

## Quality Assurance of Pre-registration Tutors

The Pharmaceutical Society of Northern Ireland provides quality assurance in all aspects of the Pre-registration training programme including the standard of pre-registration tutors.

In order to become accredited a pre-registration tutor, a pharmacist must:

- Have been registered for at least three years
- Have worked for at least three years in the sector of pharmacy they wish to tutor in
- Have attended a Tutor Training Course
- Work at least 30 hours per week over at least four days per week unless a shared tutoring arrangement has been approved by the Pharmaceutical Society of Northern Ireland
- Be compliant with the Pharmaceutical Society of Northern Ireland's system for continuing professional development

One method of assessing the standard of pre-registration tutors is to ask trainees. At the end of pre-registration training, trainees are asked to complete a Tutor Performance Survey. For the 2016-17 training year, the 360 degree appraisal system was continued (appendix 1). Trainees are asked to grade their tutor on a scale (1 = Excellent; 2 = Competent; 3 = Needs Further Development; 4 = non-competent) against four competence assessment outcomes.

Tutors are subsequently sent an individualised 360 degree appraisal report. The report indicates the scores they are awarded by their trainees against each of the assessment outcomes. Tutors are asked to:

- Assess their personal performance as a tutor.
- Have their line manager or work colleague assess the tutor's performance. They complete the 'other' section of the survey. The tutor then returns a copy to the Pharmaceutical Society.
- Provide additional comments to the questionnaire as appropriate. The trainees' additional comments are added to the report for their information.

The aim of a 360 degree appraisal is to allow tutors to reflect on their role as a tutor and assess what did not go so well alongside what did go well and consider what they might do differently in relation to future trainees.

### Results

A questionnaire return is expected for all tutors; therefore trainees who have had more than one tutor during their training complete more than one questionnaire. In the 2016-17 training year there were a total of 165 trainees and potentially 219 return questionnaires. A total of 207 (95%) questionnaires were returned.

The average scores obtained are shown below.

|                  | Average score attained |           |           |           |   |
|------------------|------------------------|-----------|-----------|-----------|---|
|                  | 1.0 – 1.9              | 2.0 – 2.9 | 3.0 – 3.9 | 4.0 – 4.9 | 5 |
| Number of tutors | 202                    | 5         | 0         | 0         | 0 |

All tutors are provided with a tutor development plan and offered the opportunity to seek advice from the Pharmaceutical Society of Northern Ireland. Trends in performance are monitored.

### Conclusion

The feedback from trainees 2016-17 trainees indicates that the standard of tutoring in Northern Ireland is high. The system of quality assuring tutors continues to develop. The 360 appraisal of tutor performance allows tutors to reflect on their individual performance and consider areas for continual professional development.

Dec 2017. Daniel Young – Pre-registration Lead - The Pharmaceutical Society NI.

## Appendix 1

### Pre-Registration Pharmacist Tutor

#### APPRAISAL FORM

#### TRAINEE SURVEY

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

| 1. Contact Details           |  |                |  |
|------------------------------|--|----------------|--|
| Tutor Name<br>(Please print) |  |                |  |
| Address of training premises |  |                |  |
| Telephone Number             |  | e-mail address |  |
| 2. Registration              |  |                |  |
| Trainee Registration Number  |  |                |  |

**1. Competence Assessment Outcomes:**

- Please complete in relation to the performance of your tutor:

(Legend 1 = Excellent; 2 = Competent; 3 = Needs Further Development; 4 = non-competent)

| <b>Being a role model</b>  | <b>Score</b> |
|--|--------------|
| Working to high professional and ethical standards   |              |
| Maintaining a patient-centred focus  |              |
| Maintaining a broad perspective; keeping abreast of professional and wider healthcare issues |              |
| Reflecting on performance and undertaking professional development                           |              |
| Managing time and prioritising   |              |
| <b>Being a people manager</b>  | <b>Score</b> |
| Communicating at all levels  |              |
| Treating all team members with respect   |              |
| Engendering common purpose amongst the work team   |              |
| Utilising the skills and knowledge of others   |              |
| <b>Being a trainer and coach</b>   | <b>Score</b> |
| Supporting and advising others in their development  |              |
| Empowering others to take responsibility for their own learning                              |              |
| Setting objectives with learners and planning training                                       |              |
| Creating and using coaching opportunities  |              |
| Taking account of learners' needs and learning styles  |              |
| Encouraging self appraisal   |              |
| Providing feedback   |              |
| <b>Being an assessor</b>   | <b>Score</b> |
| Providing learners with opportunities to demonstrate their competence                        |              |
| Assessing diverse sources of evidence  |              |
| Reviewing progress   |              |

**Review of your tutoring experience**

Having reflected on your experience undertaking training with your tutor, please consider the following.

