Public business

Standards for pre-registration tutors in Great Britain

Purpose
Pre-registration tutors are an important part of the quality assurance process in the pharmacist pre-registration training year. These standards clarify the requirements of the role.

Recommendations
The Council is asked to agree:

i. Draft standards for pre-registration tutors (Appendix 1)

ii. A consultation document on the proposed standards (Appendix 2)

1.0 Introduction

1.1 Pre-registration training is an important stage in the formation of a pharmacist, in which tutors play a central role. This paper is about the standards for pre-registration tutors, which the Council must set.

1.2 The initial education and training of a pharmacist is a four-year MPharm degree followed by 52 weeks of pre-registration training and the GPhC’s Registration Assessment. During the pre-registration training period, trainees are mentored by a pre-registration tutor and must be signed off on four occasions by their tutor - at 13, 26, 39 and 52 weeks. Taken together, the sign-offs confirm that trainees have met all the Pre-registration Performance Standards. Failing the third or fourth sign-off means a trainee cannot register, which is why the sign-offs are so important.
1.3 The tutor is the trainee’s mentor, critical friend and assessor. Despite the importance of this role, there are currently only three requirements for being a tutor: 1. a tutor must be a pharmacist, 2. a tutor must have practised in the sector in which he or she wishes to tutor for three years and 3. a tutor must not be under investigation by the GPhC.

1.4 Variability in the standard of tutors has been a perennial problem (and is one of the main reasons there is a national examination in pre-registration with standards set centrally by the regulator). When the GPhC consulted on education procedures it included an intention to develop tutor standards and also to list tutors: this reflects the GPhC’s obligation to assess the suitability of pharmacists to become and then continue to act as a tutor (Pharmacy Order article 44 (1) (iii)).

1.5 The standards at Appendix 1 reflect the principal roles of a tutor and should form the basis of an assessment of a pharmacist’s suitability to become and then continue to act as a tutor. The standards were developed after wide consultation with pre-registration stakeholders, as the consultation document makes clear.

2.0 Key considerations

2.1 This is the first part of a two-part consultation on the implementation of tutor standards. The second part, scheduled for mid-2011, will focus on creating a List of Pre-registration Tutors in time for the 2012 intake of trainees. The standards at Appendix 1 will be the requirement for the listing of new tutors. As a transitional measure, it is anticipated that current tutors in good standing will be listed automatically.

2.2 The second part of the consultation will focus on the mechanics of creating a tutor list, how listing is maintained and how delisting/relisting takes place. These matters have been separated from the standards for clarity (and to ensure standards and the maintenance of those standards are both given due consideration).

2.3 The standards have two purposes: to provide a framework for developing an education & training package for pharmacists wanting to be listed as tutors and, secondly, as a standard for judging whether tutors should remain listed. As part of the consultation we plan to run a pilot of the former. The Welsh Centre for Professional Pharmacy Education (WCPPE) has approached us to run such a course and their experience will help us refine the standards.
2.4 For tutor listing to work, courses for new tutors must be run. Course providers could be centres for pharmacy postgraduate education (CPPEs), schools of pharmacy, independent commercial providers, the NHS and companies with in-house training facilities. Where possible, the GPhC could accredit existing education and training packages which deliver the standards in Appendix 1.

3.0 Equality and diversity implications

3.1 One of the reasons for introducing tutor standards is a concern about equality and diversity. The RPSGB received complaints on a fairly regular basis about tutors behaving inappropriately. Examples would be two pharmacists talking to each other in a language their trainee couldn't understand or a pharmacist ridiculing a trainee for their ethnic origins and the standards of pharmacy in their home country. Both examples are real.

3.2 Standard 4.1 is the most explicit expression of the need for equality and diversity in the trainee workplace: Provides an inclusive working environment by addressing equality and diversity issues. We will work with the pilot team to ensure what is taught reflects the GPhC’s Equality and Diversity Scheme.

4.0 Communications implications

4.1 The standards consultation document makes it clear that there will be a second consultation on listing. This message must be handled carefully because the consequences of being listed (or not being listed) are directly relevant to current tutors. As the consultation document makes clear, this consultation does not deal with those issues and there will be ample opportunity for the issues to be discussed in due course (including consideration of any potential impact of changes to the structure of pharmacist education and training).

4.2 We have a well developed approach to consulting stakeholder groups through seminars and online/written processes. We will be inviting our stakeholders to consultation workshops that will be held in each of the countries of Great Britain. We will also contact our new PPI partners to obtain their input through consultation workshops. In addition the consultation can be completed using an online form, via email or by post.

5.0 Resource implications

5.1 Education and Quality Assurance has budgeted for this consultation.

5.2 The cost of the pilot will be borne by the Welsh CPPE.
5.3 Resource issues relating to the introduction of tutor listing will be addressed in relation to the second stage consultation, on listing arrangements, in due course.

