



module 245

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for this module

GOAL

To support pharmacists undertaking the role of pre-registration tutor.

OBJECTIVES

After studying this module you should:

- Know where to find the resources and support available for pre-registration tutors
- Appreciate the attributes needed to be a pre-registration tutor
- Understand what evidence is needed to demonstrate that a pre-registration trainee has met the relevant performance standards.



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Being a pre-registration tutor

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Background

The recent General Pharmaceutical Council (GPhC) report, 'Surveys of 2013/14 pre-registration trainees and tutors', is the first published evidence from a significant cohort of both trainees and tutors.¹ Its objectives were to:

- Describe the tutor profile and better understand how well tutors feel supported in their role
- Identify any barriers that might impact on the quality of training they are able to offer

- Identify where tutors may need further support.

The main findings are shown in Table 1 (see overleaf) and highlight the need for further support to help tutors:

- Identify and manage a trainee in difficulty
- Give effective feedback
- Assess a trainee's progress against the pre-registration performance standards
- Coach and mentor pre-registration trainees.



Table 1: Main findings from the GPhC 2013-14 survey

- About 10 per cent of tutors did not have access to a pre-registration pharmacist training scheme or programme. This echoes similar unpublished research by the Royal Pharmaceutical Society of Great Britain in 2007²
- This cohort of tutors were less likely to agree or strongly agree with the statement: 'As a tutor I had access to sufficient support in 2013-14'
- Tutors who had been a tutor for five or fewer years were significantly less likely to agree that they felt confident in assessing how a trainee is performing as a professional
- More than half of respondents expressed interest in further training and development in:
 - Identification and management of a trainee in difficulty (56 per cent)
 - Giving effective feedback (55 per cent)
 - Assessing a trainee's progress against the pre-registration performance standards (54 per cent)
 - Coaching and mentoring (52 per cent)
- The quality of the training and support provided to trainees by their organisation was given a lower rating by less experienced tutors and those working in medium-sized community pharmacy organisations
- There is a mismatch between tutor and trainee ratings on the perceived quality of educational supervision and coverage of the GPhC assessment syllabus during the pre-registration year

The survey also found a mismatch in trainee and tutor views regarding the perceived quality of educational supervision.

Often training for pre-registration tutors focuses on novice or early years tutors and ignores those who are experienced. Such tutors may feel that they have nothing to learn, but these are erroneous assumptions and often feedback from training is obtained such as:

- "I didn't think I would learn anything, but was surprised to discover how things had changed"
- "I felt I could support new tutors with the experience I have".

To address the main findings of the GPhC survey, this module has made reference to Stephen R. Covey's book, 'The 7 Habits of Highly Effective People'³. The habits he outlines move us through the stage of dependence, to independence and interdependence.

1. Be proactive

The first habit is to be proactive: this is the ability to control one's environment, rather than have it control you, as is so often the case. Taking control can feel difficult when you have been told (rather than asked) that you will be tutoring a pre-reg trainee. However, having a positive mindset and attitude of self-determination will go a long way to achieving a positive training year. This means thinking and acting ahead of anticipated events and using foresight.

People can choose to be reactive or proactive. Having a proactive mindset means that you prepare, plan, and use resourcefulness and initiative in your daily work. Proactive people focus their efforts where they have influence and, in turn, their area of influence is expanded.

So what do I mean here? I don't mean that we can control everything, but rather we can be proactive regarding things that are within our control. I would start by exploring:

- The GPhC pre-registration manual (this is an essential read and contains all the core information a tutor needs, along with key dates)⁴
- What pre-registration structures exist in your organisation
- Who the 'go to' person is for pre-registration training within the organisation
- What support resources are available from training and professional organisations, such as the Royal Pharmaceutical Society,⁵ and what support structures exist locally (e.g. from other tutors and local practice forums).

The recent GPhC survey found that the most popular form of support is through other pre-registration tutors. So are there tutors in your area or organisation that you can tap into? It is worth a call to your neighbouring pharmacies, perhaps with a view to setting up a local tutor network.

NHS Education for Scotland has set up local tutor network meetings and these focus on varying aspects of the pre-registration year, providing a forum for discussion, sharing experience and an opportunity to problem-solve and support others (while being supported too).

2. Begin with the end in mind

What is your goal? Is this the same goal that your trainee has (i.e. to successfully complete the year), or is there a mismatch?

