

Preregistration Tutor

Information

2008/09



Royal
Pharmaceutical
Society
of Great Britain

Contents

Introduction	3
---------------------	----------

Sections:

1	General information about preregistration training	5
1a	Overview of the preregistration programme	5
1b	The preregistration tutor and preregistration manager	6
1c	The Performance Standards Programme	8
1d	Overseas pharmacists	12
1e	Bradford sandwich course trainees	12
1f	Preregistration training in the pharmaceutical industry or PCT	12
1g	Mailings to tutors and trainees	13
1h	What your trainee will need to send to the RPSGB and when	14
1i	Rules governing preregistration training	15
1j	The registration examination	21
1k	Registration examination syllabus	22
1l	Examination guidance notes	30
1m	Frequently asked questions about the examination	38
1n	Examination regulations	40
2	The training and assessment process	50
2a	Planning and getting started	50
2b	Agreeing development objectives	51
2c	Helping your trainee to learn and develop	52
2d	Assessing competence	57
2e	Providing feedback to your trainee	64
2f	Undertaking RPSGB progress reviews	65
2g	Entering your trainee for the registration examination	66
2h	Registration	69
3	Sources of help and information	72
3a	Who to turn to for advice and guidance	72
3b	Reference sources	78
3c	Frequently asked questions and their answers	81



Introduction

Thank you for agreeing to be a preregistration trainee pharmacist tutor. We hope and believe that tutoring will be an experience that you will enjoy and learn from.

Your role in the development of your preregistration trainee pharmacist (hereafter referred to as the trainee) is absolutely key. Your trainee will look to you as a role model and to provide them with assistance and guidance as they make the transition from a student to a member of a respected profession.

This folder is divided into two books:

1. Preregistration Tutor Information

The information provided in this book is intended to be a resource and reference point containing information that you will need for tutoring. You are advised to read through this information book before starting on the workbook to get a general overview and orientation of preregistration training. You should use this information as a first port of call if you have a query during the training period.

2. Preregistration Tutor Workbook

The aim of the workbook is to help you to prepare for and undertake your role as a preregistration tutor. It contains activities for you to undertake both before and during preregistration training. Some you will need to complete alone and others jointly with your trainee. You may not need to undertake all of the activities if you have prior experience as a preregistration tutor.

Please note that all activities in section A and activities B1, B2, C1, E1 and F1 are intended to prepare you for the training period and therefore should be undertaken before your trainee starts.

You will need to cross refer to this information book when using the workbook.

The Performance Standards Programme

This training programme involves your trainee demonstrating competence in a list of defined Performance Standards. Integral to this programme is gaining experience of at least two patient-centred sectors of practice - in hospital (secondary care) and in community (primary care) as a minimum. This period is termed Cross sector experience (CSE). The best way to achieve CSE is by organising a placement experience (i.e. in a hospital if your trainee is working in community and vice versa) for a minimum of 2 weeks. The purpose of this placement is to provide your trainee with an understanding of the patient journey, in order to help them when registered and practising as a pharmacist.

Trainees undertaking training in a non-patient centred sector e.g. in industry or in a Primary Care Trust, are expected to gain experience in both hospital and community.

The RPSGB has three regional Preregistration Training Facilitators who can answer questions that you have about CSE. They can advise on the local procedures for organising placements and are the first people to ask if you are having trouble finding a placement on your own. Contact details will be provided in the RPSGB Autumn Bulletin. The RPSGB will keep you informed of any changes in this area.

The facilitators can be contacted by email via PTF@rpsgb.org or individually.

Both the Tutor Information booklet and Tutor Workbook are to be used as a resource and guide. All documentation submitted to the RPSGB should be taken from your trainee's workbook. There are however spare copies of some of the forms in your Tutor Workbook or you can download extra forms from the Trainee Workbook via the Society's website:

www.rpsgb.org/acareerinpharmacy/preregistrationtraining.

