For example:

- make sure your trainee follows and understands safe and effective pharmacy practice
- make sure your trainee is supervised appropriately
- make sure your trainee always works within the limits of their competence.

2.2 You must practise as a tutor only if you are fit and competent to do so

For example:

- reflect on the training and development you need if you are to act as a tutor
- reflect on your performance as a tutor
- deal with any developmental needs identified by you or someone else.

2.3 You must make sure that a trainee is training safely and effectively

For example:

- make sure your trainee is inducted appropriately so that they understand local working practices
- get feedback from your trainee about the training environment
- act on feedback as appropriate
- raise concerns about the training environment with your line manager, employer and/or superintendent.

Note: Superintendents and employers are responsible for making sure that pharmacies are suitable training environments. This is explained in the GPhC's standards for registered pharmacies.

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2.4 You must take appropriate action when a concern is raised by or about a trainee

For example:

- discuss the concern with your trainee and try to resolve it
- document the concern and get further information if you need it
- assess the concern and raise it at the appropriate level with your line manager, employer or superintendent
- if the concern is serious and cannot be resolved locally, raise it with the GPhC or another relevant person or body. Serious concerns include those which may be criminal or may have safety implications for:
  - patients
  - members of the public
  - your trainee
  - you
  - other pharmacy staff.

2.5 You must maintain confidentiality in relation to your tutoring role, but disclose relevant information about a trainee when it is in the public interest to do so

For example:

- respect your trainee's right to confidentiality
- if necessary, advise your trainee to contact another organisation or person if they need help, advice or support
- if necessary, advise your trainee to disclose relevant information to another organisation or person
- if necessary, get consent to disclose relevant information about your trainee to another organisation or person before disclosing it
- if it is in the public interest to do so, disclose relevant information about your trainee to another person or organisation without the consent of your trainee
- tell your trainee if you have disclosed, or intend to disclose, information about them to another person or organisation.

Guidance on tutoring for pharmacists and pharmacy technicians 11

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3 Guidance to help tutors in their role

This section gives you guidance that you should follow as a tutor, particularly in the areas of trainee induction, assessment, feedback and support. You should follow all the guidance in this section.

3.1 Being a professional role model

As a tutor you are in a position of responsibility. You are responsible for guiding your trainee through their training to become a registered healthcare professional. It is important that you act as a professional role model at all times.

You should:

- act as a professional role model for your trainee
- act as a mentor to your trainee, offering constructive feedback and advice throughout their training.

3.2 The pre-registration training programme

All trainees train according to a personal plan. This can include a set training programme, or a course or courses taken while working. The plan should be agreed by you and your trainee. For pre-registration trainee pharmacists the training plan must cover the performance standards in the GPhC's *Pre-registration manual*.

You should:

- induct your trainee at the beginning of their training so they know what is expected of them and when it is expected
- identify your trainee's training and development needs at the beginning of their training
- involve trainees in planning their progress while they are training
- set realistic targets for your trainee that you have agreed with them
- monitor your trainee throughout their training
- review your trainee's progress regularly
- discuss the performance of your trainee with other people when this is appropriate.

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3.3 Assessing your trainee's performance

Assessing your trainee is a key part of their development. It is important that the ongoing assessment of your trainee is fair and objective and helps them understand:

- how they are performing in line with the requirements of their training plan,

  and

- how they are performing as a professional.

You should:

- discuss with your trainee how they will be assessed while they are training
- discuss what evidence your trainee will need to produce to help you evaluate their performance
- consider a range of evidence as part of the assessment process
- give your trainee a range of opportunities to demonstrate their competence
- consider your trainee's performance and behaviour against the GPhC's standards of conduct, ethics and performance if they are a pre-registration trainee pharmacist or against the GPhC's code of conduct for pre-registration trainee pharmacy technicians if they are a pre-registration trainee pharmacy technician
- review your trainee's progress regularly and adapt their personal plan as appropriate.