It is extremely important that you agree expectations with your trainee – but before you do this, you need to consider what your roles and responsibilities are. Are these reasonable? What is detailed in the GPhC manual?

Also, what are the roles and responsibilities of your trainee? Do you have realistic expectations of them? Are your own standards so high that others often fail to achieve the targets you would set yourself?

Too often a training relationship can fail simply because this first conversation has not been had. This then leads to poor communication and misunderstandings, and can result in problems with training. All too often, protected characteristics detailed in the Equality Act 2010 are used as an excuse for not addressing training situations, when this would not have happened if discussions had taken place early in the training year and expectations agreed.

We are all shaped by those around us and if you yourself have not had good role models, then you may need to think about what messages you are sending out.

3. Put first things first

What skills and attributes do you need before you start on a new training year? Have you recently identified any gaps in your skills and discovered how to address these? Are you up to speed with the GPhC's guidance on tutoring for pharmacists and technicians introduced in 2014⁶?

There are five key standards that are core to your role as a tutor and these are based on the GPhC's standards of conduct, ethics and performance. Table 2 details these, along with examples of how they could be demonstrated. For more examples see the full GPhC guidance.

In addition to the five core requirements, the GPhC has also identified five key aspects that are important in the tutoring role:

- Being a professional role model
- The pre-registration training programme
- Assessing your trainee's performance
- Giving feedback to your trainee
- Supporting your trainee.

Being a professional role model

What does this mean to you? According to the GPhC, it means you should:

- Act as a professional role model for your trainee

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Table 2: Five key GPhC standards that are core to the role of a pre-reg tutor

Core requirements of the standards of conduct, ethics and performance	Examples
You must put patient safety first at all times	Make sure your trainee is supervised appropriately
You must practise as a tutor only if you are fit and competent to do so	Deal with any developmental needs identified by you or someone else
You must make sure that a trainee is training safely and effectively	Act on feedback as appropriate
You must take appropriate action when a concern is raised by or about a trainee	Assess the concern and raise it at the appropriate level with your line manager, employer or superintendent
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	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

- Act as a mentor to your trainee, offering constructive feedback and advice throughout their training.

Being professional is crucial to the role. You have a duty to ensure your trainee observes and takes on the right aspects of being a pharmacist. Tutor feedback from some recent training events has identified the following aspects to be important:

- Honesty
- Being trustworthy
- Maintaining high standards
- Aiming for excellence
- Wanting to be a tutor.

The following aspects were noted as being crucial:

- Listening
- Giving and accepting feedback
- Communicating well
- Showing respect.

For me, being a role model means so much more – it is about passion and your ability to inspire others, having a clear set of values, being focused on others, being selfless and accepting of others, and being able to overcome obstacles. It is important to recognise that being a role model means your influence extends beyond you and has an impact on others.

Being a mentor can be quite tricky if you are also the person undertaking assessments. Mentorship is interpreted in several different ways – one interpretation is being a wise and trusted counsellor or teacher. As the year progresses, however, you will develop your

training relationship further and boundaries can become blurred, with some tutors becoming subjective about issues. It is essential that you maintain objectivity.

The pre-registration training programme

All training sites must have a template plan that has been approved by the GPhC. Have a look at the plan you will be using and work out with your trainee how this can be adapted to their individual needs.

According to the GPhC 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.

These are not unrealistic expectations and you could start by seeing what is included (and where) in the plan you are going to use, then make time to see your trainee and work together on personalising it to their competence and needs.

The training plan should allow your trainee to achieve competence in all of the GPhC's performance standards (a full list can be found

in the GPhC's pre-registration manual). These standards are grouped into three areas:

- 32 standards in Unit A: Personal Effectiveness
- 21 standards in Unit B: Interpersonal Skills
- 23 standards in Unit C: Medicines & Health.

When reviewing your plan, you should take into account that some standards are more easily achieved at the start of the year and others at the end. Feedback from other trainees and tutors has shown that during the first half of the year you should focus on trainees developing their professionalism and achieving the performance standards in Units A and B (although some referring to managing a team and taking responsibility for things may be best left until later on).

During the latter half of the year, the emphasis should shift towards studying for the assessment (exam) and delivering evidence of the performance standards in Unit C.

Hand in hand with the performance standards is adherence to the GPhC's standards of conduct, ethics and performance as well as all of the GPhC's guidance documents (pharmacyregulation.org/standards/guidance).