Contacting the RPSGB

If you have any queries that cannot be answered by this pack, please contact the Preregistration Division on **020 7572 2370** or e-mail: **prereg@rpsgb.org**

All documentation from trainees, including progress reviews, examination entries and registration documents, should be sent to:

**Preregistration Division,
Education and Registration Directorate,
RPSGB, 1 Lambeth High Street, London SE1 7JN**

Please note: A photocopy of all mailings should be made prior to posting, and a free certificate of posting acquired from a Post Office.

1

General information about preregistration training

This section provides an overview of the preregistration training year and describes what your preregistration trainee must have achieved by the time they apply to join the register. Trainees will join you after having completed a UK-accredited MPharm or an OSPAP (Overseas Pharmacists' Assessment Programme) postgraduate diploma.

1a

Overview of the preregistration programme

Purpose and objectives of the preregistration year

The purpose of the preregistration year is for your trainee to make the transition from a student to a person who demonstrates that they will be able to practise effectively and independently as a member of the profession.

As the regulatory body for pharmacists, the Royal Pharmaceutical Society defines the expected outcomes of the trainee's learning that must be demonstrated in order to join the register of Pharmacists.

There are three sets of learning and development outcomes that represent the knowledge, skills and attitudes that make up a trainee's competence to practise:

Performance Standards. *These describe the skills and behaviours that the newly registered pharmacist must demonstrate. The trainee is assessed against these in the workplace by the preregistration tutor or another assessor.*

Knowledge Requirements. *These describe the components of knowledge that the newly registered pharmacist must possess and apply, some of which are implicit within the trainee's satisfactory performance and behaviour, others of which are tested via the registration examination.*

Assessment Requirements. *These describe the performance indicators that must be met to demonstrate competence in the Performance Standards.*

To achieve these outcomes your trainee must:

- apply their existing knowledge and experience to the practice situation;
- seek to learn at every opportunity and take responsibility for their own learning;
- develop new skills and knowledge fundamental to professional practice;
- recognise the appropriate behaviours and attitudes for members of the profession;
- develop a sufficiently professional attitude to demonstrate these behaviours in practice.

The knowledge, skills and attitudes represented by these three sets of learning and development outcomes together make up the trainee's competence to practise.

For most trainees, the learning and development outcomes will be achieved by the end of their 52-week training programme. However, a few trainees may need longer to develop their skills and knowledge and require an extension to their training. **All** Performance Standards need to be met before the trainee becomes eligible to register.

The preregistration tutor and preregistration manager

The preregistration tutor

You have a vital role in your trainee's preregistration training and the quality of your tutoring can have a positive impact on your trainee's experience.

The preregistration training Byelaws (see Section 1i) require each training site to have a preregistration tutor who is a practising pharmacist. This can be applied either by:

- Each trainee at the site having a different preregistration tutor
- or
- There being one main tutor for all trainees at the site and a ratio of whole time equivalent pharmacists:preregistration trainee pharmacists of 1:1.

As a tutor you are:

- responsible for ensuring that your trainee receives necessary training to develop the skills and behaviours represented by the Performance Standards. This may be by coaching them yourself or by supervising others in coaching them;
- responsible for assessing your trainee's evidence for all the Performance Standards or delegating some or all of the assessment to another suitable person(s);
- responsible for making the final decision about the suitability of your trainee to join the register of pharmacists. To do this, you must draw together all the strands of training your trainee has received i.e. consider all the reports from people who have worked with or supervised your trainee;
- the person with whom the RPSGB will liaise (e.g. in the case of a query concerning your trainee). You must ensure that information that is sent to you from the RPSGB is passed on or copied to any other people who need to know, such as others with training responsibility;
- responsible for ensuring that training provision for your trainee meets the RPSGB's requirements;
- responsible for liaising with funding bodies and sharing data with them.

