2019

PTC Education Supervisor Training Report to HEE LaSE 2017-2018

The Pharmacy Training Company

1/1/2019

Report on Pharmacy Educational Supervisor Training

Background

Pre-registration tutor training has evolved over the last few years using a variety of different teaching and learning methods. Work in this area has been driven by Health Education England London and, Kent, Surrey and Sussex to ensure the development of a consistent quality assured tutor to ensure good oversight and training of pre-registration trainee pharmacists – initially in community pharmacy and then in addition hospital pharmacy.

Work started through the Health Education England (HEE) Community Education Provider Network pharmacy project in London and, Kent, Surrey and Sussex to develop trainee and tutor training provision in 2014. The trainee part (workstream 1) focused on giving pre-registration trainee pharmacists exposure to working in GP practices with a reciprocal agreement for GP trainees to spend time in community pharmacy practice. Workstream 2 scoped the current training, accreditation and educational appraisal arrangements for preregistration tutors within community pharmacies. All pre-registration tutors involved with the project were trained and quality managed as part of the programme, ensuring a high quality and consistent pre-registration experience across participating community pharmacies.

The focus of this report is on developing and delivering a quality, regionally-managed tutor training programme to inculcate the educational supervisor workforce with knowledge and skills that were identified as core to the role from the scoping work. The early phase of the programme consisted of a mix of distance-learning, face-to-face training, and peer review. The bespoke training and development model, as illustrated in Figure 1 below, was piloted and a robust educational evaluation strategy was used to establish whether this curriculum in practice was fit for purpose.
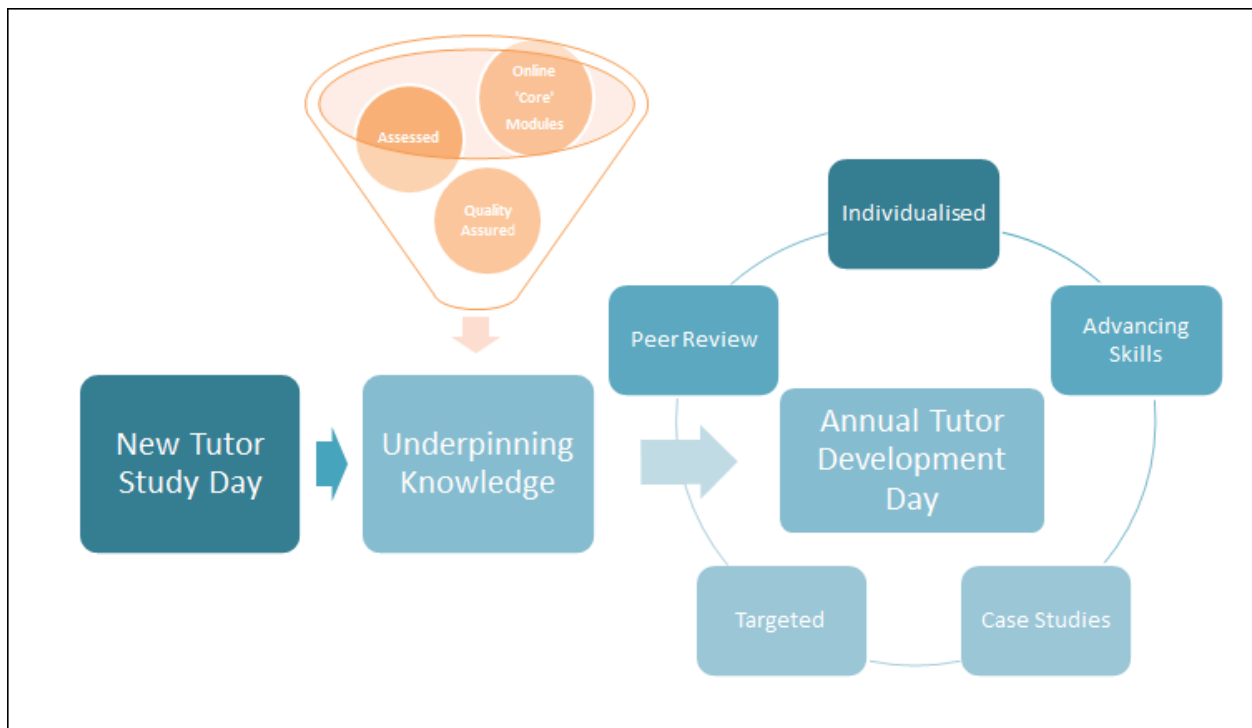

Figure 1 – Development of pre-registration tutors

Feedback from a tutor prior to training demonstrated the need for such training:

"It has always surprised me how easy it is to become a pre-reg tutor with little monitoring or check on suitability or standard of training"