6.0 Risk implications

6.1 Inadequate mentorship of pre-registration trainees is a risk as is inappropriately assessed trainees. Requiring initial education and training for new pre-registration tutors should increase the reliability of pre-registration assessments, thereby lowering risk overall.

6.2 It is possible that the education & training requirement may deter pharmacists from becoming tutors but we have no evidence this will be the case.

Recommendations

The Council is asked to agree:

i. Draft standards for pre-registration tutors (Appendix 1)

ii. A consultation document on the proposed standards (Appendix 2)

Damian Day, Head of Education and Quality Assurance/
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3 November 2010
Appendix 1

Draft standards for pre-registration tutors in Great Britain

<table>
<thead>
<tr>
<th>STANDARD 1</th>
<th>PROFESSIONAL BEHAVIOUR STANDARDS</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Performs to high professional and ethical standards, as in the GPhC’s Standards of conduct, ethics and performance (2010)</td>
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<tr>
<td>1.2</td>
<td>Maintains appropriate working relationships with other healthcare professionals outwith own team</td>
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<td>1.3</td>
<td>Demonstrates an appropriate use of relevant knowledge within current area of practice</td>
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<td>1.4</td>
<td>Demonstrates excellent communication skills</td>
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<td>1.5</td>
<td>Encourages feedback to improve their performance</td>
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<td>1.6</td>
<td>Maintains a public centred focus</td>
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<td>1.7</td>
<td>Demonstrates the positive values, attitudes and behaviour that would be expected from those you train</td>
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<td>1.8</td>
<td>Demonstrates self-development through continuing professional development activity</td>
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<tr>
<th>STANDARD 2</th>
<th>FACILITATING LEARNING STANDARDS</th>
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<tbody>
<tr>
<td>2.1</td>
<td>Creates an appropriate environment in which the learning process can take place</td>
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<tr>
<td>2.2</td>
<td>Provides trainees with information, advice and guidance on their work roles and employer expectations</td>
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<tr>
<td>2.3</td>
<td>Provides trainees with encouragement and support to stay motivated</td>
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<tr>
<td>2.4</td>
<td>Empowers the trainees to formulate their own solutions to problems</td>
</tr>
<tr>
<td>2.5</td>
<td>Supports and guides trainees to reflect on their learning</td>
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<tr>
<td>2.6</td>
<td>Provides appropriate mentoring support</td>
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<td>2.7</td>
<td>Encourages trainees to have a clear action plan for their learning by setting themselves SMART objectives</td>
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<td>2.8</td>
<td>Agrees and honours a learning contract</td>
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<td>2.9</td>
<td>Demonstrates a knowledge and understanding of a range of learning and behaviour management tools</td>
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<td>2.10</td>
<td>Appreciate the need of a training plan and be able to adapt the plan to the needs of the trainee</td>
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<td>2.11</td>
<td>Evaluate the impact of their teaching on the progress of the trainee</td>
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<td>2.12</td>
<td>Demonstrates the use of education in a practical setting</td>
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<tr>
<td>STANDARD 3</td>
<td>ASSESSMENT AND MONITORING</td>
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</tr>
<tr>
<td>3.1</td>
<td>Demonstrates a current knowledge and understanding of pre-registration training</td>
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<td>3.2</td>
<td>Demonstrates the ability to carry out formative and summative assessment</td>
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<td>3.3</td>
<td>Utilises a variety of assessment methods</td>
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<tr>
<td>3.4</td>
<td>Provides timely, accurate and constructive feedback on trainees attainment, progress and areas for development</td>
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<tr>
<th>STANDARD 4</th>
<th>MANAGING PEOPLE</th>
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<tr>
<td>4.1</td>
<td>Provides an inclusive working environment by addressing equality and diversity issues</td>
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<td>4.2</td>
<td>Demonstrates active listening</td>
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<td>4.3</td>
<td>Communicates effectively with trainees and colleagues at all levels</td>
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<tr>
<td>4.4</td>
<td>Establishes fair respectful, trusting, supportive and constructive relationships with colleagues</td>
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<td>4.5</td>
<td>Provides support and/or referral for a trainee experiencing difficulty</td>
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<tr>
<td>4.6</td>
<td>Understands the boundaries surrounding the tutor and trainee relationship and maintains objectivity in all aspects of a tutor/trainee relationship</td>
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Consultation on standards for pharmacist pre-registration tutors in Great Britain

1 December 2010 - 1 March 2011
Consultation on standards for pharmacist pre-registration tutors in Great Britain

As the new independent regulator for pharmacy, our objective is to ensure the health, safety and wellbeing of patients and members of the public who use pharmacies and the services of pharmacy professionals. Setting and promoting standards for the safe and effective practice of pharmacy is an important part of this work.