In the tutor workbook are a set of competencies for preregistration tutors that are the same as those that are used in the RPSGB Continuing Professional Development (CPD) recording format (both on-line www.uptodate.org.uk and paper based). Activities A1-A7 enable you to undertake some CPD to identify your development needs in relation to the tutoring role. Many of these skills relate to people management and they will help to enhance your own abilities as a good tutor.

Do you meet the criteria to be a tutor?

To be a preregistration tutor you must **be on the practising part of the register** and have worked as a pharmacist in **Great Britain** for a **minimum of three years in the sector of practice in which you now work**. Also, you must be a member of the pharmacy's staff with whom your trainee(s) can have **regular** and **frequent contact** to ensure the quality of supervision and training.

If you are unable to spend a minimum of 28 hours over a minimum of four days a week working with a trainee, then a joint tutoring arrangement may be possible. You would need to apply to the Preregistration Division in writing or by email for this. Both tutors would need to meet the Society's conditions of being a tutor.

This means that the total tutoring hours must meet the full-time requirement. It may be that one tutor takes on a lead tutor role and works for more hours with the trainee, or that both tutors work equally with the trainee. Both of these are fine as long as there is a tutor working alongside the trainee for at least 28 hours a week over a minimum of 4 days.

In addition, both tutors and the trainee will need to send in a letter to the Society stating that they are happy with the arrangement.

A pharmacist who does not meet these criteria is permitted to be a tutor only if the registrar gives their specific approval.

Above all, you need to be a willing and positive tutor. The impact of your tutoring for a trainee cannot be overstated. We all remember our preregistration tutor!

The preregistration manager

The RPSGB requires each approved placement to have a preregistration manager who:

- is accountable to the RPSGB for preregistration training conducted at the pharmacy. They must therefore have sufficient authority in the organisation to ensure that the RPSGB's Byelaws and training requirements are adhered to and that training at the placement is evaluated and updated as necessary;
- must have worked as a pharmacist in the relevant sector of practice for at least three years;
- must meet the criteria to be a tutor even if they do not have a personal trainee at the time they are the preregistration manager;
- may be based at or away from the approved placement and may be responsible for more than one placement, e.g. a regional manager in a community multiple company;
- is responsible for liaising with funding bodies and sharing data with them.

This means that:

- in placements with only one trainee, the preregistration manager might be the same person as the trainee's tutor;
- in placements with more than one trainee, the preregistration manager might be one of the tutors;
- if a placement employs several trainees but does not have enough pharmacists who meet the criteria to be tutors, one of the tutors or the preregistration manager must take on the role of tutor for more than one trainee.

Mentors

It is often very helpful for a preregistration trainee to have a mentor for their training year in addition to the tutor.

The mentor should be a person, who is able to guide and support the trainee in a non-judgmental way (whereas the tutor's role is to judge and assess the trainee's performance). Often the most suitable person is a recently registered pharmacist and it may be possible in larger placements to identify such a person. You might have to think laterally to identify a mentor for your trainee if there are no other pharmacists at your pharmacy. Perhaps you could ask another local tutor to be the mentor for your trainee and you could offer to be a mentor to their trainee.

Your trainee will undoubtedly experience some difficulties during the year - most are likely to be minor but some could be more significant - and so they will be glad to have someone to discuss things with whom has sufficient awareness and

understanding but who is not responsible for assessing them. It can require exceptional skill, and be a very difficult situation, for a tutor to be both judge and 'friend' to their trainee.

Trainers

There will be other people besides yourself involved in helping your trainee to learn and develop. We call these 'trainers'.

Trainers have the greatest input in situations where a tutor has responsibility for more than one trainee and/or when the trainee is working away from the tutor's place or section of work (primarily this relates to different sections of a hospital pharmacy or different parts of a hospital trust). Trainers are not always pharmacists and do not have to meet the RPSGB's requirements for tutors. Therefore, it is **very important that you properly brief and supervise all trainers who train your trainee.**

1c

The Performance Standards Programme

Introduction

The Performance Standards for preregistration trainee pharmacists were developed to reflect the changing nature of pharmacy practice and provide a more patient-focused preregistration training programme. They describe what a preregistration trainee is expected to be able to do and how they should behave in order to join the register. They not only describe current good practice but also look to the future by incorporating important developments and trends.