It was suggested that the preferred mode of learning or training delivery would be e-Learning. Some employers argued that there would be too many barriers to attending external group sessions or days whilst others suggested that there should be face-to-face opportunities for all tutors, for peer support and networking. With this in mind HEE LaSE Pharmacy proposed that there be a move to training delivery exclusively through e-Learning. The established training provider, The Pharmacy Training Company involved in the initial project was successful in bidding for a new suite of online learning that enabled tutors to undertake training flexibly and apply this to the workplace. This training incorporated training to pre-registration pharmacist tutors in both community and hospital, as well as for pre-registration pharmacy technician tutors. The training enabled a community of learning and also ensured a consistent level of training across pharmacy sectors as well as by both pharmacists and pharmacy technicians – both recognised as being Educational Supervisors.

A steering group was established and in April 2017 and the final model was chosen with a five-module course for educational supervisors of pre-registration pharmacists (PRPES) and a three-module course (using three of the same modules studied by PRPES) for educational supervisors of pre-registration trainee pharmacy technicians (PRPTES). Each module consisted of a discrete package of learning with two or three presentations to view and a written assignment to be completed within an eight-week timeframe. The quality of the course is highlighted through written assignments that demonstrate that the learning has been embedded.

The scope of each module is described below and then these modules were mapped to the various professional frameworks including the General Pharmaceutical Council guidance on tutoring, and the Royal Pharmaceutical Society frameworks:

1. **Being a professional role model**
   Explores the expectations of the regulator, the importance of professionalism in pre-registration and how to develop a personal development plan for the role.

2. **Giving feedback**
   Describes different feedback models, explores coaching and mentoring as development tools and introduces basic leadership principles.

3. **Supporting learners**
   Introduces fitness for practice and applies standards and other regulations to a complex training problem in a structured approach to support the learner by developing an action plan.
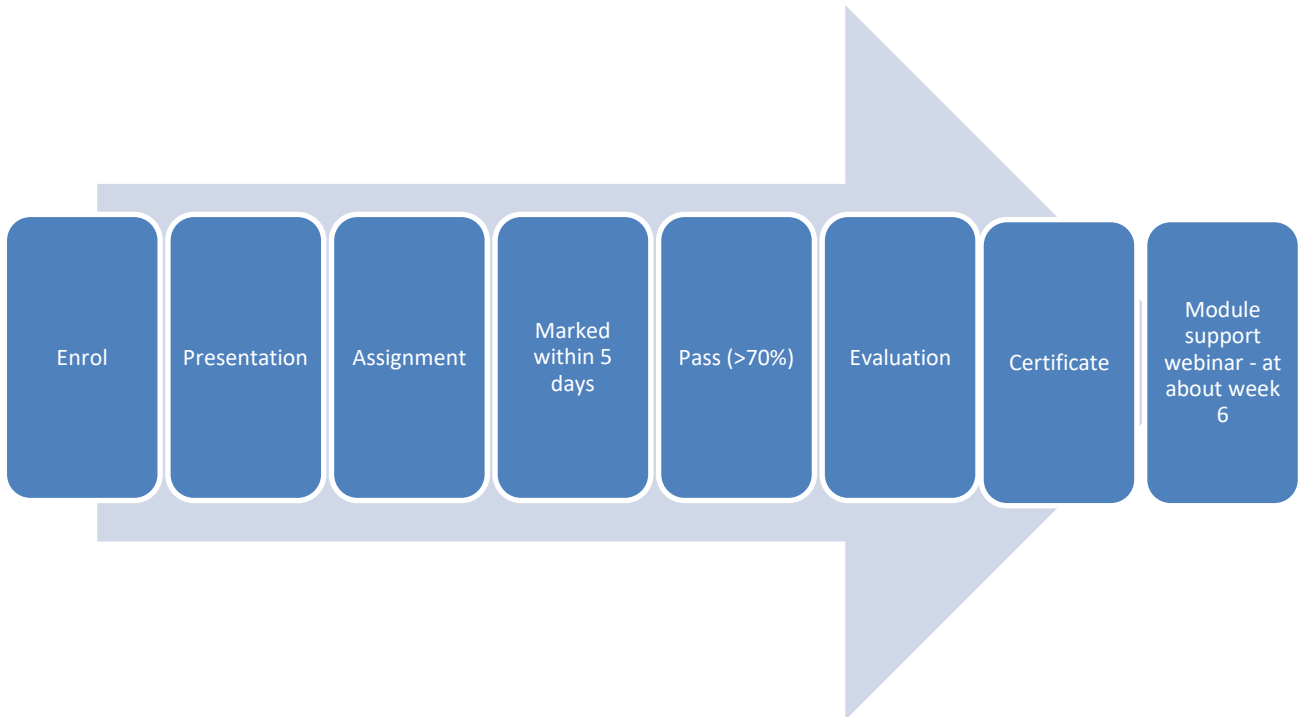
4. **The training programme**
   Signposts to key standards and regulations for the pre-registration period highlighting essential components of the year which are applied through developing an initial induction plan.

