

Trainee Review of Pre-registration Training 2018-19

Contents

Introduction	2
Summary of what happens during pre-registration training	2
What role do tutors play?.....	2
What experience does a pharmacist need to become a tutor?.....	4
Why do we ask trainees for feedback?.....	4
What aspects of pre-registration training do we ask trainees about?	4
What is new in pre-registration training?	4
Method of survey	5
Results	6
Part A - Next move after registration	6
Part B – Trainee feedback about tutor performance	7
Being a trainer and a coach	9
Providing feedback	10
Being an assessor	11
Providing support	13
Part C – Trainee feedback about the pre-registration training experience	15
Personal experiences of pre-registration training	15
Feedback about the structure of pre-registration training.....	16
Appraisal process	17
Reflective E-portfolio	18
Compulsory training.....	19
Discussion	21
Part A – Next move after registration.....	21
Part B – Trainee feedback about Tutor performance.....	21
Part C – Trainee feedback about pre-registration experience	22
Summary of themes from the additional feedback from trainees.....	23
Conclusion	24
Appendices	26
Appendix1 – Learning contract.....	26
Appendix 2 – Trainee survey on tutor performance.....	28
Appendix 3 – Tutor development plan	30
Appendix 4 – Reflective e-portfolio	31
Appendix 5 - What is involved in the quarterly appraisal of trainee performance ...	33

1 Introduction

As one of the 9 UK healthcare regulators, we are tasked with maintaining patient safety, upholding the reputation of the pharmacy profession and maintaining professional standards. The pre-registration training year is a key element in making sure that we register competent pharmacists; thereby protecting the public and maintaining the reputation of the pharmacy profession in Northern Ireland.

We quality assure pre-registration training in Northern Ireland and a key element includes using trainee feedback about their experiences during training and to assess the effectiveness of their tutors.

Summary of what happens during pre-registration training.

Pharmacy graduates who wish to register as a pharmacist with the Pharmaceutical Society NI must successfully complete 52 weeks of pre-registration training which takes place mainly in the community pharmacy and / or hospital pharmacy sectors under the supervision tutor pharmacist who has been accredited by the organisation. In 2018-19, 148 trainees underwent pre-registration and 198 tutors were involved providing trainee supervision either in a full time or part time capacity.

During the 52 weeks, trainees are expected to apply the knowledge and skills gained at University and successfully a number of compulsory components of training as follows:

- demonstrate competency to practice as a pharmacist through attainment of specified performance standards via a reflective online e-portfolio
- successfully complete 16 mandatory eLearning modules
- attend 5 live compulsory training days focused on supporting pharmacy practice in Northern Ireland and developing professionalism
- pass the registration examination
- achieve sign off in the form of a 'final declaration' from their tutor (i.e. that they are fit to practice and possess the necessary professional skills to operate as a registered pharmacist).

To ensure consistency of training experience for pre-registration trainee pharmacists, pre-registration training in Northern Ireland is underpinned by the [Standards for Pre-registration Training](#)¹ which outline the requirements that must be in place and describe the responsibilities of the trainee, the tutor and employer. In order for training to be recognised.

What role do tutors play?

Tutors play a critical role in the delivery of pre-registration training and have multiple roles and responsibilities. They are expected to provide training, deliver constructive feedback to trainees about performance in practice, conduct assessments objectively and act as a mentor to their trainees. An important part of the role is making final the declaration that their trainee is fit for

¹ <https://www.psn.org.uk/wp-content/uploads/2012/10/PRE-REGISTRATION-STANDARDS-July-2012-revised-290419-FINAL.pdf>

practice and evidence for this development is gathered throughout the year from tutor verification of multiple competencies (Performance Standards)² via online reflective portfolio.

Other key responsibilities include working with the trainee to help them develop the necessary professional skills so that they have the right attitude expected of healthcare professionals, have good communication skills, can work with others and can demonstrate leadership. Tutors are also responsible for ensuring that the requirements for pre-registration training as defined in the Standards for pre-registration training are met³.

Other key roles include:

- identify training needs and help trainees plan training
- encourage trainees to reflect on their own performance
- work with their trainee to set objectives and to provide training to enable the trainee to meet the performance standards programme
- provide timely and constructive feedback on performance
- conduct assessments objectively
- welcome feedback from their trainee to help and identify their own learning needs in relation to being a tutor
- listen and respect the views of their trainee
- act as a role model

The Standards for Pre-registration Training detail that an accredited tutor is only permitted to supervise one trainee at a time. In most circumstances, trainees will be supervised by their tutor for the 52 week period. A small number of trainees opt for a two 6 month pre-registration training placement in community pharmacy and/or hospital pharmacy in a structured programme overseen by the supervising tutor. Some of the larger community pharmacy organisations with multiple pharmacy branches, provide trainees with the opportunity to have two 6 month placements at different branches (under the supervision of a different tutors but within the same employing organisation) to widen the breadth of training experience.

In a small number of circumstances, a co-tutoring training arrangement may be approved where up to two previously accredited tutors are permitted to provide training as long as the combined total number of hours of supervision for each tutor is 30 hours over 4 days per week. This is to facilitate situations where tutor pharmacists may not work full time.

Strict quality management process is in place so that all training arrangements are approved at the point of application to the Pharmaceutical Society NI. Any changes in training arrangements that occur during training, must be notified in advance of the proposed change to the Pharmaceutical Society NI for prior approval, in line with the Standards for Pre-registration Training. The Pharmaceutical Society NI may not recognise training where changes have occurred but have not been notified to the Society in advance. For 2018–19 intake, trainees were able to begin date for pre-registration training with their employer on any date between 02 July 2018 through to 17 September 2018.

² <https://www.psn.org.uk/wp-content/uploads/2020/02/Performance-Standards.pdf>

³ <https://www.psn.org.uk/wp-content/uploads/2012/10/PRE-REGISTRATION-STANDARDS-July-2012-revised-290419-FINAL.pdf>

What experience does a pharmacist need to become a tutor?

To become a pre-registration tutor, a pharmacist must be registered for at least 3 years in the sector of pharmacy in which they wish to provide tutoring. To become accredited as a tutor, they must attend our tutor training course and pass the subsequent assessment. Experienced tutors must attend a re-accreditation course organised by the Pharmaceutical Society NI every 5 years.

Why do we ask trainees for feedback?

Trainee feedback forms part of the quality assurance arrangements that we undertake to encourage best practise, identify important issues and improve the quality of training for pre-registration trainees.

Upon completion of the 52 week pre-registration training program, we invite trainees to provide feedback about their experiences during training as a whole and the various components of training and we've also introduced an element where we ask for feedback about their supervising tutor. The reason for this, is that the tutors play a crucial role in the delivery of pre-registration and the overall training experience, therefore, the Pharmaceutical Society NI is required to ensure that tutors are fit for purpose and can effectively undertake the important role of being a tutor.