3.4 Giving feedback to your trainee

One important aspect of the tutoring role is to give feedback to help your trainee to develop their competence during their training and to become competent by the end of their training.

You should:

- give your trainee regular constructive feedback to help them develop during their training
- give feedback in time for your trainee to use the feedback to improve their performance
- give feedback to your trainee that is specific and based on evidence
- encourage your trainee to get feedback from sources other than you
- give your trainee the opportunity to reflect on their feedback and then discuss it with you
- give feedback to your trainee in a suitable environment
- give your trainee the opportunity to give feedback on you as a tutor.

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3.5 Supporting your trainee

As a tutor you should encourage and support your trainee to help them achieve their full potential. Support may be pastoral (that is, emotional support) or linked more directly to their competence or professionalism.

You should:

- use regular meetings to identify good practice and any problems or difficulties which may be affecting your trainee's progress
- take all reasonable steps to respond to a request for support from your trainee and record:
  - requests for support
  - what is said in meetings when support requirements are discussed
  - further actions planned to resolve matters
  - final outcomes of requests for support
- not make assumptions or be judgemental about your trainee's difficulties, lifestyle or opinions, and should give them opportunities to explain any difficulties to you
- refer your trainee elsewhere for support if you cannot help them. This could include referring them to professional bodies, careers advisers or other pharmacy organisations and support services.

Raising serious concerns about a trainee

On 4 December 2013 the GPhC introduced a procedure for dealing with serious concerns raised about a trainee. Usually concerns will be dealt with by the trainee, their tutor and perhaps their employer or superintendent. The GPhC expects most concerns to be dealt with in this way. The GPhC will become involved if a concern cannot be, or has not been, dealt with locally. The new procedure is in the 2013 version of the GPhC's *Education procedures for the initial education and training of pharmacists and pharmacy technicians*.

If you want to raise a serious concern about a trainee with the GPhC, phone **020 3365 3400** or email **info@pharmacyregulation.org**.

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How do you demonstrate that you are meeting the GPhC Tutor guidelines?

Can you identify 3 examples per table?

South East ES Self-Assessment Tool

Background

Advantages

Demonstration of competence to GPhC

Try out the self assessment tool for yourself….

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Pre-registration Tutor Training Pilot
Self-assessment against GPhC Tutor Guidance

1. Introduction to the Self-assessment Process

Pre-Registration Pharmacy Tutors must ensure they meet the GPhC standards of conduct, ethics and performance. Being professionals as well as supervisors for pharmacy trainees, they are personally responsible for keeping their knowledge and skills up to date and relevant to their roles and responsibilities. They must also undertake CPD relevant to their scope of practice *(GPhC Standards for continuing professional development September 2010)*. Pre-Registration Pharmacy Tutors must make sure the GPhC guidance is met *(GPhC Guidance on tutoring for pharmacist and pharmacy technicians January 2014)*. They are responsible for the overall supervision and management of a trainee's educational progress. This includes ensuring that they have the appropriate skills, qualifications and competence for their roles.

This self-assessment process allows Pre-Registration Pharmacy Tutors to map themselves to the skills and knowledge necessary to be a Tutor, as outlined by the GPhC Tutor Guidance. This document includes details of available learning mapped to a range of core competencies. It is expected that Pre-Registration Pharmacy Tutors:

- Meet the GPhC standards of Conduct, Ethics and Performance
- Practice GPhC Standards for continuing professional development
- Observe the GPhC Guidance on tutoring for pharmacist and pharmacy technicians
- Are aware of their safeguarding responsibilities

2. Self-assessment of core competencies

This self-assessment against core competencies is based on the GPhC Guidance for Tutors, for pharmacist and pharmacy technicians.

Please complete this form as honestly as possible so it is an accurate reflection on where you are currently practicing. Please refer to section 4 for guidance on how to further your learning and development.