5. **Assessing performance**
   Introduces educational theory and builds on this by identifying assessment tools and apply this to written evidence, preparing the educational supervisor in supervising formal appraisal processes.

Participants were enrolled on the course and supported by an introductory webinar which explained the course as a whole. Modules were then released one by one on an eight-week rolling programme, and supported through webinars.

Figure 2 The process for participants enrolled in the programme.

The first enrolment was 6th June 2017. During the period of this report (April 2017-May 2018), the PTC has **developed more than 300 educational supervisors** with nine cohorts recruited to the training programme (and at various stages of completion) and with three having completed the course in total. The Pharmacy Training Company has a personal approach providing introductory webinars and each module has a personal video welcome. Seven-day access and support is provided to help together with a self-policed WhatsApp group for networking and support purposes.

The steering group has received input from community pharmacists, hospital pharmacists, hospital pharmacy technicians, HEE LaSE (covering pharmacy, primary care and multi-professional faculty development) and the PTC. This has been a real strength to the delivery of this project and enabled the development of terms and conditions of the training which continue to evolve as experience with the course develops. The terms and conditions can be found on HEE's website at https://www.lasepharmacy.hee.nhs.uk/training-1/supervisor-training/terms-and-conditions-ptc-modules/ .

The steering group also developed policies including:

- Plagiarism
- Defining non-completion and redistributing licences
- Non-completion and mitigating circumstances
- Late submission
- Resubmission

The attrition rate was 28% from initial enrolment and only 5% where participants had completed one assignment. This is an excellent response for an online course and shows the support that is provided in helping participants complete the course. It's interesting to note the engagement from pharmacy technicians as a separate group – this was excellent with an attrition rate of only 9% overall from initial enrolment and 2% where educators had completed one assignment.

Regular monitoring was ensured through the steering group and it assured the quality of the programme. The evaluations of the whole course can be found in figure 3. This shows that participants were actively engaged with the course and value the development of knowledge and skills.

The evaluation of the overall course from the three cohorts that have completed is as follows:

- *95% agreed that 'The course was set at an appropriate level for me'*
- *98% agreed that 'The course developed my knowledge, skills, attitudes, values and behaviours as an educational supervisor'*
- *95% agreed that 'The course provided me with the opportunity to practice the skills required of an educational supervisor'*
- *98% agreed that 'The course was effectively delivered through the virtual learning environment'*

These results are excellent and the PTC will build on these with future developments.

Rich qualitative feedback was also provided by the Educational Supervisors' comments – highlighting the strengths of the course and how it supports participants to train others:

Strengths of the course from pharmacist educational supervisors

"Encourages genuine self-reflection and individual PDP in relation to the ES role. Great webinars and resources."

"Course content was easily accessible and pitched at an engaging and encouraging level. I particularly liked the "real life" scenario videos where either Nicola or Alyson acting as an ES. This helped me to visualise putting myself into that situation."

"Flexibility of online learning, feeling more confident when dealing with staff who are training, understanding which guidelines and policies are available to help me."

"Making people aware of things to consider as an educational supervisor but also as a senior Tech"

Strengths of the course from pharmacy technician educational supervisors

"The course does identify skills which can be built upon and developed, which I may have not done if not completing the course
"All course topics were relevant, links for appropriate signposting and support both for trainee and ES;"
"Opportunity for networking and sharing ideas with colleagues"
"Excellent development tool"
"The course was very informative in terms of the different modules. Additionally, I felt that the examples given throughout helped understanding and application to practice."

"The trainers knowledge and skills is what made this course fantastic and I thoroughly enjoyed it!"
"Good that it can be done flexibly as distance learning. "
"Flexibility of online learning, feeling more confident when dealing with staff who are training, understanding which guidelines and policies are available to help me"
"Making people aware of things to consider as an educational supervisor but also as a senior Tech"

Any changes?
"I genuinely can't think of any improvements, the course was really good."
"More role play videos"
"I believe the course is at the right level"
"I think all modules were presented with the right amount of objectives and enough work material. Might be good to have the webinars a bit earlier in the module."

Advice for pharmacist educational supervisors
"'It's a well structured comprehensive course designed to support ES."
"The course was helpful for encouraging the participant to think about their own perceptions of the role and how to improve their performance."
"It's definitely worth doing and the course is designed for people with busy day jobs ."
"Well worth the time and effort"
"This course is a must for every educational supervisor, whether experienced or newly venturing into the role. This not only helps the supervisor to develop professionally but it is only fair that trainees are assessed by supervisors who are competent."

