

# **Guidance on tutoring for pre-registration pharmacist tutors**

**August 2018**

## About this guidance

The purpose of this guidance is to assist pre-registration pharmacist tutors ('tutors') who are responsible for the educational supervision of pre-registration trainee pharmacists ('trainees'). Other people may be involved in the supervision of trainees, including other work colleagues, line managers, mentors and assessors.

### Related documents

This document should also be read alongside the following documents:

- *Future pharmacists: standards for the initial education and training of pharmacists* (GPhC, 2011)
- *Standards for pharmacy professionals* (GPhC, 2017)
- The GPhC's online pharmacist pre-registration manual, which set out the requirements of the pre-registration training scheme and a designated tutor's responsibilities

### The professional practice standard

All pharmacy professionals must act in accordance with the GPhC's *Standards for pharmacy professionals*. Tutors should encourage trainees to consider the standards as they move closer to registration and professional practice.

## 1. Initial education and training of pharmacy professionals

The initial education and training of pharmacists includes:

- academic or vocational study, and
- professional pre-registration training.

All trainees will also undergo health, character and English language checks.

For more information about routes to registration please see the GPhC's *Criteria for registration as a pharmacist*.

## 2. Requirements for tutoring

Pharmacists can have a number of supervisory roles in which they support colleagues at various points in their careers, including being a pre-registration pharmacist tutor. Tutors play a key role in helping trainees to develop the skills, knowledge, understanding and behaviours they need to meet the standards expected of a pharmacy professional.

In addition to the requirements set out below, all tutors should have:

- relevant experience in the sector of pharmacy they wish to supervise in; and
- a clear understanding of their responsibilities and involvement in a supervisory role to support their pre-registration trainee throughout their training.

### 2.1 Pre-registration pharmacist tutor suitability

The GPhC's *Tutor Suitability Policy* sets out the requirements a pre-registration tutor must meet, in order to formally tutor pre-registration trainee pharmacists training in Great Britain. That is, they must:

- be a pharmacist in part 1 of the GPhC's register;
- have been practising for at least three years in the sector of the pharmacy in which they wish to tutor; and
- satisfy assessment requirements if they are under investigation by the GPhC, as laid out in the GPhC's Pre-registration Tutor Suitability Policy (2014)<sup>1</sup>.

During training, trainees may be supervised by more than one person. If their training is split between different practice settings or different training sites in the same sector, a trainee may have more than one tutor. However, their designated tutor or tutors have overall responsibility for supervising them and signing a final tutor declaration. This declaration is part of the application for registration and includes confirmation that the trainee has demonstrated competence appropriate to a newly registered pharmacist by the end of their training and that they are a fit and proper person to be registered as a pharmacist.

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<sup>1</sup> [https://www.pharmacyregulation.org/sites/default/files/pre-registration\\_tutor\\_suitability\\_july\\_2014.pdf](https://www.pharmacyregulation.org/sites/default/files/pre-registration_tutor_suitability_july_2014.pdf)

### 3. Standards for pharmacy professionals

The GPhC's *Standards for pharmacy professionals* set out the key requirements that pharmacy professionals must follow. These standards apply to pharmacists and pharmacy technicians at all times.



The *Standards for pharmacy professionals* are relevant to trainees while in training. The standards explain the knowledge, attitudes and behaviours that will be expected of trainees if they apply to join the register. They should be interpreted in the context of education and training and used as a tool to prepare trainees for registration as a pharmacy professional.

It is essential all trainees understand the *Standards for pharmacy professionals*. It is part of the tutor's responsibility to ensure trainees are aware of the standards and how they apply to them as they work towards joining the register and becoming a pharmacy professional.

## 4. Guidance to help tutors in their role

This section gives tutors guidance, particularly in the areas of trainee induction, assessment, feedback and support. Tutors should follow the guidance in this section.

### 4.1 Tutors as leaders and role models

Tutors are in a position of responsibility to guide trainees through their education and training to become a registered healthcare professional.

It is important that tutors act as a professional role model at all times, this includes thinking about how they lead by example. In that respect, tutors should consider the GPhC's *Standards for pharmacy professionals* as well as other relevant regulatory or legal frameworks when undertaking their day-to-day activities and throughout their practice.

In addition, tutors should:

- act as a mentor to their trainee, offering constructive feedback and advice throughout their training to aid progression through their educational programme
- delegate tasks to people within the trainee's area of competency
- actively contribute to the education and development of others
- demonstrate leadership in their role as a mentor

Tutors should also ensure trainees understand how they can demonstrate leadership within their scope of practice as a trainee such as taking responsibility for their practice, assessing the risks in the care they provide and do everything they can to keep these risks as low as possible.