3. How to use this self-assessment tool

1. Work through the self- assessment tool to review your competencies.
2. Identify any gaps in your competency
3. Complete the self-assessment, as honestly as possible, providing evidence for each question
4. Review the suggested learning programmes (section 4) and decide whether they would be useful for you to address your identified gaps
5. Consider what other learning opportunities you could seek to support development in any areas where there are gaps in your knowledge or skill

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Self-assessment against GPhC Tutor Guidance

- **All statements must be supported by appropriate evidence**
- (Numbers) correlate to GPhC Tutor Guidance

Tutor Guidance: Are you/ do you:
a) Understand the role and responsibilities of being a Pre-Registration Pharmacy Tutor and the programme being supervised? **(1)** ☐ Not at all ☐ Not really ☐ Undecided ☐ Somewhat ☐ Very much *Because I do/have undertaken the following:*
b) Understand the priority of patient safety **in the context of trainee supervision**? *i.e. how to ensure that a trainee does not put patient safety at risk, whilst still enabling learning* **(2.1)** ☐ Not at all ☐ Not really ☐ Undecided ☐ Somewhat ☐ Very much *Because I do/have undertaken the following:*
c) Aware of and able to take action to address your training and development needs as a tutor? **(2.2)** ☐ Not at all ☐ Not really ☐ Undecided ☐ Somewhat ☐ Very much *Because I do/have undertaken the following:*
d) Able to ensure your trainee is training safely and effectively, taking action if necessary? **(2.3)** ☐ Not competent ☐ Uncertain ☐ Somewhat competent ☐ Competent ☐ Highly competent *Because I do/have undertaken the following:*
e) Able to take appropriate action when concerns are raised by a trainee, escalating if required? **(2.4)** ☐ Not competent ☐ Uncertain ☐ Somewhat competent ☐ Competent ☐ Highly competent *Because I do/have undertaken the following:*

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Appendix 1

Evaluation Questionnaire

Please tick the appropriate box. There is no right or wrong answer so please choose the answer which represents your honest opinion.

If the questions are not relevant to you, i.e. because you haven't commenced your tutor role yet, please select N/A.

	Strongly disagree	Disagree	Neither	Agree	Strongly Agree	N/A
1. This self-assessment helped you identify gaps in your professional competence	☐	☐	☐	☐	☐	☐
2. This self-assessment could help support my appraisals	☐	☐	☐	☐	☐	☐
3. I accessed the training provided in the tables in Section 4 of the document	☐	☐	☐	☐	☐	☐
4. The training accessed was helpful to me	☐	☐	☐	☐	☐	☐
5. The training list provided was sufficient for me	☐	☐	☐	☐	☐	☐
6. The self-assessment questions covered most of the competence areas of my role as a tutor	☐	☐	☐	☐	☐	☐
7. The self-assessment questions were realistic and achievable	☐	☐	☐	☐	☐	☐
8. This self-assessment would help tutors maintain and improve the quality of their practice	☐	☐	☐	☐	☐	☐
9. Use of this self-assessment for tutors should be explored further by HEE	☐	☐	☐	☐	☐	☐
10. I would recommend use of this self-assessment to other tutors	☐	☐	☐	☐	☐	☐

Outcomes

How valuable have you found this exercise?

- Which areas did you feel most competent?
- Any areas identified for development?

Discuss and feedback per table

Outcomes continued…

Regional pilot results

Most competent areas

Areas for development

Ideas

- How could your identified areas for development be addressed?

Where do you think this SAT fits within your current practice?