Advice for pharmacy technician educational supervisors
"This is a great and beneficial course for an ES to build and develop their skills."
"This course has helped me understand and put into practice what is expected of me in the ES role. It has also encouraged me to recognise my own developmental needs and how to address them."
"Always watch the webinars, utilise staff and resources in your workplace to help you learn, encourage others to use the WhatsApp group,"

Impact

The learning from the course has been shown to not only benefit the trainees being supervised, but also the wider healthcare team. Participants who completed the whole course were asked about their perceptions regarding how the educational supervisor's improved knowledge and skills (as a direct result of the training) had impacted their trainee.

Impact on Trainees as reported by pharmacist prereg tutors (June 2017 – 65 respondents)

Improved communication	Better assessment	More meaningful coaching sessions	An empowered trainee	Enhanced organisation- and monitoring	More engaging feedback sessions	Enhanced ability to develop professionally
31	28	35	21	25	35	37

| 53% | 47% | 59% | 36% | 42% | 59% | 63% |

Impact on Trainees as reported by pharmacy technician prereg tutors (August and October 2017 – 25 respondents)

Improved communic ation	Better assess ment	More meaningful coaching sessions	An empowe red trainee	Enhanced organisation and monitoring	More engaging feedback sessions	Enhanced ability to develop professionally
17	12	15	9	13	19	17
69%	48%	60%	36%	52%	76%	68%

The feedback demonstrates that learners do not simply access the learning to tick a box of completion. This is in part due to how the course is structured with assignments being an integral part of the course. These assignments are practical – based on core ES tasks and are marked by professionals with a breadth and depth in pharmacy practice – with detailed feedback being given for both those who fail and pass an assignment alike, such that this can feed into the development of the ES role within the profession.

The PTC is extremely proud to be part of this commissioned course and continues to strive for improvements by valuing feedback and building quality improvement into everything they do. To this end the PTC is keen to develop awards for the ES role to recognise the important work that the supervisors do to develop the profession of the future. This report provides detailed evidence of the work that the PTC does to develop, monitor and engage with students to help them on their ES journey. The PTC believes the benefits can be seen by reading about the actual participants journey and how this has provided a springboard for professional development.

Case study

In the words of one of the participants from the course,

"I took the Educational supervisor course with the Pharmacy Training Company (PTC), because I wanted to gain the skills and knowledge required for me to become an effective pre-registration tutor, in order to guide my tutee from student to pharmacist.

The course enabled me to gain in confidence, skills and knowledge to effectively carry out my role as an educational supervisor. I learnt how to write and deliver a pre-registration training plan, and how to counsel, assess and give feedback to my student. The course provided me with all the resources I needed to fulfil my role as a tutor.

The course was delivered in an easy accessible format which allowed me to study at my own pace and at a time that suited me. We also had webinar sessions for each of the modules led by the two excellent tutors/supervisor Nicole Tyers and Alyson Winter. They were available to answer our questions and provide advice and guidance where needed. We also had a WhatsApp group made up of the students in the group and the tutors where we could discuss the different materials of the course.

I feel that I got better at communicating and giving feedback to my student, which in turn led to a better working relationship between us. I always work in a professional manner at all times and provide a positive role model to my student. The course also gave me the confidence to change my management approach

towards the whole team to become more receptive to other ideas, getting feedback and giving feedback to the team.

The impact on me has been that I have been able to successfully improve my skills and performance in my role as a tutor. Studying the course also highlighted some gaps in my knowledge which prompted me to enrol onto a post graduate masters degree course in clinical pharmacy at Bradford university. This in turn has led me to secure a new job as a clinical pharmacist. Therefore, overall enrolling on the Educational Supervisors course with the Pharmacy Training Company has had a positive impact in my life and professional development."

Summary

This project highlights the importance of investing in training pre-registration tutors – both pharmacists and pharmacy technicians across sectors, and demonstrates the impact on the educational supervisors themselves, on the trainees, as well as on the pharmacy team. The impact on the tutor's own development cannot be underestimated and if it rekindled learning in a fraction of the number that have been trained then this will have an enormous effect on the educational workforce. The flexible learning provided through a virtual learning environment meets the knowledge and skills needs of participants as demonstrated by the case study and provides a high level of user satisfaction thus motivating users further. The course can be completed by both novice and experienced educational supervisors to build and consolidate knowledge and skills, building their educational career development, springboarding participants to further learning and development, thus providing an excellent role model for trainees, and supporting our future pharmacy workforce.