Few training plans consider adding training items that address the Registration Assessment syllabus (now called the Assessment Framework). I consider this to be a shortfall – a belief reinforced by the findings of the GPhC survey. Given the changes to the GPhC Assessment Framework from 2016,⁷ it is an important area – so one way you can help your trainee is by developing opportunities to teach and test aspects of the new Assessment Framework.

Assessing your trainee's performance

This is where tutors often ask for more support, especially if they have had no training in assessment. One of the first things to do is to look at the 76 performance standards and consider assessment opportunities. How will you assess the different standards?

You may not have all the solutions now, but being ready with some ideas will help. By the end of the training year, you will have had to assess your trainee against all 76 standards and sign these off if you judge your trainee to be competent.

It is not enough to demonstrate competence on a single occasion, however, and you must



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gain sufficient evidence to be confident that your trainee always demonstrates this standard (i.e. the standard must be demonstrated on several occasions) and if performance slips, then your sign-off can be revoked.

The GPhC states that 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 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 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.

Tutor objectivity is crucial here, but once again it is about making sure you set your trainee's expectations. The type of evidence, quality and how much is enough are all points that your trainee needs to know, so think about this before the year starts and be prepared.

Your trainee will also value the opportunity to practise a given assessment and have feedback on their performance (formative assessment), so think about ensuring there are opportunities to practise a skill before you assess them.

Formal forms are no longer provided by the GPhC to aid in the collation of evidence (as previously), so the types suggested in Table 3



Some 11 per cent of trainees rate their training as poor or very poor, according to the GPhC

are examples of proformas that you may like to develop for your trainee.

Many organisations provide electronic proformas to help trainees record their evidence, but if this is not the case you could get your trainee to devise one and reference this as evidence towards the successful completion of a performance standard.

The GPhC expects you to meet with your trainee on a regular basis, so you should aim to review your trainee's evidence at these meetings. This means that you don't wait for the first formal progress report and suddenly find

that you're given a thick folder full of evidence of varying quality and very little time to review it. You could also ask your trainee to identify their top pieces of evidence as a starting point.

You need to decide what you expect for signing off a performance standard. If there is insufficient evidence or the quality is poor, then you should feed back to your trainee about your expectations in a timely manner and not sign off that standard.

To summarise, you need to have put plans in place to:

- Discuss with your trainee how they will be assessed while they are training
- Discuss what evidence your trainee will need to produce
- Consider asking for a range of evidence as part of the assessment process
- Give your trainee, or plan, 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 (and other guidance)
- Review your trainee's progress regularly and adapt their personal plan as appropriate.



Table 3: Examples of evidence proformas

Record of evidence forms	Brief summary of nature of event/activity What were you trying to achieve? What happened/what was the outcome? What have you learned as a result? What do you want/need to learn more about? Performance standards demonstrated
Testimonial forms	What did the trainee do? (the event and the trainee's performance or behaviour) Performance standards demonstrated
Assessment record sheets	Summary of evidence provided Performance standards demonstrated How will further development be facilitated?
Log of evidence collected	Everyone has different expectations here. On average trainees need to produce about five pieces of evidence for each performance standard for their tutor to be satisfied with their competence

Giving feedback to your trainee

How do you know if you are doing something right (or wrong) if you don't get feedback? The same is also true for your trainee. Feedback allows us all to improve and there are many models explaining the best ways to do this.

The GPhC states that you should:

- Give your trainee regular constructive feedback to help them develop during their training
- Give feedback in time for your trainee to use it 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.

Following the GPhC's guidance and using a structured feedback model will help support you in giving regular feedback. One feedback model is the 'feedback sandwich', which starts and ends with positive feedback. Another model that is routinely used in medical education is Pendleton's Rules⁸, although there are some criticisms of its rigid and formulaic nature. The rules are as follows:

- Check the learner wants and is ready for feedback
- Let the learner give comments/background to the material that is being assessed
- The learner states what was done well
- The observer(s) states what was done well
- The learner states what could be improved
- The observer(s) states how it could be improved
- An action plan for improvement is made.

It doesn't matter what model you use, but you do need to feel comfortable with the structure, so it may be helpful to try it out before you use it for formal feedback. And remember, if you don't give feedback in a timely manner, then it is unlikely that changes will be made. It is no good giving feedback on an event that happened, for example, three months ago, because much of the detail will be forgotten and poor performance may have become embedded.