Signposting

Title of Resource	Access to resource	Corresponding GPhC Tutor Guideline
APTUK FPF Champion	*http://www.aptuk.org/media/dynamic/files/2014/06/13/APTUK_Foundation_Pharmacy_Framework_June_14.pdf*	**3.3**
CPPE – Helping Others Learn	*https://www.cppe.ac.uk/programmes/l/learn-e-02*	**3.3, 3.4**
E-learning for Healthcare	http://www.e-lfh.org.uk/programmes/educator-hub/	**All**
Freedom To Speak Up guardians	**Trust appointed – roles may vary**	**2.1, 2.4, 2.5**
Health Education East Midlands Pharmacy Tutor Training	http://secure.intrepidonline.co.uk/CourseManager/EMD/	**1, 2.2, 2.3, 3.2**
HEE KSS Leadership Collaborative – mentoring scheme	*http://www.kssleadership.nhs.uk/development-opportunities/kss-mentoring-scheme*	**3.1**
HE LaSE Trainees Requiring Additional Support (TRAS)	*https://www.lasepharmacy.hee.nhs.uk/training-1/educational-supervisors/trainee-requiring-additional-support/*	**2.1, 2.2, 2.3, 2.4, 2.5, 3.5**
Health Education Pharmacy Workforce North West	http://www.pharmacyworkforcenw.nhs.uk/news/161-pharmacy-preregistration-tutor-training-opportunities	**1, 2.2, 2.3, 2.4, 3.2**
NHS Practitioner Health Programme (PHP)	*http://php.nhs.uk/*	**2.2, 2.3, 2.4, 2.5, 3.5**
Royal Pharmaceutical Society Faculty – mentoring	*https://www.rpharms.com/network/mentoring*	**2.2, 3.1**

Self Assessment Tool (SAT)

In your tables, where do you think the SAT fits within your current practice and place of work?

New ES – what's used currently?

Succession planning

Maintenance of practice

Form part of annual IPR, educational and CPD review

Peer group development tool

Identifying areas of practice for development/resources

Further learning

Further opportunities

Volunteer to take a copy back to each Trust to trial back at base with peer colleagues.

Scope for wider representation and collaboration with ES roles across different sectors?

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Educational Supervisor Course

Who is this course for?

This course is suitable for all **educational supervisors** supporting pre-registration pharmacists and pre-registration pharmacy technicians across **London and the South East**. **Priority will be given to pharmacists working in pharmacies in any sector registered with the ORIEL National Recruitment System, to support meeting placement quality criteria**. This course is a well-received, tried and tested, online, modular programme and has been used by around 700 educational supervisors across the UK over the last four years.

Introductory Webinar: 23rd August 2017 at 8pm

Design: Flexible access to modules allowing you to devise your own learning schedule, each module requiring a total of 4 to 6 hours over an 8 week period. Flexible online access to this course allows you to devise your own learning schedule.

Who will you learn with?

You will join an online community of educational supervisors, developing their knowledge, skills and practice to ensure a high-quality educational environment for pre-registration pharmacists and pre-registration pharmacy technicians.

The friendly team at **The Pharmacy Training Company (PTC)** are committed to help you obtain maximum benefit from the programme, whether you are a new or existing educational supervisor.

What does the learning look like?

- You will cover up to FIVE key modules which are mapped to the GPhC Guidance for Tutors.
- You will receive a handbook and take part in an introductory webinar, both explaining the content of the course.
- Each module involves watching a presentation, then completing some reading and one written assignment.
- You will receive individualised feedback on each assignment to support your learning.
- PTC offer optional two monthly webinars reviewing each of the completed modules.
- You will have the opportunity to join a social media group of local educational supervisors for additional support.
- Certificates of completion will be issued when you complete the full programme.

*Register NOW for this Free Online Course.

*This course is NHS funded, delivered by the Pharmacy Training Company. Enrolled participants who do not complete the course within the given deadline/s will incur a penalty charge from NHS Health Education England to cover the cost of the course.

Topics areas covered in the course:

Topic 1: The Training Programme*
Topic 2: Being a professional role model
Topic 3: Assessing performance*
Topic 4: Giving feedback
Topic 5: Supporting learners
* Pre-registration pharmacist Educational Supervisors ONLY

How do I register?

To register your interest, please complete the application form by **midnight on 16th August 2017.**

The PTC will be in touch shortly after the deadline to confirm your place via email.

For further information, please review the Educational Supervisor training page on our HEE LaSE website. Terms and Conditions apply.

Developing people for health and healthcare

www.hee.nhs.uk

THE NHS CONSTITUTION
the NHS belongs to us all

Any questions?

Thank you for your time.