What aspects of pre-registration training do we ask trainees about?

The trainee feedback survey (appendix 1) is in 3 parts.

In Part A, we ask trainees to describe what their intended next move is after registration. This is to provide information about the early career options of newly registered pharmacists and to inform decisions about ensuring that training remains relevant.

In Part B, we ask trainees to feedback about their views on the effectiveness and performance of their tutors

In Part C, we ask about trainee's overall personal experience during training and their views on the various elements of pre-registration training.

The results from this feedback survey from the 2018-19 intake of pre-registration trainees and subsequent analysis is presented within this report

What is new in pre-registration training?

The Council of the Pharmacy Society NI set out objectives for education in the Corporate Strategy 2017-2022 and in objective 4a. aims to ensure that pharmacy education and professional development is fit for purpose⁴. And, as part of the review and development of pre-registration training, several new components for pre-registration training were recently introduced.

Firstly, a 'learning contract' (appendix 1) was introduced as part of the application process to join the pre-registration programme. This requires a signed agreement between the tutor and trainee to commit to the providing and receiving of training. The purpose of the learning

⁴ <http://www.psni.org.uk/wp-content/uploads/2013/06/Corporate-Strategy-2017-22-Final-Version-.pdf>

contract is to ensure that the culture is right during training and to clarify exactly what is expected from both parties in terms of behaviours and responsibilities.

Secondly, tutor accreditation training events were re-designed to provide increased focus on equipping tutors with the essential skills to operate as a tutor by exploring models of effective leadership, how to give effective feedback, how to coach effectively, how to deal with difficult situations with emphasis on the importance of tutors fulfilling their commitments as defined in the learning contract.

Thirdly, new quality control measures were introduced that enabled active monitoring of trainee progress via the online reflective e-portfolio but also active monitoring of tutor performance in validating evidence of trainee competency.

Finally, we carried out a review of the current trainee feedback process and identified several issues related to its effectiveness and engagement from both trainees and tutors. As a result, a new approach to the feedback process was developed with the aim of addressing these issues.

2 Method of survey

An optional online feedback questionnaire (appendix 2) was distributed to all trainees via email after completion of their 52 weeks of pre-registration training.

The survey contained qualitative questions and a 5-point Likert rating scale⁵ was used (strongly agree to strongly disagree). After each question, trainees were invited to leave an open-ended free text response. To analyse responses to these questions, thematic analysis was used and summarised where there was only a small number of trainees leaving a response.

Trainees who were in co-tutoring arrangements or who may have had more than one tutor during their training are asked to complete a feedback questionnaire on the performance of each tutor. In the 2018-19 training year, there were a total of 148 trainees with maximum possible return of feedback on 198 tutors who were involved in delivering pre-registration training either in a full time, part time (i.e. as part of an approved co-tutor arrangement).

In other words, if a trainee had more than one accredited tutor as they moved through different training sites within their organisation as part of a structured training programme or had more than one tutor or was trained in an approved co-tutor arrangement, they were asked to provide separate feedback for each tutor.

⁵ Likert Scale Definition, Examples and Analysis <https://www.simplypsychology.org/likert-scale.html>

3 Results

PART A – YOUR NEXT MOVE

In Part A, trainees were asked to provide feedback about their intended next move when they register as a pharmacist.

A total of 67 (45%) out of a possible 148 trainees provided feedback for this section of the survey about what they intend to do upon registering as a pharmacist. When considering the responses for this section of the survey, it is important to keep in mind that with the survey being optional, and only 67 (45%) out of total possible 148 trainees responded, the results are only an indication what those trainees who responded about their intentions upon registering as a pharmacist.

Table 1

Please indicate what you intend to do upon registering as a pharmacist:			
		Response %	Response Total
Start full-time work		43.3%	29
Start part-time work		10.4%	7
Go travelling		4.5%	3
Locum – long term		31.3%	21
Further research/study in pharmacy		1.5%	0
Leave profession		0	0
Not decided yet		6.0%	4
Other		3.0%	2
		Total	67

Table 2

If you have secured employment, please indicate in which sector.			
		Response %	Response Total
Hospital		7.5%	5
Community		67.2%	45
Industry		1.5%	1
Academia		1.0%	1
Not employed yet		22.4%	15
		Total	67

As per table 1, the results indicate that 85% of trainees responding intended to start some form of work upon registration in either a full time, part time or locum capacity, with a small number going travelling for a short period or had not yet decided about their intended next steps.

Two trainees selecting 'other', further described that they were returning to their overseas home countries. One trainee indicated they were returning to pharmacy academia. A small number indicated they would go travelling for a short period.

As per table 2, trainees who had already secured employment were asked, in which sector of pharmacy was this employment going to be. A total of 67 (45%) out of a possible 148 trainees provided a response.

The results indicate that 76% of trainees who responded indicated that they had secured work upon registration as a pharmacist with the majority obtaining employment in the community pharmacy sector with a smaller percentage obtaining employment in the hospital pharmacy sector.

One trainee indicated that they had secured employment in pharmacy industry.

A factor potentially influencing the results about career intentions upon registering will naturally be the timing of when trainees were asked to complete this feedback survey. Trainees were asked to complete this survey immediately after they had completed the 52 weeks training. This was to ensure that trainees had completed all the various components of training including the last 50 week appraisal and final declaration by their tutors so that they were able to have a fuller breadth of training experience upon which to base their feedback.

A number of trainees may not have yet had the opportunity to seek employment in the first week after completing training and subsequently joining the register as a qualified pharmacist.

This may explain why 22% (15) of the 67 responding indicated that they were not employed yet. As described previously, for the 2018-19 intake, trainees were able to start their pre-registration training between the 02 July 2018 on 17 of September 2018, on a date agreed with their employer. Subject to submitting an application for registration and successfully completing all compulsory components of training, trainees would have the option of registering on the anniversary of their start date to training.

Another factor when considering the results is that not all trainees chose to register straight away after completing training on their anniversary date, with some trainees opting to delay their registration for a short period or break before deciding what to do or indeed were in the process of seeking employment.

PART B – FEEDBACK ABOUT TUTOR PERFORMANCE

Part B of the feedback survey focuses on trainees' views of the effectiveness of their individual tutors during pre-registration training. If a trainee had more than one tutor during their training year, then trainees are invited to provide feedback about each of their supervising tutors. The main aim of the new feedback process on tutor performance is to get trainees to reflect on what went well, what went less well in terms of their experience with their tutor and to provide their ideas about what their tutor could aim to do differently with future trainees.

What aspects of tutor performance do we ask about?