Structure of the standards

The Performance Standards are grouped into three key units and each of these contains a number of components that are further divided into individual standards. *The full version of the Performance Standards can be found in the Tutor Workbook in Activity K1.*

Structure of the Performance Standards

Unit A	Personal Effectiveness
A1	Manage self
A2	Manage work
A3	Manage problems
A4	Demonstrate a commitment to quality
A5	Demonstrate ongoing learning and development
Unit B	Interpersonal Skills
B1	Communicate effectively
B2	Work effectively with others
Unit C	Medicines and Health
C1	Manage the dispensing process
C2	Provide additional clinical and pharmaceutical services

Performance or behavioural indicators

These are statements of precisely what it is that your trainee must be able to do or how they should behave. These indicators must be met consistently by your trainee usually in a range of circumstances in order to be assessed as competent. Some standards contain notes to clarify the terminology or to explain the various situations or circumstances in which your trainee must demonstrate their competence.

Assessment and Knowledge requirements

These:

- describe any specific requirements of the RPSGB Programme in terms of the experiences your trainee must be given, or the way in which they must be assessed;
- identify sections of the registration examination syllabus relevant to the standards. The syllabus itself provides a more detailed description of what your trainee needs to know;
- list other things that your trainee is expected to know which are not included in the examination syllabus. You must test these areas whilst observing or otherwise assessing performance in the workplace because they represent knowledge that is not appropriate to be tested on its own. Its only significance is how it is applied in practice.

The meaning of ‘appropriate’ or ‘appropriately’

In some of the standards, the word ‘appropriate’ or ‘appropriately’ is used in relation to the trainee’s behaviour, for example B1.12 *Handle conflict appropriately*. It is not possible to describe all the ways in which a skill or behaviour could be demonstrated appropriately and so you must use your professional judgement to decide whether a particular action or behaviour of your trainee is acceptable in the prevailing circumstances. In the case of B1.12 for example, it would not be appropriate for the trainee to become aggressive in the face of aggression, to shrug their shoulders in the face of a complaint or to take sides in the face of a disagreement between colleagues.

Cross sector experience (CSE)

The objectives of a trainee spending a period of time in the other patient-centred sector of practice are:

- to enable the trainee to gain an appreciation of the complete patient experience across primary, secondary and if possible tertiary care boundaries and identify the impact and importance of the pharmacist’s role;
- to enable a trainee to gather additional evidence that can contribute to their portfolio for assessment by their preregistration tutor and enable them to meet all the Performance Standards.

The RPSGB Council views the introduction of Cross sector experience (CSE) as an essential component in the development of pharmacy practice for the future. Various government initiatives and policies were significant drivers for the introduction of CSE, notably clinical governance and the NHS Plan. It is expected that all trainees will undertake CSE in order to meet the Standards.

CSE requires a minimum of two weeks out of the total 52-week training year to be spent in an alternative (second) patient-centred sector to the main patient centred placement. That is, in community if they are a hospital-based trainee or in hospital if they are a community-based trainee. More than two weeks would be beneficial but whatever the length of the period, it needs to be planned effectively. It should be considered as an integral part of the programme rather than a separate entity. There are activities in yours and your trainee's workbooks to help you organise and prepare a plan for your trainee's period in the second sector, both to tailor it to the Performance Standards and to set individualised targets for your trainee.

The RPSGB are aware that there are capacity problems in some areas and the RPSGB Preregistration Training Facilitators can advise further on this. If you have not secured a placement for your trainee in the second sector by week 26 of the training year, then alternative ways to meet these learning objectives should be considered.