Supporting your trainee

The GPhC survey identifies that support is needed for trainees, but where can tutors go for pre-registration training help and support?

Support can be in the form of many guises, from head office or pre-registration leads, written publications, training courses, tutor networks, blogs, Twitter, Facebook groups – to name but a few. Table 4 gives some examples but the list is not exhaustive and other support exists. It also does not give a steer on quality as it is hard to compare some of the outcomes – although this is something that should be addressed given the focus on improving the quality of the pre-registration experience.

Having looked at tutor support resources, what about support for your trainee? It has been shown that everyone performs better if they are encouraged and supported to be the best they can be. Your role as a tutor is to encourage and support your trainee to help them achieve their full potential. Again, support takes many guises from resources that may be professionally related through to pastoral (i.e. emotional) care.

The GPhC states that you should:

- Use regular meetings to identify good practice and any problems or difficulties that 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 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.

Many of the aspects detailed by the GPhC draw on good communication skills, although some people dismiss this as a 'soft' skill that is not sufficiently academic. Good communication skills, however, can make all the difference and have now formed a focus for how pharmacists undertake patient care, having been highlighted by the Modernising Pharmacy Careers programme and creating the momentum for developing the CPPE's training on consultation skills⁹. The support resources listed in Table 4 for tutors are equally applicable to trainees.



It is important that trainees and tutors agree shared goals for the pre-registration year



Tutors often struggle with the emotional aspects of the training. It is not easy and we all struggle sometimes, but a problem shared is a problem halved, so, while recognising potential confidentiality issues, make sure that you are tapped into tutor networks – and if one doesn't exist in your area, you may like to start one.

4. Think win:win

Going back to 'Begin with the end in mind', can you and your trainee have a shared goal or at least a goal that you both win from?

By having a shared goal, you are both more likely to be successful. For many this may be to get through the year successfully, but how about adding some other objectives/aspects throughout the year that you could both learn or benefit from?

One example could be setting an objective around completing an audit on a service in your pharmacy. Imagine that this service has been running for a number of years, but hasn't really been as successful as you would have liked. You identify this as a potential audit that your trainee could conduct (and they need some evidence around audit for their performance standards). This is a win:win situation. You want to know why a service isn't performing as you wish; your trainee wants to establish some evidence for their performance standards.

Having this shared focus means you and your trainee are motivated, which creates a more productive atmosphere in the pharmacy. This habit is about a state of mind or attitude, and finding shared solutions that truly benefit both the tutor and trainee. The more you do this, the more you will see things changing – which will result in more positive results being achieved.

5. Seek first to understand, then be understood

This is a key skill when dealing with difficult training issues and is something that can be found in resilient leaders. Resilience is increasingly being taught across all walks of life, from children through to business leaders, and can be defined in a number of ways.

For the purpose of this module, resilience is being used as a developed characteristic for dealing with negative and positive changes in life; it is accessible to all people and

distinguishes survivors/adaptors. Difficult training issues can be addressed using several different problem-solving frameworks. It is important that you collect all of the information, analyse it, understand the issue and the interdependencies, look for support (published,

organisational or individual), discuss it with the trainee, and then develop shared goals to address the issue.

I find it helpful to ask: Who, What, Where, When, Why and How? To help clarify the problem, four key steps are:

 Table 4: Support resources available to pre-registration tutors	
Books	<p>Hospital Pre-registration Pharmacist Training First edition Aamer Safdar and Shirley Ip</p> <p>MCQs in Pharmaceutical Calculations First edition Ryan Donnelly and Johanne Barry</p> <p>Medicines, Ethics and Practice The Professional Guide for Pharmacists 39 (July 2015) Royal Pharmaceutical Society</p> <p>Pharmaceutical Calculations Workbook First edition Judith A Rees and Ian Smith</p> <p>Symptoms in the Pharmacy: A Guide to the Management of Common Illnesses 2014 Alison Blenkinsopp, Paul Paxton, John Blenkinsopp</p> <p>Minor Illness or Major Disease? 2012 Brian Addison, Alyson Brown, Ruth Edwards, Gwen Gray (other similar resources exist)</p> <p>A range of CPPE and NES resources are also available</p>
Training courses (face-to-face, online, correspondence)	<p>National Pharmacy Association (npa.co.uk/training/training-a-z/pre-registration-pharmacist-tutor-training)</p> <p>Propharmace (propharmace.com/training-programmes/pre-registration-tutor-training)</p> <p>Buttercups (buttercups.co.uk/website/website.nsf/lookupcontent/preregistration.html)</p> <p>Health Education England providers. One example is HE Kent, Surrey, Sussex (ksspharmacy.nhs.uk/education-supervision/pre-reg-tutor-training)</p> <p>The Pharmacy Training Company (thepharmacytrainingcompany.co.uk/upcoming-courses.php)</p> <p>CPPE (cppe.ac.uk/trainers/pre-reg-tutors)</p> <p>University training days (a wide range of higher education institutions provide training)</p>
Blogs	<p>Royal Pharmaceutical Society</p> <p>The Pharmacy Training Company</p>
Twitter	<p>We Pharmacists (wepharmacists.co.uk)</p> <p>Royal Pharmaceutical Society</p> <p>The Pharmacy Training Company (thepharmacytrainingcompany.co.uk/twitter-chats.php)</p>
Tutor networks	<p>RPS online group</p> <p>NES</p>
Support organisations	<p>Royal Pharmaceutical Society</p> <p>Pharmacist Support (Including Listening Friends)</p> <p>BPSA</p> <p>Occupational Health</p> <p>Citizen's Advice Bureau</p> <p>Local NHS and private counselling services (check that counsellors are appropriately qualified)</p>
Regulatory	<p>GPhC; MHRA (gov.uk/government/organisations/medicines-and-healthcare-products-regulatory-agency); PHE (gov.uk/government/organisations/public-health-england)</p>
Guidelines/information	<p>NICE (nice.org.uk); local clinical commissioning group formulary (check locally); Patient UK (patient.info); NHS Choices (nhs.uk/pages/home.aspx)</p>

- What is the problem? Identify and analyse the problem (have you got all the facts?)
- Look for solutions that are obvious but also consider those outside normal processes (and prioritise them)
- Make judgements and decisions (if possible agreed by your trainee)
- Set/agree timelines for resolution and 'go the extra mile'.

It is important to remember that you are not alone here and it is likely that the problem you have got is something that others have experienced previously. This is where networks can help you find a solution to your issue. There are a number of networks, including one supported by the Royal Pharmaceutical Society. You do, however, need to consider the need for confidentiality and when it is in the public interest to share information.

6. Synergise

Synergy is when the whole is greater than the sum of the parts. By sitting down with your trainee and discussing aspects of their training (from the training plan to performance standards and difficult training issues), it is possible to come up with synergies throughout the training year – a solution that is much better than either party had initially proposed and one that is based on a true understanding of having a win:win attitude and understanding the other's position. Respect is core to this and if you have embedded the previous habits, you will have no problem here.

This is about having excellent communication that results in differences being used positively to come up with solutions that were outside normal thinking. This is also about having a coaching mentality and empowering your trainee.

7. Sharpen the saw

This habit is about planning and continuous improvement – *your* planning and continuous improvement as a tutor. The literature speaks about self-renewal, self-care, self-respect and self-improvement. Most of us want to improve, but in a way that we can control, not having it 'done' to us. It is about motivation and behavioural change, and a focus on self that enables us to improve to be the best we can be. I often use the analogy that if a plane is crashing

and you need to put on an air mask, we get told to put our own on first – my point being that if we are to be able to help others, we must first help ourselves.

Summary

A summary of all the tutor 'top tips' mentioned in this module can be found in Table 5. The most important aspect is to agree expectations with your trainee. These will help you have similar perceptions, a shared understanding of roles and responsibilities, a focus on the goal, and identify win:wins.

Before your pre-registration trainee starts, however, it is important to identify what skills and attributes *you* need to acquire by reading the GPhC tutor guidance for pharmacists and pharmacy technicians. Look at the resources provided, explore others that meet your needs and be proactive in your planning for the year ahead.

Assessing in the workplace, giving feedback and dealing with tricky training issues are all highlighted as important areas.

Finally, seek support – there are a lot of resources available to help you as a tutor.

Author's declaration: Extensive reference has been made throughout this module to material published by the GPhC on the pharmacyregulation.org website.