Trainees are asked to rate the performance of their tutor in the following four domains (14 questions in total) ranging from strongly agree to strongly disagree (see appendix 2):

1. Being a trainer and a coach
2. Providing feedback
3. Being an assessor
4. Providing support

Trainees are also provided with the opportunity to provide open ended free text response about what particular aspects went well, what particular aspects went less well and what sort of things tutors could aim to do differently with future trainees.

The feedback from trainees is then collated by the pre-registration team and subsequently shared with the respective tutors in the form of an individualised feedback reports to provide tutors with an opportunity to clearly identify what they felt went well and should be continued and to encourage reflection about what they could aim to do differently with future trainees.

Upon receipt of the feedback report, tutors are asked two things. Firstly, to evaluate the fairness of any feedback and assess what they felt went well and should be maintained and to consider what went less well. And, secondly, to use the feedback to reflect on what they could do differently with future trainees and determine if there any areas for future personal development. Tutors are asked to approach this quality assurance work with openness and honesty and with a desire to deliver personal development and improvement to pre-registration training where possible. Tutors are provided with a Tutor Development Plan (see appendix 3) to help with this.

In the event, that there is concerning feedback about tutor performance arising out of trainee feedback, then a tutor is asked to submit a tutor development plan for review by the pre-registration team. The Pre-registration team would consider other evidence relating to tutor performance in a holistic way by looking at evidence arising from the additional quality control monitoring tools and other quality assurance measures that are in place before making a request for a tutor to submit a development plan.

The next step in the process would involve review of the submission of development plan provided from the respective tutor and an analysis made about whether further tutor support would be beneficial in order to make necessary improvements.

In line with the Standards for Pre-registration Training and in order to ensure that the standard of training provided by tutors remains high, if significant unsatisfactory feedback continues to be received without evidence of the tutor making necessary improvements in performance for a period of 3 years, then continued accreditation to act as a tutor may be removed.

In all subsequent sections, the response rate will be presented to the nearest whole number for ease of reading.

A total of 87 (42%) responses were received in relation to tutor performance. Of those responding, 12 provided more than one response as they had more than one tutor in training, mostly as result of their tutor changing as they moved through various rotations as part of a structured training program provided by their employing organisation.

Being a trainer and a coach

Table 3

My tutor (organisation) provided me with an effective pre-registration training plan			
		Response %	Response Total
Strongly Agree		71	62
Agree		26	23
Neither Agree/Disagree		2	2
Disagree		0	0
Strongly Disagree		0	0
		Total	87

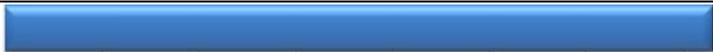
The results indicate that 97% of trainees responding strongly agreed or agreed that their tutor (organisation) provided them with an effective pre-registration training plan (Table 3)

Table 4

My tutor worked with me to set objectives and plan training			
		Response %	Response Total
Strongly Agree		74	64
Agree		21	18
Neither Agree/Disagree		5	4
Disagree		1	1
Strongly Disagree		0	0
		Total	87

95% of trainees responding strongly agreed or agreed that their tutor worked with them to set objectives and plan training (Table 4)

Table 5

My tutor empowered me to take responsibility for my own learning			
		Response %	Response Total
Strongly Agree		84	73
Agree		13	11
Neither Agree/Disagree		3	3
Disagree		0	0
Strongly Disagree		0	0
		Total	87

97% of trainees responding strongly agreed or agreed that their tutor empowered them to take responsibility for their learning (Table 5).

Table 6

My tutor encouraged me to reflect on my own performance			Response %	Response Total
Strongly Agree			83	72
Agree			15	13
Neither Agree/Disagree			2	2
Disagree			0	0
Strongly Disagree			0	0
Total			87	87

98% of trainees responding strongly agreed or agreed that their tutor encouraged them to reflect on their own performance (Table 6)

This indicates that trainees are being encouraged by their tutors to develop the professional practices expected of registrant pharmacists in terms of adopting appropriate behaviours of healthcare professionals by reflecting on their personal performance in practice⁶ and taking responsibility for identifying their own learning needs.

Providing feedback

Table 7

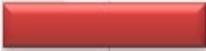
My tutor provided constructive and timely feedback to help me develop			Response %	Response Total
Strongly Agree			78	68
Agree			20	17
Neither Agree/Disagree			2	2
Disagree			0	0
Strongly Disagree			0	0
Total			87	87

The results indicate that 98% of trainees responding strongly agreed or agreed that their tutor provided constructive and timely feedback to help development (Table 7). Ensuring that trainees receive effective and timely feedback from their tutors is a crucial component in helping trainees develop the necessary competencies during the pre-registration training year. As part of arrangements to improve quality, tutor accreditation training days which are provided by the society, have been recently revised to focus particularly on how tutors can deliver effective feedback to help their trainees develop, leadership and coaching models and how to have

⁶ https://www.psni.org.uk/wp-content/uploads/2012/09/FINAL_Statement-IRG-on-reflective-practice-May-2019.pdf

difficult conversations. In addition, the learning contract which has been recently introduced now defines the behaviours of tutors in respect of a requirement to provide effective timely developmental feedback on trainee performance but also an expectation to actively seek feedback on their own performance from their trainee.

Table 8

I consider my tutor used feedback from me to reflect on their own performance as a tutor			Response %	Response Total
Strongly Agree			71	62
Agree			22	19
Neither Agree/Disagree			7	6
Disagree			0	0
Strongly Disagree			0	0
			Total	87

Trainees were asked if they felt that their tutor was using their feedback to reflect on their own tutor performance and 93% of trainees responding strongly agreed or agreed with this. This result may reflect the positive impact of introducing a learning contract and revised tutor accreditation events which are focused on the delivery of effective feedback and enhancing the culture in relation to expectations about giving and receiving feedback between both parties in training.

7% neither agreed/ disagreed that that their tutors used the feedback in this way, and it is possible that the introduction of a renewed focus on the importance of giving and receiving feedback has meant a change in the culture for some tutors. Indeed, the culture of seeking feedback from others and subsequently sharing how this feedback has resulted in a tangible change in terms of what the trainee experiences from day to day, will largely be determined by whether there is strong culture of feedback within the organisations delivering training. It is also entirely possible that trainees may have shared feedback with their tutor during the year, the tutor has subsequently embraced that feedback but has not undertaken the final yet important step of sharing with their trainee, how that feedback has brought about a change.

To address this, future tutor training courses will continue to explore various models for providing effective feedback and to set expectations with tutors about seeking feedback from trainees and ultimately, ensuring that tutors understand the importance of sharing with trainees what change has been introduced as a result of the initial feedback.

Being an assessor

One of the main the components through which tutors assess trainee performance and progress in training is via the online reflective portfolio. Trainees use the reflective online portfolio system to produce evidence of their developing competency by submitting a number of practice based learning cycles to their tutor who then subsequently validates whether the trainee's particular work activity provides evidence that a particular performance standard or competency has been met. Each learning cycle allows a trainee to very simply describe how their activities in their day

to day work in practice provides evidence of attainment in achieving 73 (check) various performance standard competencies as defined in chapter 4 of the Pre-registration Training Manual. Further information about the reflective online portfolio on performance standards is provided an appendix 4.