Requirements for CSE placements

There are no specific requirements for CSE placements, in terms of inputs (experience to be given) or outcomes (competence to be achieved). This is because any stipulated requirements would place a constraint upon trainees and tutors, making it harder for them to develop an action plan tailored to the individual needs of the trainee. It is essential that the supervising pharmacist at the placement is consulted during the planning stage to ensure that the action plan is realistic and achievable.

Your trainee should gather additional evidence that can contribute to their portfolio. This will vary according to the experiences they have at the placement. It is important that the cross sector placement tutor or supervising pharmacist validates the records of performance or testimonials to allow you as the tutor to consider the information when reviewing your trainees progress and assessing their competence.

Planning the CSE placement

Variables that need to be considered when preparing the action plan for your trainee's CSE include:

- the length of the cross sector placement;
- the nature of the placement and facilities available at the site;
- previous experience the trainee may have had in the second sector;
- your trainee's experience and development so far in their main placement;
- your trainee's particular interests.

There is a resource for trainees and tutors that you may wish to use when planning a trainee's CSE. This booklet is no longer included in the trainee manuals as many establishments have developed alternative workbooks. It can however be downloaded from the Society's website:

www.rpsgb.org/acareerinpharmacy/preregistrationtraining.

These interactive booklets were produced by a consortium of hospital and community trainers in two versions: one for community-based trainees spending time in a hospital and one for hospital-based trainees spending time in the community. It is strongly recommended that contact with the placement tutor is made well in advance of the placement in order to discuss the placement date and any other issues. Some placements have CSE training programmes in place and these could be used together with the resource pack to develop a realistic

action plan for the period of CSE. It is unlikely that your trainee will be able to complete the whole booklet in a short period, but it should help you and your trainee to structure the period to make best use of their CSE placement.

A cross sector placement of 2-4 weeks is unlikely to enable your trainee to show competence in that sector, however, it should nevertheless enable them to gain a good level of awareness and understanding of the pharmacist's role and input within that particular field of practice.

Employment issues to consider ahead of CSE

The issues to be discussed with the tutor/supervising pharmacist at the CSE placement before your trainee goes, are:

(i) Indemnity for errors

How will your trainee be covered with regards to liability for any errors? In many hospitals temporary staff are covered by honorary contracts; in community they are sometimes added to the employer's existing indemnity insurance policy. This would need checking with the insurance provider.

(ii) Health requirements

Does your trainee need to comply with any particular health requirements of the cross sector placement employer? Again, different employers will require different health checks, vaccinations etc. You will need to establish from the tutor/supervising pharmacist at the placement whether your trainee is adequately covered by the health checks and requirements of your organisation e.g. will the medical he had before starting as a trainee with you be sufficient?

(iii) Criminal Records Bureau (CRB) checks

Does your trainee need to undergo a CRB check? Check with the tutor at the CSE training establishment as soon as a placement has been arranged to discuss whether a check is required. These can take several weeks to process. It is also important to consider these issues with respect to any trainees from the opposite sector that are coming to you for their CSE.

1d

OSPAP

Overseas pharmacists who wish to be registered as a pharmacist with the RPSGB must:

- first apply to the International Registration Division for eligibility to start the one year Overseas Pharmacists' Assessment Programme (OSPAP), then
- after passing, all applicants are treated in exactly the same way as UK accredited MPharm graduates i.e. are required to complete a full 52-week period of preregistration training and to sit and pass the Society's registration examination.

The procedures and administrative requirements for overseas pharmacists undertaking preregistration training prior to sitting the Society's registration examination are the same as those for UK graduates.

The information in this booklet therefore applies to all trainees irrespective of whether they have commenced preregistration training following successful completion of a UK 4-year MPharm degree, or whether they are overseas qualified pharmacists who have commenced preregistration training after attending the one-year OSPAP and passing all assessments.

Certain non compliant European qualified pharmacists may undertake a period of adaption training and may also follow this programme. They will have been assessed by the International Registration Division and each trainee will have been given specific requirements that they will need to achieve in order to register.