This consultation is about standards for pharmacist pre-registration tutors in Great Britain.
About us

The General Pharmaceutical Council (GPhC) is the regulator for pharmacists, pharmacy technicians and pharmacy premises.

It is our job to protect, promote and maintain the health, safety and wellbeing of members of the public, and in particular those members of the public who use or need the services of pharmacy professionals or the services provided at a registered pharmacy.

Our principal functions include:

- setting standards for conduct, ethics, proficiency, education and training (including pre-registration tutors), and continuing professional development (CPD);
- establishing and promoting standards for the safe and effective practice of pharmacy at registered pharmacies;
- establishing fitness to practise requirements, monitoring pharmacy professionals’ fitness to practise and dealing firmly and fairly with complaints;
- approving qualifications for pharmacists and pharmacy technicians;
- maintaining a register of pharmacists, pharmacy technicians and pharmacy premises.

We will aim to ensure that regulation is fair and proportionate – that is, in line with the level of risk posed to public health, safety and wellbeing – and not over-burdensome. We want it to be flexible enough to respond to the changing demands made of the profession and to allow for innovation at the same time as maintaining high quality practice.
Background

The initial education and training of pharmacists in Great Britain

The initial education and training of pharmacists in Great Britain is as follows:

1. **MPharm degree**
2. **Pre-registration training**
3. **Registration Assessment**
4. **Examinations/written assessments/OSCEs/lab reports/group work/dissertations**
5. **Tutor evaluations of trainees at 13/26/39/52 weeks**
6. **Examination**

In summary the assessment diet is:

Note the tutor evaluation role in pre-registration training.

The tutor role in pre-registration training

During the 52 weeks of pre-registration training, tutors evaluate pre-registration trainees against Pre-registration Performance Standards and that sign-off process is central to the assessment of a trainee’s fitness to practise. As well as having an assessment role, pre-registration tutors act as mentors and professional role models for trainees.

The current pre-requisites for being a tutor are:

1. registration as a pharmacist; and
2. having practised as a pharmacist in the sector in which one will tutor for three years; and
3. not being under investigation by the GPhC.

Put another way, there is no requirement for tutors to demonstrate they are capable of being a role model, a mentor or an assessor.
Standards for tutors

In the *Pharmacy Order*, the GPhC must ensure there are assessments of pharmacists ‘becoming and acting as tutors...’ (article 44 (1) (b) (iii)). The standards on which we are consulting fulfil both purposes: *becoming* and *acting* as a tutor.

The standards are in four sections reflecting the principal functions of the tutor role:

1. Professional behaviour
2. Facilitating learning
3. Assessing and monitoring
4. Managing people

The standards will be used to design courses of education and training for new tutors – that is becoming a tutor. Then the standards will be used to evaluate tutors in their roles – that is acting as a tutor. This consultation is not concerned with the use of standards for these purposes but the content of the standards. Use will be dealt with in a second, later consultation. For now we want to know if the standards are the right ones for the role.

Note: The following questions are repeated at the end of this document together with a space for any other comments.

**Question 1:** Do you agree that the standards as a whole are appropriate for the pre-registration tutor role?

Now look at each of the four functions in turn.

**Question 2:** Do you agree that the competencies in the *Professional behavior* function are appropriate?

**Question 3:** Do you agree that the competencies in the *Facilitating learning* function are appropriate?

**Question 4:** Do you agree that the competencies in the *Assessing and monitoring* function are appropriate?

**Question 5:** Do you agree that the competencies in the *Managing people* function are appropriate?
How the standards were developed

The standards were developed in 2008-2009 and were sponsored by what was then the Royal Pharmaceutical Society’s Education Committee. The work was completed as planned but the Committee agreed it would be more appropriate to hand to work over to the GPhC rather than implementing the standards in the year leading up to the GPhC’s establishment. The standards were developed by:

- the Quality Enhancement Working Group of the Pre-registration Pharmacist Liaison Group
- the Pre-registration Pharmacist Liaison Group
- a group of Pre-registration tutors in the community sector
- a group of Pre-registration tutors in the hospital sector
- the NHS Pharmacy Education & Development Pre-registration Pharmacist Specialist Group
- the RPSGB’s Pre-registration training managers group

Using these standards

From the 2012 entry of pre-registration trainees it will be compulsory for all new tutors to take and pass an education and training course based on these standards. As part of this consultation we will run a pilot course using the standards and will publish the results of the pilot. Once the standards are agreed by the GPhC’s Council in April 2012 we will begin to accredit courses for tutors. It is likely that CPPEs, schools of pharmacy, the NHS and commercial organisations will want to run courses and, where possible, we will accredit existing courses that deliver our standards.