The online portfolio also provides a platform to allow tutors to conduct the quarterly appraisals of trainee progress. further information about the appraisal process is included in appendix 5. The expectation is that tutors will provide timely verification of learning cycles and appraisals thereby alone trainees to get timely feedback about their progress and performance during training.

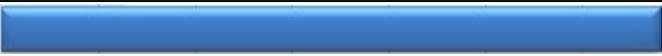
The results linked to trainee feedback about their tutors being assessors is described in the following tables 9 to 11.

Table 9

My tutor carried out timely verification of learning cycles			
		Response %	Response Total
Strongly Agree		74	64
Agree		22	19
Neither Agree/Disagree		2	2
Disagree		2	2
Strongly Disagree		0	0
		Total	87

The results indicate that 96% of trainees responding strongly agreed or agreed that their tutor carried out timely verification of learning cycles (Table 9).

Table 10

My tutor conducted appraisals in an appropriate and timely manner			
		Response %	Response Total
Strongly Agree		78	68
Agree		15	13
Neither Agree/Disagree		5	4
Disagree		2	2
Strongly Disagree		0	0
		Total	87

93% of trainees responding strongly agreed or agreed that their tutor conducted appraisals in an appropriate and timely manner (Table 10).

A small number of trainees (7%) neither agreed/disagreed or disagreed that their tutors carried out timely verifications

Table 11

My tutor set aside time to review my progress regularly			
		Response %	Response Total
Strongly Agree		72	63
Agree		26	23
Neither Agree/Disagree		0	0
Disagree		1	1
Strongly Disagree		0	0
		Total	87

99% of trainees responding strongly agreed or agreed that their tutor set aside time to review my progress regularly (Table 11).

In a small number of instances, trainees identified issues with timeliness of tutor verification of learning cycles or conducting appraisals. This is currently being actively managed through intervention from the pre-registration team where applicable using the existing quality control measures that were introduced so that necessary improvements are being made for 2019-20.

Providing support

Another role of the tutor is to provide support to the trainee throughout the training year and provide support and guidance if they are experiencing any difficulties or require support. The following tables 12 – 16 indicate how trainees feel their support provided by their tutors.

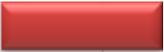
Table 12

I was able to engage with my tutor if I needed any support			
		Response %	Response Total
Strongly Agree		82	71
Agree		18	16
Neither Agree/Disagree		0	0
Disagree		0	0
Strongly Disagree		0	0
		Total	87

The results are positive and indicate that 100% of trainees responding strongly agreed or agreed that they were able to engage with their tutor if they needed any support (Table 12).

Table 13

I was able to engage with my tutor if I had any concerns about my training			
		Response %	Response Total

Strongly Agree		79	69
Agree		18	16
Neither Agree/Disagree		2	2
Disagree		0	0
Strongly Disagree		0	0
		Total	87

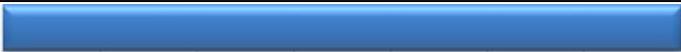
98% of trainees responding, strongly agreed or agreed that they were able to engage with their tutor if they had any concerns about their training (Table 13).

Table 14

My tutor provided me with opportunities to demonstrate my competence and achieve the Performance Standards			
		Response %	Response Total
Strongly Agree		82	71
Agree		16	14
Neither Agree/Disagree		1	1
Disagree		1	1
Strongly Disagree		0	0
		Total	87

98% of trainees responding strongly agreed or agreed that their tutor provided opportunities for them to demonstrate competence and achieve the performance standards (Table 14).

Table 15

My tutor listened to my views and opinions about training			
		Response %	Response Total
Strongly Agree		80	70
Agree		18	16
Neither Agree/Disagree		1	1
Disagree		0	0
Strongly Disagree		0	0
		Total	87

99% of trainees responding strongly agreed or agreed that their tutor listened to their views and opinions (Table 15).

Table 16

My tutor supported me to help me achieve my full potential			
---	--	--	--

		Response %	Response Total
Strongly Agree		80	70
Agree		18	16
Neither Agree/Disagree		1	1
Disagree		0	0
Strongly Disagree		0	0
		Total	87

99% of trainees responding strongly agreed or agreed that their tutor supported them to help them achieve full potential (Table 16).

PART C – PRE-REGISTRATION TRAINING EXPERIENCE

In this section of the survey, we asked trainees for their views about their preregistration training experience in general by exploring views on the:

- structure of training
- appraisal process
- online reflective portfolio
- compulsory components of preregistration training.

A total of 67 (45%) of trainees provided feedback for this section of the survey about their training experience. As outlined above, 67 responses from a population of 148, provides us with a 95% confidence level with a margin of error of +/- 8.89%. Results are as follows:

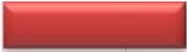
Results:

Table 17

I enjoyed my pre-registration training			
		Response %	Response Total
Strongly Agree		61%	41
Agree		34%	23
Neither Agree/Disagree		1%	1
Disagree		3%	2
Strongly Disagree		0	0
		Total	67

Table 18

I consider that my pre-reg year has helped me prepare for my career as a pharmacist			
		Response %	Response Total

Strongly Agree		76%	51
Agree		22%	15
Neither Agree/Disagree		1%	1
Disagree			
Strongly Disagree		0	0
		Total	67

The results provide evidence that the majority of trainees have a positive experience during training with 96% of trainees responding strongly agreed or agreed that they enjoyed their pre-registration training (Table 17). 99% of trainees responding strongly agreed or agreed that the pre-reg year helped them prepare for a career as a pharmacist (Table 18).

Structure of pre-registration training

Table 19

The training allowed me to identify my strengths			
		Response %	Response Total
Strongly Agree		58%	39
Agree		42%	28
Neither Agree/Disagree		0	0
Disagree		0	0
Strongly Disagree		0	0
		Total	67

Table 20

The structure of training allowed me to identify and address any areas of weakness			
		Response %	Response Total
Strongly Agree		58%	39
Agree		40%	27
Neither Agree/Disagree		1%	1
Disagree		0	0
Strongly Disagree		0	0
		Total	67

Table 21

I was able to effectively monitor my personal progress during training			
		Response %	Response Total

Strongly Agree		66%	44
Agree		31%	21
Neither Agree/Disagree		3%	2
Disagree		0	0
Strongly Disagree		0	0
		Total	67

100% of trainees responding strongly agreed or agreed that the training allowed them to identify their strengths (Table 19) and 99% of trainees responding strongly agreed or agreed that the training allowed them to identify and address any area of weakness (Table 20). 97% of trainees responding strongly agreed or agreed that they were able to effectively monitor their personal progress during training (Table 21).