1e

Bradford sandwich course trainees

Some of the training needs and administrative arrangements for trainees undertaking their preregistration training as part of an undergraduate sandwich course are different from those for postgraduate trainees. Information is provided where appropriate in both your and your trainee's training packs, but if at any time you are not sure, contact Bradford School of Pharmacy in the first instance. Contact details are provided in Section 3a. Guidance on completing the second progress report for sandwich students is provided in Section 2f.

1f

Preregistration training in the Pharmaceutical Industry or in a Primary Care Trust (PCT)

Each year a few preregistration trainees undertake six months of their training year in the pharmaceutical industry or in a PCT. If you are a tutor in industry or a PCT and would like guidance about what to cover with your trainee, please contact the Preregistration Division.

Mailings your trainee should receive during their training

Listed here are regular mailings your trainee should receive from the RPSGB.

Most mailings throughout the year are sent to trainees only.

Those which also go to tutors are marked. From time to time other mailings may be sent. The mailings are as follows:*

- Training Records (including the preregistration trainee code) will be sent in September (if your trainee started in the summer). Trainees who start at other times in the year will be sent their training record as soon as possible.
- Preregistration Bulletins* are sent out twice a year:
 - the first one in the first half of the preregistration year (the Autumn Bulletin) with general information about the training and a half set of sample examination papers;
 - the second one in the second half of the preregistration year (the Spring Bulletin) with details of how to enter the registration examination. You will also receive a second half set of sample examination papers at this time. Please note that the tutors also receive sets of answers and rationale to the sample papers.
The Bulletins can also be found on the Society's website:
www.rpsgb.org/acareerinpharmacy/preregistrationtraining/preregistrationtrainee.html
- Notifications of examination centre are sent out twice a year:
 - at the end of April for the summer examination;
 - in August for the autumn examination.
- Final pre-examination correspondence is sent out 2 weeks before the date of examination.

1h

What your trainee will need to send to the RPSGB and when:

Your trainee should send in the **original** of all the following forms and keep a **copy** of all completed forms in their Portfolio.

Form	Where to find it/them	When to send it/them	Enter date posted
Learning contract	Section 1f	Once you have received your Preregistration Code (found on your PJ etc.)	
Progress report 1	Section 1f	At the 13-week stage of your training	
Assessment summary copy - do not send the original	Section 1f	At the 13-week stage of your training with your progress report	
Progress report 2	Section 1f	At the 26-week stage of your training	
Assessment summary copy - do not send the original	Section 1f	At the 26-week stage of your training with your progress report	
Declaration by first placement tutor (for trainees whose training has been split between two placements and sandwich courses NOT short cross-sector placements.)	Section 1f	Either at the end of your first placement or with your registration documents	
Progress report 3	Section 1f	At the 39-week stage of your training	
Assessment summary copy - do not send the original	Section 1f	At the 39-week stage of your training with your progress report	
Examination entry documents	Section 1f:	At the 39-week stage of your training with the third progress report (or with the final declaration by tutor in the case of sandwich course students)	
Change of training details	Section 1f	Whenever your tutor or premises change. If you change tutor a new learning contract must also be provided.	
Statutory declaration	Section 1f	When required	
Registration documents	To be sent out to trainees in June 2009)	These documents can be prepared and submitted along with the Final Declaration in the 49th week	
Final declaration	Section 1f	To be submitted with the	

Rules governing preregistration training

The Preregistration Byelaws included here are current at the time of this booklet going to print.