The other purpose of the standards will be to check that tutors remain current. Tutors will be listed for a period of three years and after three years we will evaluate them against the standards. We are working on a methodology for doing this and will consult on it in early 2011. The process will be called relisting.

Note that we intend to establish a list of tutors in 2012. All current tutors in good standing will be listed automatically for a period of 2, 3 or 4 years, to stagger the relisting process.
How to respond to this consultation

We welcome your views and comments on all aspects of the proposals set out in this consultation. It could be that you agree or disagree with the proposals or it may be that you think there are better ways of achieving the stated aims and objectives. Finally, you may wish to identify new or different areas of concern.

To complete the consultation response form online, go to our website

www.pharmacyregulation.org/getinvolved/consultations/currentconsultation/index.aspx

e-mail consultationresponses@pharmacyregulation.org

address Pre-registration Tutor Standards Consultation, Consultation Response, General Pharmaceutical Council, 129 Lambeth Road, London, SE1 7BT

Responses must be received by 1 March 2011

Confidentiality of information

Information provided in response to this consultation, including personal information, may be published or disclosed in accordance with the access to information regimes (these are primarily the Freedom of Information Act 2000 (FOIA), the Data Protection Act 1998 (DPA) and the Environmental Information Regulations 2004).

We will process your personal data in accordance with the DPA and in most circumstances this will mean that your personal data will not be disclosed to third parties.

Further information

For further information on the role and work of the General Pharmaceutical Council please visit

www.pharmacyregulation.org

Comments on the consultation process itself

If you have concerns or comments which you would like to make relating specifically to the consultation process itself please contact

e-mail info@pharmacyregulation.org

address Pre-registration tutor standards consultation process, General Pharmaceutical Council, 129 Lambeth Road, London, SE1 7BT
Please do not send consultation responses to this address.

Report of this consultation

A summary of the responses to this consultation will be made available within three months of the end of the live consultation and will be placed on our website.

After the close of the consultation, we will review the outcome and ensure that any necessary amendments are made to the standards prior to their coming into force.
Standards for pre-registration tutors consultation response

Your details
Name

Contact address

Postcode

Contact telephone

Email

Where do you live?
☐ England
☐ Scotland
☐ Wales
☐ Northern Ireland
☐ Other (please give details)

Are you responding
As an individual?

☐ as a pharmacy professional (please complete section A)
☐ as a member of the public
☐ as an allied health professional (please give details)

On behalf of an organisation?

☐ on behalf of a pharmacy organisation (please complete section B)
☐ on behalf of a non-pharmacy organisation (please complete section C)
A. Pharmacy professionals

If you are responding as a pharmacy professional, please supply the following details

- Pharmacist
- Pharmacy technician
- Pre-registration tutor

Area of work

- Academia
- Community pharmacy
- Hospital pharmacy
- Primary care
- Pharmacy education and training
- Pharmaceutical industry
- Pharmacist pre-registration training
- More than one area / Other (please give details)

B. Pharmacy organisations

If you are responding on behalf of a pharmacy organisation, please supply the following details

Type of organisation

- Professional body
- Regulatory body
- Education & training body
- Employer
- Union
- Trade body
- Other (please give details)

Area of work

- Academia
- Community pharmacy
- Hospital pharmacy
- Primary care
- Pharmacy education and training
Standards for pre-registration tutors in Great Britain

17 November 2010

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☐ Pharmaceutical industry
☐ More than one area / Other (please give details)

C. Non-pharmacy organisations

If you are responding on behalf of a non-pharmacy organisation, please supply the following details

Type of organisation

☐ Professional body
☐ Representative body
☐ Regulatory body
☐ University
☐ Education and training provider
☐ Employer
☐ Union
☐ Trade body
☐ Other (please give details)
Standards for pre-registration tutors consultation questions

**Question 1:** Do you agree that the standards as a whole are appropriate for the pre-registration tutor role?

- ☐ Yes
- ☐ No
- ☐ Unsure

Please explain your answer

**Question 2:** Do you agree that the competencies in the *Professional behavior* function are appropriate?

- ☐ Yes
- ☐ No
- ☐ Unsure

Please explain your answer

**Question 3:** Do you agree that the competencies in the *Facilitating learning* function are appropriate?

- ☐ Yes
- ☐ No
- ☐ Unsure

Please explain your answer

**Question 4:** Do you agree that the competencies in the *Assessing and monitoring* function are appropriate?

- ☐ Yes
- ☐ No
- ☐ Unsure

Please explain your answer
Question 5: Do you agree that the competencies in the *Managing people* function are appropriate?

- [ ] Yes
- [ ] No
- [ ] Unsure

Please explain your answer

Any other comments