Table 22

The training assisted me to become a competent Pharmacist			
		Response %	Response Total
Strongly Agree		75%	50
Agree		25%	17
Neither Agree/Disagree		0	0
Disagree		0	0
Strongly Disagree		0	0
		Total	67

There is strong agreement from trainees that pre-registration training assisted them to become a competent Pharmacist with 100% of trainees responding strongly agreeing or agreeing (Table 22). A small number of trainees provided additional commentary about the structure of pre-registration training and in summarising the main themes, that whilst the training was beneficial in preparing them for practice as a pharmacist, there was a lot of deliver in terms of the volume of compulsory components and that, at times, this workload made it difficult to manage whilst balancing other commitments of full time employment. Additionally, a small number of trainees indicated that it did not always provided with have the 4 hours protected development time that they were entitled to during each week during training.

Appraisal process

Feedback from trainees about the appraisal process is as follows:

Table 23

The appraisal process with my tutor was helpful in identifying my strengths			
		Response %	Response Total

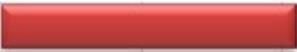
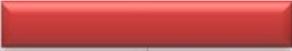
Strongly Agree		69%	46
Agree		31%	21
Neither Agree/Disagree		0	0
Disagree		0	0
Strongly Disagree		0	0
		Total	67

Table 24

The appraisal process with my tutor was helpful in identifying my weaknesses			
		Response %	Response Total
Strongly Agree		72%	48
Agree		28%	19
Neither Agree/Disagree		0	0
Disagree		0	0
Strongly Disagree		0	0
		Total	67

Table 25

The appraisal process with my tutor was helpful in identifying my progress through training			
		Response %	Response Total
Strongly Agree		70%	47
Agree		30%	20
Neither Agree/Disagree		0	0
Disagree		0	0
Strongly Disagree		0	0
		Total	67

The results indicate that 100% of trainees responding strongly agreed or agreed that the appraisal process with their tutor was helpful in identifying their strengths (Table 23) and 100% of trainees responding strongly agreed or agreed that the appraisal process with their tutor was helpful in identifying their weaknesses (Table 24).

Similarly, 100% of trainees responding strongly agreed or agreed that the appraisal process with their tutor was helpful in identifying their progress through training (Table 25).

Online reflective e-portfolio

Results relating to trainees' views about the online reflective e-portfolio are illustrated below:

Table 26

The E-portfolio was user friendly			Response %	Response Total
Strongly Agree			48%	32
Agree			45%	30
Neither Agree/Disagree			4%	3
Disagree			3	2
Strongly Disagree			0	0
			Total	67

Table 27

Collecting a portfolio of evidence through the reflective E-portfolio was useful in helping me prepare for my career as a pharmacist			Response %	Response Total
Strongly Agree			37%	25
Agree			42%	28
Neither Agree/Disagree			15%	10
Disagree			6%	4
Strongly Disagree			0	0
			Total	67

Table 28

How often did you access the reflective E-portfolio?			Response %	Response Total
> once a week			30%	20
Every 1-2 weeks			45%	30
Every 3-4 weeks			22%	15
< once a month			3%	2
In response to Society emails			0	0
			Total	67

The results indicate that 93% of trainees responding strongly agreed or agreed that the reflective E-portfolio was use friendly (Table 26) and 79% of trainees strongly agreed or agreed that collecting a portfolio of evidence through the reflective E-portfolio was useful in helping them prepare for their career as a pharmacist (Table 27). 75% of trainees accessed the reflective E-portfolio more than once a week or every 1-2 weeks (Table 28).

Compulsory training

During the 2018-19 training year, trainees were required to complete 16 online distance learning modules and attend 5 compulsory training days.

The distance learning modules provided by Northern Ireland Centre for Pharmacy Learning and Development (NICPLD) were as follows:

- The Responsible Pharmacist
- The EU General Data Protection Regulation
- Controlled drugs – striking a balance
- Patient Safety - High risk medicines: Insulin
- Patient Safety – High risk medicines: Opioids
- Patient Safety – High risk medicines: Oral anticoagulants
- Patient Safety - Medical calculations
- Patient Safety - Medication incidents
- Minor ailments: CNS
- Minor ailments: Eyes, ears and oral health
- Minor ailments: GI
- Minor ailments: Infections and infestations
- Minor ailments: Respiratory
- Minor ailments: Skin
- Minor ailments: Urogenital
- Patient medication review and record

The compulsory live training courses were as follows:

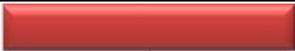
- Trainee Induction day (Pharmaceutical Society NI)
- Business Management (Pharmaceutical Society NI)
- Law and Ethics (NICPLD)
- Basic and Emergency First Aid (NICPLD)
- Supporting Professional Practice (NICPLD)

Results for trainee feedback on the compulsory training components are as follows:

Table 29

The distance learning courses were useful in preparing me for my career as a pharmacist			
		Response %	Response Total
Strongly Agree		61%	41
Agree		31%	21
Neither Agree/Disagree		4%	3
Disagree		3%	2
Strongly Disagree		0	0
		Total	67

Table 30

The compulsory training days were useful in preparing me for my career as a pharmacist			Response %	Response Total
Strongly Agree			57%	38
Agree			30%	20
Neither Agree/Disagree			10%	7
Disagree			1%	1
Strongly Disagree			1%	1
Total			67	

The results illustrate that 92% of trainees responding strongly agreed or agreed that the distance learning courses were useful in preparing them for their career as a pharmacist (Table 29) and 87% of trainees strongly agreed or agreed that the compulsory training day were useful in preparing them for their career as a pharmacist (Table 30).

A small number of trainees provided some additional commentary in relation to the compulsory components of training indicating that the compulsory components were generally beneficial, that the volume of compulsory components was hard to manage at times given the other compulsory requirements in training all whilst in full time employment.

A small number of trainees (2) either disagreed or strongly disagreed that the compulsory training was useful though they did not submit any additional written feedback to support about why this was the case.

4 Discussion

Part A – Next Move after registration

When considering the results readers should note that this section of the survey does not claim to be wholly representative of the pre-registration cohort, however, it can be considered as indicating feasible trends of opinion within this sample group.

The results indicate that of those trainees responding, the majority (85% table 1) intended to start work upon registration in either a full time, part time or locum capacity.

Of those trainees who had secured work upon applying to register as a pharmacist, the overall majority obtaining employment in the community pharmacy sector with a smaller percentage obtaining employment in the hospital pharmacy sector (table 2). 22% of those responding had not secured employment though this is most likely attributed to the timing of when trainees were asked to complete the survey directly after completing training and who most likely had not had the opportunity to seek employment or we're taking some time to consider their options.