### 4.2 The pre-registration training plan

Trainees have a training plan which sets out the aims and objectives of how the trainee's development will enable them to meet the learning outcomes over the course of their pre-registration training. The plan can include a set training programme, or a course or courses taken while working. The plan should be agreed by the tutor and their trainee. The training plan must cover the performance standards in the GPhC's *Pre-registration manual* and take into consideration the outcomes for the initial education and training of pharmacists (standard 10).

Tutors should:

- induct their trainee at the beginning of their training so they know what is expected of them and when it is expected. This should include information about safeguarding and information governance processes.
- identify their trainee's training and development needs at the beginning of their training, linked to the programme's learning outcomes
- involve trainees in planning their progress while they are training

- set realistic targets for their trainee and agree them with the trainee
- monitor a trainee's progress throughout their training and ensure they work within their scope of practice as a trainee
- review their trainee's progress regularly and act on areas where progress is not sufficient
- discuss the performance of their trainee with other people when this is appropriate.

### 4.3 Assessing a trainee's performance

Assessing a trainee is a key part of their development, as well as essential to determining the final assessment of competence to join the register.

It is important that any assessment of a trainee is fair and objective and helps them understand:

- how they are performing in line with the requirements of their personal training plan,
- how they are performing as a professional.

Tutors should:

- discuss with their trainee how they will be assessed while they are training. This relates to whether they have a summative assessment, where they are being assessed on one of the standards, or formative assessment, which offers developmental feedback
- discuss what evidence their trainee will need to produce to help a tutor evaluate their performance
- consider a range of evidence as part of the assessment process and support requirements
- give a trainee a range of opportunities to demonstrate their competence
- consider their trainee's performance and behaviour against the GPhC's *Standards for pharmacy professionals*
- review and record their trainee's progress regularly and adapt their personal training plan as appropriate.

### 4.4 Giving feedback to a trainee

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

Tutors should give their trainee regular constructive feedback to help them develop during their training and ensure they understand the feedback. The feedback given should be:

- given in time for a trainee to reflect on the feedback, discuss it with the tutor if necessary and be able to be used effectively by the trainee to improve their performance
- specific and based on evidence

- given in a suitable environment

Tutors should also:

- encourage their trainee to gather feedback from sources other than the tutor and to discuss this with the tutor if requested
- make sure there is a plan in place for feedback and performance to be reviewed
- give a trainee the opportunity to give feedback on the tutor and their training experience.

#### 4.5 Respecting a trainee's right to confidentiality and disclosure of information

Tutors have a responsibility to respect their trainee's right to privacy and confidentiality in order to build a positive working relationship.

Tutors should:

- respect their trainee's right to confidentiality
- if necessary, advise their trainee to contact another organisation or person if they need help, advice or support
- if necessary, advise their trainee to disclose relevant information to another organisation or person if they need help, advice or support
- if necessary, get consent to disclose relevant information about their trainee to another organisation or person before disclosing it.

However, if it is in the public interest to do so, a tutor may be required to disclose relevant information about their trainee to another person or organisation without the consent of their trainee. If this is the case, the tutor should tell their trainee if they have disclosed, or intend to disclose, information about them to another person or organisation.

For more information please see the GPhC's *Guidance on confidentiality*.

#### 4.6 Supporting a trainee

Tutors should encourage and support their 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.

Tutors should:

- use regular meetings that are documented accurately, to identify good practice and any problems or difficulties which may be affecting their trainee's progress
- take all reasonable steps to respond to a request for support from their 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 their trainee’s difficulties, lifestyle or opinions, and should give them opportunities to explain any difficulties
- make sure the trainee is aware of and follows internal standard operating procedures on employee health, which includes both physical and mental health
- where necessary, identify whether a trainee’s health (physical or mental) could risk causing harm to themselves or others and respond appropriately. This could mean considering safeguarding procedures such as putting certain measures in place to make sure they are fit to practise or refer their trainee elsewhere for support if the tutor cannot help them. This could include referring them to professional bodies, careers advisers or other pharmacy organisations and support services.

Tutors should also make sure trainees understand what is expected of them when their religion, personal values or beliefs might impact on their willingness to provide certain services. There is more information about this in the GPhC’s *Guidance on religion, personal values and beliefs*.

#### 4.7 Raising concerns

Tutors have a professional responsibility to raise genuine concerns. Concerns may be raised about a trainee or the initial education and training of pre-registration trainees.

It is important to recognise that trainees may require further support and guidance to develop and improve their performance, to meet the standards. Tutors should consider whether their concerns relate to the trainee’s:

- performance and identifying areas where they need more support to develop and improve, or
- fitness to practise and whether there is a genuine risk to patient safety that could affect a trainee’s suitability for future registration.