SECTION XX: REGISTRAR AND REGISTRATIONS part of the Royal Pharmaceutical Society of Great Britain Byelaws (Jan 2007)

1. In the event of a vacancy occurring in the office of Registrar, the President or Vice-President shall appoint some person, pro tempore, to fulfil the duty of the office, and shall report the same, and the cause thereof to the next meeting of the Council, and shall also cause the same if time shall permit to be reported in the notice summoning the said meeting. At the said meeting the Council shall take appropriate action with a view to filling the vacancy and at some subsequent meeting shall appoint a person to fill the vacancy.
 - 1A. The subjects for the registration examination shall include: The Practice of Pharmacy including the implementation in practice of laws governing pharmacy and the application in practice of the Code of Ethics and Standards of Professional Practice of the Royal Pharmaceutical Society of Great Britain.
 - 1B. The Council, under the terms of the Supplemental Charter of 1953, hereby delegates to the Education Committee appointed by the Society's Officers its duties and responsibilities set out in Paragraphs 2, 4, 5, 6, 7, 12, 18, 18A, 19 and 22 of this Section of the Byelaws but reserves to itself the consideration of withdrawal of approval of a pharmacy degree course, previously approved within the terms of Paragraph 2.
2. A person who holds a degree of a University of the United Kingdom or of the Council for National Academic Awards, granted in respect of pharmacy at the conclusion of a course of study undertaken in the United Kingdom and in accordance with European Community obligations and provisions, and approved by the Council, need not be examined in the latin language, botany, materia medica, pharmaceutical chemistry and general chemistry and need not be granted the certificate mentioned in Section 3(5) of the Pharmacy Act 1954 and shall be eligible to be registered as a pharmaceutical chemist provided he produces evidence to satisfy the Registrar
 - (i) as to his identity;
 - (ii) that he has attained the age of 21 years;
 - (iii) that he has obtained the appropriate degree;
 - (iv) in the case of a pharmacy trainee who commenced Preregistration training after June 30, 1992, or a pharmacy student in a pharmacy degree sandwich course approved by the Council who commenced his 27th week of preregistration training after that date, that he has passed a registration examination.
 - (v) that he is of good character;
 - (vi) that he is in good health, both physically and mentally;
 - (vii) by a declaration upon an official form obtainable from the Registrar that he has satisfactorily undergone a period of preregistration training in accordance with this Section;
 - (viii) that in the event of his having obtained the degree at a date when the degree was not recognised by the Council, he has complied with such other requirements as may be prescribed by the Council;
 - (ix) that he has not failed an examination set by the Pharmaceutical Society of Northern Ireland for registration as a pharmacist in Northern Ireland.

3. A person making application for registration in accordance with byelaw 2 of this section shall pay to the Registrar a fee specified in the fourth Schedule to these Byelaws, whereupon, subject to the Registrar being satisfied that all conditions have been complied with, he shall be registered.
4. Preregistration training shall be gained in not more than two of the following pharmaceutical establishments in Great Britain approved by the Council for these purposes, subject to the provisions of byelaws 13 to 20 of this Section;
 - (a) a community pharmacy, or up to three community pharmacies owned by a pharmacist, partnership, or corporate body provided no period of less than 10 consecutive weeks is spent in any one pharmacy;
 - (b) the pharmaceutical department of a hospital or similar institution or more than one pharmaceutical department within a group of hospitals;
 - (c) a pharmaceutical industrial establishment;
 - (d) a school of pharmacy;
 - (e) a registered pharmacy engaged solely in the supply of animal and agricultural products.Unless the Council otherwise determines in any particular case, establishments referred to in (a) and (e) shall be required to have been a registered pharmacy for at least one year before the commencement of a period of preregistration training.
5. Except in the case of schools of pharmacy, applications from registered pharmaceutical chemists for the approval of pharmaceutical establishments for the purposes of preregistration training shall be made on forms provided by the Council and shall be considered by the Council, in accordance with aims, objectives and guidance agreed by resolution of the Council as to the training and the establishment in which it is to be undertaken and if necessary following inspection by a member of the Society appointed by the Council. Approval for these purposes shall normally be given for a period of five years. Approval will be given without further consideration by the Council to any school of pharmacy offering a course leading to a degree in pharmacy approved by the Council for the purposes of registration as a pharmaceutical chemist in Great Britain, and the conditions of preregistration training in a school of pharmacy shall be agreed by resolution of the Council.
6. In an application for the approval of a pharmaceutical establishment a registered pharmacist shall be named as the preregistration tutor who, except in circumstances approved by the Council, shall ensure that during any period of preregistration training, each preregistration trainee is under the supervision of a registered pharmacist. In an approved establishment at any time there must be no more preregistration trainees and pharmacy students working in the premises than pharmacists, except for periods totalling 13 weeks or less in any year corresponding with a trainee's full 52 weeks' preregistration training, or for periods totalling seven weeks or less in any period corresponding with a trainee's engagement in a lesser number of weeks' preregistration training, in partial fulfilment of the total training requirement.
7. The preregistration tutor shall have practised for at least three years as a registered pharmaceutical chemist in the aspect of pharmacy with which the establishment is concerned, shall undertake to provide the training required by the Council, and shall fulfil such other requirements as may be resolved by the Council from time to time.
8. In any period of training in one approved establishment, the preregistration tutor shall be engaged full time in the same premises as the trainee, except in those programmes of training within an approved establishment where preregistration trainees move from one premises to another to undertake the full range of training, in which case the preregistration tutor shall undertake to meet each trainee in the place of employment at least once a month.