Part B - Trainee feedback about Tutor performance

The results of the quality assurance work carried out for 2018-19, show high levels of satisfaction from those trainees that responded to the survey in relation to tutor performance across the four domains:

1. Being a trainer and a coach
2. Providing feedback
3. Being an assessor
4. Providing support

Notwithstanding the results of this quality assurance work, it is important to acknowledge that acting as a tutor for a trainee is difficult and can bring significant challenges in certain situations. The progress and performance of trainees varies during training with some trainees taking longer to adapt to the pressures of pharmacy practice and or indeed dealing with work-based training. Some trainees require intense input from their tutors and need additional remediation to keep them on their trajectory to safe practice and to achieve the required levels of professionalism expected of registered pharmacists. Therefore, single isolated subjective negative feedback about one aspect of tutor performance from a trainee in any one year, has to be taken in context with other evidence about performance and does not necessarily mean that the tutor is not an effective tutor.

Within this context, and within the remit of the Standards for Pre-registration Training, ongoing monitoring of trainee feedback from trainees about tutor performance and decisions about continuing accreditation to act as a tutor, will be based ongoing year to year review of performance and on evidence gathered from other aspects of tutor performance during training including other quality assurance measures. The Standards for Pre-registration Training allow for the removal of accreditation to act as tutor, if there is significant unsatisfactory feedback and evidence of poor performance over a period of three years. For 2018-19, a small number of tutors, although receiving positive feedback across all other aspects of tutor performance, received one off isolated negative feedback about certain aspects of performance mainly in relation to timeliness with parts of the tutor assessment components i.e. the reflective online portfolio and appraisal submission and in the small number of instances these tutors were asked to submit a tutor development form (appendix 3) indicating how they would reflect on the trainee feedback with a view to making future improvements and performance or to identify development needs. This is currently being actively managed by the pre-registration team to ensure necessary improvements are being made for 2019-20.

For 2018-19, no tutors received negative feedback across all 12 of the feedback statements within the four domains. No tutors had their accreditation removed.

For 2019/20, clear expectations in relation to tutor verification of e-portfolios have been sent to tutors via email, through regular newsletter updates and will also form part of training for the revised tutor training days. This active monitoring and quality control of timely verification of portfolios and timely submission of appraisals by the pre-registration team will continue for 2019/20. The results to date for 2019/20 indicate that the majority of tutors are fulfilling expectations.

Given the importance of timeliness in providing verifications, tutor performance in this area will

be closely monitored year on year.

Part C - Trainee feedback about the pre-registration training experience

When considering the results readers should note that this section of the survey does not claim to be wholly representative of the pre-registration cohort, however, it can be considered as indicating feasible trends of opinion within this sample group. For example, 67 responses from a population of 148, provides us with a 95% confidence level that the responses reflect the broader population pre-registration trainees, with a margin of error of +/- 8.89%.

In general, trainees express positive views about the structure, the various assessment components involved in pre-registration training including the online reflective e-portfolio and appraisal process.

The online reflective e-portfolio, is an important tool for the supervising tutor not only to provide evidence of their trainee's developing competency but also represents an opportunity to provide direct feedback to their trainee about performance in various pharmacy related activities and ultimately evidence of the trainee's progress through training.

Tutor accreditation courses will continue to be developed to ensure that tutors can effectively carry out appropriate verification of learning cycles by exploring what good looks like and the importance of regular feedback and timely engagement with the trainee in relation to the reflective online portfolio and appraisal process.

In relation to the online reflective e-portfolio, quality control systems are now in place that enable active monitoring, by the pre-registration team, of the extent of trainee progress and also monitoring of the extent of tutor verification and engagement with the various processes.

For 2018-19, this meant that the pre-registration team were able to identify a small number of situations where either trainee progress or tutor verifications were behind expectations and explore why progress was behind and provide advice on overcoming barriers. In a small number of cases, a small number of tutors were not providing timely verification of the online reflective e-portfolio. However, in every one of the identified situations, the matters were actively resolved through prompt intervention from the pre-registration team.

The end result of this was that 100% of online reflective e-portfolios were completed by the deadline of week 50 along with all the necessary verifications from by tutors in line with requirements.

Summary of themes from the additional feedback from trainees:

Common themes from trainee's additional feedback indicated that they valued the opportunities and activities provided to them by tutors and that it enabled them to apply their learning from university to practice. Some commented that the developmental feedback from their tutors empowered them to take responsibility for learning and improved their confidence. On the whole, the general theme from trainees is that the pre-registration training programme is a positive experience for the vast majority of trainees responding. A frequent additional comment from trainees indicated that input from their tutor encouraged them to self-reflect and that this enabled them to become reflective practitioners and some trainees made reference to feeling

well supported by their tutors especially when requiring assistance or needing help managing problems.

A small number of trainees indicated that getting protected study time each week was difficult especially in busy practice settings. The Standards for Pre-registration Training indicate that trainees should be getting four hours protected development time each week and that tutors and trainees are encouraged to mutually agree how protected development time will be managed each week.

To address this, further communications via newsletters updates and tutor training will be carried out in terms of increasing awareness with all parties about the requirement for trainees to receive protected development time each week each.

In relation to the compulsory components of pre-registration training, whilst many trainees strongly agreed / agreed that the compulsory distance learning courses and live training days were useful in helping them prepare for registration as a pharmacist, a small number of trainees provided feedback that the volume of compulsory components made the workload on occasions difficult to manage given that they were being continually assessed by their tutor for 52 weeks not only on their knowledge but also on their professionalism, were in full time employment in most instances and were preparing for professional registration examination. As part of arrangements for ongoing review of the compulsory components of pre-registration training, this feedback will be used to look at future developments of the training programme.

Summary of main actions arising from report:

Actions from the outputs of the report 'Trainee Review of Pre-registration training 2018-19' are as follows:

- Carry out a review of compulsory components of pre-registration training with a view to reducing the regulatory burden on trainees, ensuring that elements that are retained are relevant to NI pharmacy practice
- Conduct further communications with stakeholders to set expectations about the requirement for trainees to receive protected development time each week

5 Conclusion:

The results indicate for 2018-19, that of those trainees responding, the vast had a positive pre-registration training experience and that the pre-registration training assisted them in becoming a competent pharmacist. The results also provide evidence that the majority of tutors are fulfilling the commitments that they make to trainees during training as defined by the learning contract. Trainees expressed high levels of satisfaction about tutor performance within the four domains of tutor performance:

1. Being a trainer and a coach
2. Providing feedback
3. Being an assessor
4. Providing support

In conclusion, this approach to quality assuring the pre-registration training based on trainee feedback about their experiences and their views on tutor performance allows the Pharmaceutical Society NI to identify important issues and improve the quality of training whilst ensuring that the culture is right around pre-registration training.