##### 4.7.1 Raising a concern about a trainee’s performance and areas for development

Raising concerns about a trainee’s performance at an early stage with a trainee can help to identify areas of practice that can be improved. Concerns should be resolved between the trainee, their tutor and perhaps their employer or superintendent. The GPhC expects most concerns to be dealt with in this way.

If a tutor does have a concern about a trainee’s performance they should:

- discuss the concern with their trainee and establish:
  - the nature of the concern
  - who or what the tutor or someone else is concerned about, and



- whether the tutor considers there is a direct or immediate risk of harm to people receiving care.
- assess the concern and raise it at the appropriate level with their line manager, employer, superintendent or education provider
- make a record of the concern, including who they have raised them with, and the response or action that has been taken.

#### 4.7.2 Raising a concern about a trainee's fitness to practise

In normal circumstances, the GPhC does not investigate concerns about student or trainee fitness to practise. However, if after having assessed a concern a tutor considers that the concern is serious, and relates to a trainee's fitness to practise that could affect their suitability for future registration and cannot be resolved locally, the tutor should raise it with the GPhC or another relevant person or body. Serious concerns include those which may be criminal or may have significant safety implications for patients, members of the public or members of the pharmacy team.

For more information please see the GPhC's *Guidance on student fitness to practise procedures in pharmacy schools*. Although this guidance is aimed at pharmacy students and schools of pharmacy, it provides more information about the scope and threshold of student fitness to practise that could be relevant to pre-registration trainee pharmacists.

If a tutor wants to raise a serious concern about a trainee with the GPhC, phone 020 3365 3400 or email [info@pharmacyregulation.org](mailto:info@pharmacyregulation.org).

#### 4.8 Raising a concern about the initial education and training of trainees

The GPhC may investigate concerns about the quality of a pharmacy course or a training placement – especially if the way the education and training is delivered might present risks to patient safety.

For more information please see the GPhC's *Guidance on raising concerns*.

If a tutor wants to raise a concern about the quality of a pharmacy course or a training placement, they can find more information and complete an online form on the GPhC's website.

## 6. Speaking up when things go wrong and the duty of candour

It is important for tutors to embed a culture where pharmacy professionals learn from feedback and incidents, and challenge poor practice and behaviours. These behaviours improve both the quality of care and pharmacy practice by reflecting on and learning from feedback when things go wrong.

The GPhC's *Standards for pharmacy professionals* require pharmacy professionals to be candid with other people, including trainees, colleagues and employers. This is usually called the 'duty of candour' which includes being honest and open when things go wrong or when one has concerns leading to taking appropriate action to put things right.

As pharmacy professionals, tutors have a responsibility to promote and encourage a culture of learning and improvement. Trainees should understand the importance of challenging poor practice and behaviours and raising concerns, even when it is not easy to do so, as well as supporting others who have raised concerns. Tutors should ensure trainees are aware of what behaviours are expected of them in relation to raising concerns and being honest and open when things go wrong, and their responsibilities when it comes to the duty of candour.

## Useful GPhC documents

All these documents are available on the GPhC's website at [www.pharmacyregulation.org](http://www.pharmacyregulation.org).

### Standards

- Standards for pharmacy professionals (GPhC, 2017)
- Education procedures for the initial education and training of pharmacists and pharmacy technicians (GPhC, 2013)
- Future pharmacists: standards for the initial education and training of pharmacists (GPhC, 2011)
- Pre-registration manual: the manual includes the pre-registration performance standards and the registration assessment framework (GPhC website)
- Pre-registration tutor suitability policy (GPhC, 2014)
- Revalidation Framework (GPhC, 2018)
- Standards for the education and training of non-EEA pharmacists wanting to register in Great Britain (GPhC, 2011)
- Standards for registered pharmacies (GPhC, 2012)

### Guidance

- In practice: Guidance on consent (GPhC, 2017)
- In practice: Guidance on maintaining clear sexual boundaries (GPhC, 2017)
- In practice: Guidance on confidentiality (GPhC, 2017)
- In practice: Guidance on raising concerns (GPhC, 2017)
- In practice: Guidance on religion, personal values and beliefs (GPhC, 2017)
- Guidance on student to practise procedures in schools of pharmacy (2017)

### Criteria for registration as a pharmacist or pharmacy technician in Great Britain

- Criteria for registration as a pharmacist (GPhC)
- Criteria for registration as a pharmacy technician (GPhC)

### **More information**

For copies of this document in other formats or in Welsh, please contact the GPhC's communications team: [communications@pharmacyregulation.org](mailto:communications@pharmacyregulation.org)

If you have questions or comments about the content of this guidance, please contact the GPhC's education team: [education@pharmacyregulation.org](mailto:education@pharmacyregulation.org)