

Pre-registration Tutor Performance Survey 2011

The Pharmaceutical Society of Northern Ireland must ensure that pre-registration tutors have the ability to undertake effectively the important role of tutor. Please complete this questionnaire in relation to the performance of your tutor. Each tutor will receive an individualised report from the Society providing feedback on their performance as a tutor.

If you had more than one tutor please complete a questionnaire for each tutor.

On the left hand side is a sentence describing the behaviour of a highly skilled tutor and on the right hand side a sentence describing the behaviour of a less effective tutor. Please circle 1,2,3,4 or 5 which best reflects your opinion of your tutor's skill or behaviour in the range of **1 (less effective tutor) to 5 (highly skilled tutor)**

Name of tutor:	PSNI Registration Number:
Duration of tutoring: ---/---/2010 to ---/---/2011	

	HIGHLY SKILLED TUTOR	YOUR GRADE	LESS EFFECTIVE TUTOR	Please comment if scoring less than 3
1	A competent pharmacist, working to high professional and ethical standards, and providing an excellent role model for future pharmacists	5 4 3 2 1	A pharmacist whose behaviour is not consistent with membership of the profession as defined in the Code of Ethics	
2	A pharmacist who maintains a clear patient focus at all times and makes all decisions with patients' needs paramount	5 4 3 2 1	A pharmacist who sometimes allows other issues to take her/his focus away from the needs of patients	
3	A pharmacist who keeps abreast of issues in pharmacy outside her/his own sphere of interest	5 4 3 2 1	A pharmacist who has a narrow perspective on pharmacy and related health issues: concerned only with topics of immediate relevance to her/him	
4	A person who is continuing to develop: who reflects on work processes and outcomes, evaluates her/his own performance and takes action to develop her/his expertise and knowledge	5 4 3 2 1	A person who is not developing: who relies on her/his existing knowledge and current competence, and does not seek to continually improve her/his own practice	
5	A person who communicates clearly, confidently and assertively and who makes no assumptions about the knowledge or understanding of others	5 4 3 2 1	A person who is sometimes aggressive or passive in communication or whose meaning tends to be unclear	
6	A person who treats all others consistently and with respect; who has realistic expectations of others, and is viewed by others as approachable and open-minded.	5 4 3 2 1	A person whose behaviour towards others is sometimes affected by stress or outside pressures and is unpredictable, making her/him difficult to approach	
7	A person who openly acknowledges the contribution of each member of the work team: engenders an attitude of goal-sharing and common purpose amongst staff	5 4 3 2 1	A person whose behaviour can be divisive and who engenders a culture of blame and criticism	
8	A person who respects the roles and abilities of others in the team: uses their knowledge and skills by effective delegation and inclusion	5 4 3 2 1	A person who exerts power and does not delegate work to others when she could or seek their input, thereby increasing her/his own pressure and engendering frustration or lack of confidence in others	

Please turn over

9	A person who manages time well, prioritising effectively, honouring commitments to others and making her/his time available to staff	5 4 3 2 1	A person who has difficulty prioritising work and sometimes fails to meet commitments to others	
10	A person who treats the development of team members as a priority, giving support and advice to assist them in their development	5 4 3 2 1	A person who treats staff development as a low priority or whose behaviour acts as a disincentive to development	
11	A person who empowers team members to take responsibility for their own learning, and who engages in discussion with the learner	5 4 3 2 1	A person who directs or imposes training and development: does not involve the learner	
12	A person who sets aside time to plan training and who sets clear objectives with the learner's input	5 4 3 2 1	A person who does not plan training and who does not set objectives with the learner, or who sets unclear objectives	
13	A person who uses a wide range of events as coaching opportunities and takes account of the needs and style of the learner	5 4 3 2 1	A person who often fails to use work events to focus the learning of the trainee and takes no account of the individual's learning needs or style	
14	A person who encourages self appraisal and who regularly provides constructive and honest feedback	5 4 3 2 1	A person who provides feedback infrequently or reluctantly; whose feedback is negative, unclear or evasive, and/or who 'delivers' feedback with little or no input from the learner	
15	A person who allows the trainee plenty of opportunity to demonstrate competence	5 4 3 2 1	A person who controls others or who allows them to 'drift along'; who is reluctant to allow the trainee to be involved in activities that could provide opportunity for developing and proving competence	
16	A person who is skilful at assessing evidence of competence from diverse sources	5 4 3 2 1	A person who often makes assumptions about the competence of others without appropriate or sufficient evidence	
17	A person who reviews progress regularly and positively	5 4 3 2 1	A person who reviews progress infrequently, reluctantly or negatively	

Any other relevant comments

Thank you for completing this survey