**What went well during the training period(s) you are considering?**

**What did not go so well?**

**What could your tutor aim to do differently with future trainees?**

**Please return this survey with your registration documents**

## Pre-Registration Pharmacist Tutor

### APPRAISAL FORM

The Pharmaceutical Society NI must ensure that pre-registration tutors have the ability to undertake effectively the important role of a tutor. Please complete this questionnaire in relation to your performance as a tutor. Each tutor will receive an individualised report from the Pharmaceutical Society providing feedback on their performance based on their trainee's assessment. You are required to have your line manager and/or a work colleague complete the survey before returning it to the Pharmaceutical Society

| 1. Contact Details  |  |   |  |
|---|--|---|--|
| <b>Tutor Name</b><br>(Please print)   |  |   |  |
| <b>Address of training premises</b>   |  |   |  |
| Telephone Number  |  | e-mail address  |  |
| 2. Registration   |  |   |  |
| Year of registration with the Regulator   |  | Registration Number   |  |
| Number of years practice in current sector  |  | Number of years as an <u>active</u> pre-registration tutor. |  |
| Number of trainees tutored during this time.  |  | Number of trainees successfully registered.                 |  |
| 3. Self Assessment  |  |   |  |
| Please provide the name(s) of the line manager and/or work colleague asked to complete a copy of the competence assessment. |  | Line manager (two)  |  |
|   |  | Work Colleague (three)                                      |  |

**1. Competence Assessment Outcomes (scores given by self and those given by others)**

(Legend 1 = Excellent; 2 = Competent; 3 = Needs Further Development; 4 = non-competent)

| <b>Being a role model</b>  | <b>Trainee</b> | <b>Tutor</b> | <b>Other</b> |
|--|----------------|--------------|--------------|
| Working to high professional and ethical standards   |                |              |              |
| Maintaining a patient-centred focus  |                |              |              |
| Maintaining a broad perspective; keeping abreast of professional and wider healthcare issues |                |              |              |
| Reflecting on performance and undertaking professional development                           |                |              |              |
| Managing time and prioritising   |                |              |              |
| <b>Being a people manager</b>  | <b>Trainee</b> | <b>Tutor</b> | <b>Other</b> |
| Communicating at all levels  |                |              |              |
| Treating all team members with respect   |                |              |              |
| Engendering common purpose amongst the work team   |                |              |              |
| Utilising the skills and knowledge of others   |                |              |              |
| <b>Being a trainer and coach</b>   | <b>Trainee</b> | <b>Tutor</b> | <b>Other</b> |
| Supporting and advising others in their development  |                |              |              |
| Empowering others to take responsibility for their own learning                              |                |              |              |
| Setting objectives with learners and planning training                                       |                |              |              |
| Creating and using coaching opportunities  |                |              |              |
| Taking account of learners' needs and learning styles  |                |              |              |
| Encouraging self appraisal   |                |              |              |
| Providing feedback   |                |              |              |
| <b>Being an assessor</b>   | <b>Trainee</b> | <b>Tutor</b> | <b>Other</b> |
| Providing learners with opportunities to demonstrate their competence                        |                |              |              |
| Assessing diverse sources of evidence  |                |              |              |
| Reviewing progress   |                |              |              |

**Review of your tutoring experience**

Having reflected on your experience as a tutor, please consider the following (your trainee's comments have been added for your information).

**What went well during the training period(s) you are considering?**

**What did not go so well?**

**What will you aim to do differently with future trainees?**

**How have you used your continued professional development (CPD) in relation to your tutoring?**

**Please return a copy of this form to:  
Pre-registration department  
Pharmaceutical Society NI  
73 University Street  
Belfast  
BT7 1HL**

**Pre-registration Tutor Development Plan**

Tutor Name

Date

What development needs have been identified?

How were these identified?

Self-identification

Society Feedback

Other

What actions will you undertake to meet these needs?

What do you hope to learn?

Will this change the way to tutor? If so, how? If not, why do you think this is?

Self-evaluation. Do you think you have improved as a pre-registration tutor?