Table 5: 'Top tips' for tutors

- 1. Be proactive**
 - a. Put plans in place
 - b. Read the GPhC pre-registration manual
 - c. Explore pre-registration structures in your organisation and locality
- 2. Begin with the end in mind**
 - a. Identify your goal
 - b. Think about your roles and responsibilities (and those of your trainee)
 - c. Agree expectations
- 3. Put first things first**
 - a. Look at the GPhC tutor guidance for pharmacists and pharmacy technicians
 - b. Explore the tutor skills needed:
 - i. Professionalism and being a good role model are key
 - ii. Assess your trainee's baseline competence and personalise the training plan based on their needs
 - iii. Add learning to the training plan around the registration assessment framework
 - iv. Identify why objectivity in assessment is needed
 - v. Decide what you want from evidence in terms of quantity and quality
 - vi. Create opportunities for formative assessment
 - vii. Identify a feedback model that you are comfortable using
 - viii. Identify resources to support you and your trainee
- 4. Think win:win**
 - a. Discuss and agree on shared pre-registration goals
- 5. Seek first to understand, then be understood**
 - a. Develop problem-solving strategies
 - b. Explore resilience as a way of managing tricky situations
- 6. Synergise**
 - a. Discuss and agree on synergies throughout the year
- 7. Sharpen the saw**
 - a. Explore planning and self-improvement



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BEING A PRE-REGISTRATION TUTOR

assessment questions

- Where can you find all the information relating to the GPhC pre-reg scheme?
 - Your pre-registration lead
 - The GPhC's pre-reg manual
 - The GPhC's standards of conduct, ethics and performance
 - The standards for the initial education and training of pharmacists from the GPhC
- What is the most important thing a tutor should do at the start of the training year?
 - Get the funding sorted so that the trainee can get paid
 - Consult the calendar of key dates so deadlines are met
 - Discuss and agree expectations for the year ahead
 - Sign the learning contract, which forms part of the application form
- Which statement about training plans is FALSE?
 - Tutors may discuss trainee performance with others
 - The plans should include how you induct a trainee
 - Each plan should be personalised to an individual trainee
 - Plans should identify realistic targets that the tutor alone sets
- What changes are happening regarding the pre-registration scheme in 2016?
 - The accreditation of pre-reg tutors is being introduced
 - The minimum period of pre-reg training has changed
 - The registration assessment has changed
 - Split placements are now compulsory
- How often should a tutor review a trainee's progress? Every:
 - Weekly
 - Monthly
 - Quarterly
 - Regularly
- When exploring the skills around feedback, a tutor should:
 - Always get evidence from all the pharmacy team
 - Ensure sufficient time lapses so that reflection can occur
 - Encourage the trainee to get feedback from sources other than themselves
 - Get sufficient subjective evidence
- Which statement is FALSE? When supporting a trainee it is important to:
 - Use regular meetings to identify good practice
 - Take all reasonable steps to respond to requests for support
 - Not make assumptions or be judgemental
 - Refer the trainee elsewhere for support as soon as possible sets
- Which statement regarding the GPhC survey of tutors and trainees is FALSE? Tutors identified a need for further training in:
 - Assessment
 - Professionalism
 - Coaching and mentoring
 - Feedback

Use this form to record your learning and action points from this module on **Being a pre-registration tutor** or record on your personal learning log at pharmacymagazine.co.uk. You must be registered on the site to do this. Any training, learning or development activities that you undertake for CPD can also be recorded as evidence as part of your RPS Faculty practice-based portfolio when preparing for Faculty membership. So start your RPS Faculty journey today by accessing the portfolio and tools at www.rpharms.com/Faculty.

Activity completed. (Describe what you did to increase your learning. Be specific)
(ACT)

Date: _____ Time taken to complete activity: _____

What did I learn that was new in terms of developing my skills, knowledge and behaviours? Have my learning objectives been met?*

(EVALUATE)

How have I put this into practice? (Give an example of how you applied your learning). Why did it benefit my practice? (How did your learning affect outcomes?)

(EVALUATE)

Do I need to learn anything else in this area? (List your learning action points. How do you intend to meet these action points?)

(REFLECT & PLAN)

You can also record in your personal learning log at pharmacymagazine.co.uk

* If as a result of completing your evaluation you have identified another new learning objective, start a new cycle. This will enable you to start at Reflect and then go on to Plan, Act and Evaluate. This form can be photocopied to avoid having to cut this page out of the module. You can also complete the module at www.pharmacymagazine.co.uk and record on your personal learning log

Now enter your answers online

On desktop, mobile and tablet

You no longer have to send your answers away to be marked. Once you are registered on our website, you can complete the pre- and post-test free of charge and record your learning outcomes in your personal learning log.



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