It also provides tutors with an opportunity to clearly identify what went well during training and reflect on what could be done differently with future trainee and enables ongoing monitoring of tutor performance in key tutor activities, helps ensure that tutors remain fit for purpose and encourages best practice from tutors.

In relation to the compulsory components of pre-registration training, some trainees indicated that though the compulsory training elements were useful in helping them prepare for registration as a pharmacist, the workload involved was, at times, difficult to manage given their full-time commitments, ongoing assessment by the tutor and preparation for the final registration examination. In addition to this, modern education strategies are becoming more focused on independent learning⁷ or learner-led approach where individuals in education and training are treated as adult learners and are asked to identify their own individual learning needs and given a degree of flexibility about how they remediate those learning needs.

As the pre-registration training programme develops in the future, and in light of changes with the introduction of a common registration assessment for all pre-registration trainees across the UK⁸ in 2021, the compulsory components of pre-registration training will be reviewed to ensure that the regulatory burden on trainees is minimised, with a view to introducing a more learner led approach whilst still ensuring that regulatory requirements for pre-registration training defined in legislation continue to be met. Further development work on this will be conducted in 2020 prior to the introduction of the new common assessment.

In line with the Council of the Pharmacy Society NI Corporate Strategy (2017-22), Objective 4.a to ensure that pharmacy education is fit for purpose, the introduction of a learning contract, revised format tutor training courses, quality control measures to monitor tutor verification of trainee progress and introduction of a new trainee feedback process fulfils part of the ongoing work to review and develop pre-registration training.

⁷ Essential skills for medical teacher - an introduction to teaching and learning in medicine, R Harden, K Laidlaw 2nd ed

⁸ <https://www.psn.org.uk/news/informing-our-stakeholders-about-the-new-common-registration-assessment-2021/>

LEARNING CONTRACT

This section of the application form is an agreement between the pre-registration tutor and trainee. It clarifies what is expected during pre-registration training. It should be discussed and signed by both parties and is part of your application to enter pre-registration training. You should both keep a copy of this contract. A learning contract is not a contract of employment, but an agreement by both parties to commit to the providing and receiving of training.

Part One – Tutor’s undertaking

I, (insert your name) make the following commitments to you,

(insert trainee’s name) for the duration of your preregistration training with

me.

I will

- Provide and arrange training that will enable you to develop all the skills, attitudes and knowledge defined by the Performance Standards
- Work with you to identify your individual learning needs
- Will follow Pharmaceutical Society NI pre-registration scheme requirements, as explained in the standards for pre-registration training and in the tutor manual
- Treat you in a manner that is conducive to your learning. This will include:
 - Giving you the opportunity to contribute and put forward your views
 - Providing you with appropriate time to study and reflect on your learning (by mutual agreement)
 - Being approachable and providing help when asked or referring you to a more appropriate source of help
 - Setting targets for you through a process of negotiation with you
 - Explaining and repeating explanations as necessary
 - Challenging and questioning you to check your understanding
 - Encouraging and supporting you when you find situations challenging
 - Adapting plans as appropriate
- Enable you to have access to off-job study days and training events, as appropriate
- Inform, support and confer with others involved in your training
- Set aside time to review your progress regularly, both informally and formally
- Provide you with constructive and honest feedback to aid your development
- Provide feedback on your progress to the Pharmaceutical Society NI at the set times and in the required manner
- Assess you objectively in all the Performance Standards specified by the Pharmaceutical Society NI based on a range of evidence which you provide to me and taking account of feedback from other people involved in your training
- Identify and address my own learning needs in relation to being a tutor
- Welcome feedback from you to help me develop my tutoring skills
- Lead by example

SIGNATURE OF TUTOR:

DATE:

SIGNATURE OF TRAINEE:

DATE:

(Trainee undertaking overleaf)

LEARNING CONTRACT (Continued)

Part Two – Trainee’s undertaking

I, (insert your name) make the following commitments for the duration of my pre-registration training while being tutored by (insert tutor’s name).

I will

- Adhere to the rules and regulations of the Pharmaceutical Society NI and the organisation I am working for
- Acquaint myself with the learning outcomes required by the Pharmaceutical Society NI to register i.e. the Performance Standards and the registration Examination Syllabus
- Take responsibility for my own learning and development by:
 - Participating fully in the development of my learning plans
 - Being pro-active in seeking learning opportunities, in work activities or whilst at training events or study days
 - Using a pro-active approach to solve problems and seek answers, using all resources available
 - Developing a portfolio of evidence for all the Performance Standards
 - Reflecting on my learning and experience
 - Identifying my further learning needs and developing targets for myself
 - Using the time you or other trainers spend with me to best advantage
 - Keeping to agreed deadlines
- Respect and be prepared to learn from colleagues at all levels
- Be a reliable and trustworthy member of your pharmacy team
- Endeavour to contribute to the overall goals and work targets of the pharmacy team
- Be honest in my interactions with you and other colleagues
- Receive feedback and use it to help me to develop further
- Provide constructive feedback to you, where this may help you to develop your skills as a tutor

SIGNATURE OF TRAINEE:

DATE:

SIGNATURE OF TUTOR:

DATE:

Trainee Survey on Tutor Performance

Reflecting on your experience of pre-registration training with your tutor, please review the following statements and indicate your level of agreement. Each tutor will receive an individualised report from the Pharmaceutical Society.

If you had more than 1 tutor, please complete an additional survey for each tutor (Part B). A link is provided at the end of this survey.

Being a Trainer and a coach

	Strongly agree	Agree	Neither agree/Disagree	Disagree	Strongly disagree
My tutor (organisation) provided me with an effective pre-registration training plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor worked with me to set objectives and plan training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor empowered me to take responsibility for my own learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor encouraged me to reflect on my own performance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Providing feedback

	Strongly agree	Agree	Neither agree/Disagree	Disagree	Strongly disagree
My tutor provided constructive and timely feedback to help me develop	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I consider my tutor used feedback from me to reflect on their own performance as a tutor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Being an assessor

	Strongly agree	Agree	Neither agree/Disagree	Disagree	Strongly disagree
My tutor carried out timely verification of learning cycles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor conducted appraisals in an appropriate and timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My tutor set aside time to review my progress regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Support

Strongly agree	Agree	Neither agree/Disagree	Disagree	Strongly disagree
----------------	-------	------------------------	----------	-------------------

I was able to engage with my tutor if I needed any support	<input type="radio"/>				
I was able to engage with my tutor if I had any concerns about my training	<input type="radio"/>				
My tutor provided me with opportunities to demonstrate my competence and achieve the Performance Standards	<input type="radio"/>				
My tutor listened to my views and opinions about training	<input type="radio"/>				
My tutor supported me to help me achieve my full potential	<input type="radio"/>				

Please add any further comments you have about your pre-registration experience with your tutor.

What went well?

What did not go so well?

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

Appendix 3:

Tutor Development Plan

Having reviewed feedback from your trainee, please reflect on the following:

What went well?

What did not go so well?

What could I do differently with future trainees?

What development needs have you identified?

Appendix 4

Online Reflective E-portfolio

What is involved in the online reflective e-portfolio?

As described previously, trainees are expected to demonstrate during training that they are competent by achieving a defined set of performance standards with validation provided by the supervising tutor that the attainment of performance standards has been appropriately evidenced. The reflective e-portfolio is essentially an online tool which allows trainees to document evidence of their developing competency and a portal by which tutors can appropriately validate the particular competencies have been achieved by their trainee.

There are 9 performance standards described over 3 units:

Unit A: Personal effectiveness: (For this unit, trainees must provide direct evidence related to actual work-based activities of how they have can manage self, manage work, manage problems, demonstrate a commitment to quality and demonstrate ongoing learning and development)

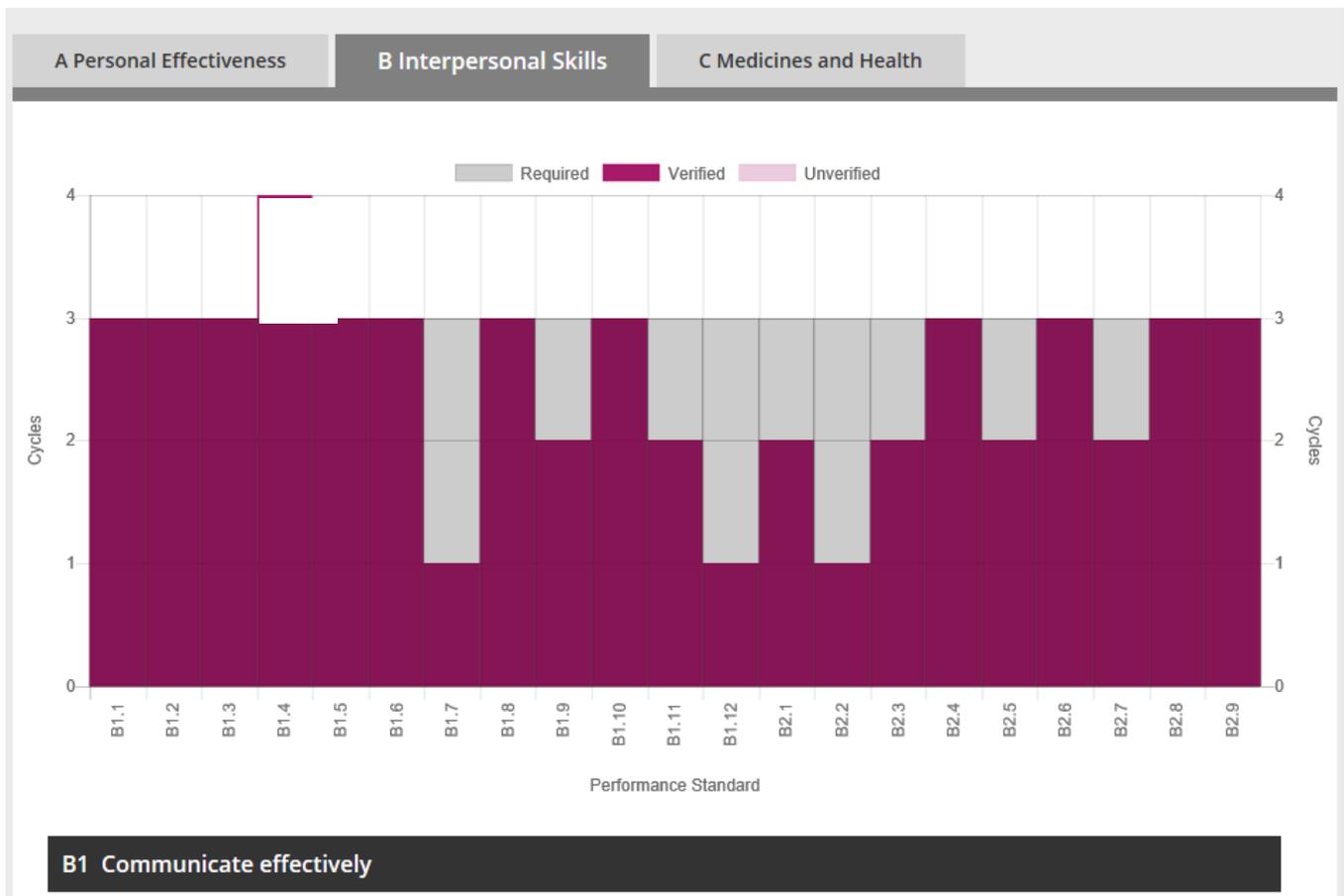
Unit B: interpersonal skills: (for this unit trainees must demonstrate how they communicate effectively and can work effectively with others)

Unit C: medicines and health: (Evidence is required start trainees can manage the dispensing process and provide additional clinical and pharmaceutical services)

Within each of the 3 units, there a number of sub-set performance or behavioural indicators described which are essentially statements of precisely what trainees must be able to do and how they should they behave and encompass aspects of performance and behaviour that underpin effective professional activity.

Based on feedback from previous cohorts of trainees, a 'Progress Tab' was included in the reflective online e-portfolio as a tool by which trainees and tutors can regularly review progress of attainment of performance standards across the three units and to encourage trainees to more targeted in their approach by identifying what standards have been completed and which require particular focus.

An example of a progress tab from the online reflective portfolio:



In addition, the online reflective e-portfolio also provides a % completion score by which trainees and tutors can track progress of attainment against the list of performance standards. Trainees must achieve 100 % completion of performance standards and which have been appropriately validated by their tutor as part of the requirements for registration.

Appendix 5

What is involved in the quarterly appraisal of trainee performance?

Pre-registration training is aimed at providing assurances that trainees joining the register of pharmacists not only have the right knowledge, skills and competencies to practise safely but also can demonstrate appropriate professional skills, attitudes and behaviours required for professional practice.

The appraisal process is a formal reporting mechanism by which tutors appraise the trainee about their developing progress in a number of professional areas as follows:

- professional sense of responsibility,
- application of pharmaceutical knowledge,
- attitude to others,
- ability to communicate,
- leadership

Appraisals occur at 13 weeks, 26 weeks, 39 weeks and at week 50. By the final appraisal trainees must achieve a satisfactory appraisal score from their tutor (grade one or two) in the aforementioned professional skill areas as part of the requirements for registration as a pharmacist.

The appraisals system also form part of the supporting evidence that tutors in making an assessment of their trainee's progress and in completing the final tutor sign off (i.e. final declaration) that a trainee is fit to practise and possesses the appropriate professional skills to operate as a registered pharmacist.