9. In a school of pharmacy each preregistration trainee shall have a different preregistration tutor, who shall be a member of staff and a registered pharmacist. The head of the school may be one of the preregistration tutors if he is a registered pharmacist, and will be expected to co-ordinate the arrangements within the school.
10. If for any reason the preregistration tutor ceases to occupy the position mentioned in the pharmaceutical establishment concerned, the preregistration trainee concerned shall be permitted to complete the period of preregistration training under the supervision of the registered pharmacist who succeeds the preregistration tutor, without a further application for approval of the establishment. For the remainder of the five-year approval period, the establishment shall only be acceptable for preregistration training if a pharmacist who fulfils the necessary requirements for preregistration tutors undertakes in writing to the Society to provide the training described in the original application.
11. The Council, at its discretion, may decide that any pharmaceutical establishment is unacceptable for this purpose, either upon application or if, during a period of approval, the training gained therein or the facilities provided are found to be no longer satisfactory.
12. The Council may approve any establishment, other than those mentioned above, if satisfied that it is suitable for this purpose.
13. The total duration of preregistration training shall be full-time employment, for at least 52 weeks, including the normal holiday entitlement for the establishment concerned and public holidays. The Registrar shall be informed of any sick leave exceeding the equivalent of one week's full-time employment and any allowance for sick leave or for other reasons will be at the discretion of the Registrar.
14. It will be acceptable for a 52-week period to be undertaken in either an approved community pharmacy or hospital pharmaceutical department.
15. Experience in two approved establishments shall be acceptable, provided each 52-week programme contains:
 - (i) at least one period of not less than 26 weeks in a community pharmaceutical department; and
 - (ii) no more than one period in either an industrial establishment, a school of pharmacy or a registered pharmacy engaged solely in the supply of animal and agricultural pharmaceutical products.
16. The periods of training in two establishments may vary in length, provided at least 26 weeks is undertaken in a community pharmacy or hospital pharmaceutical department.
17. When the two periods are of equal duration and are in community and hospital pharmacy practice, the 52-week programme shall be lodged with the Society in advance.
18. When only one of two periods is in community or hospital pharmacy practice the 52-week programme of training shall be approved by the Council in advance.
- 18A. With the prior approval of the Council, up to 13 weeks of the total period of preregistration training may be undertaken in a pharmacy establishment in another member state of the European Union, provided the placement overseas is continuous, takes place within or for the duration of the period between the 13th and 26th week of the total period and is an integral part of a complete programme which meets the Council's requirements and includes a single placement of at least six months' duration in a community or hospital pharmacy in Great Britain.

19. When two separate periods of acceptable training are undertaken, the second shall be completed within three years immediately following the end of the first, except in circumstances specifically approved by the Council.
20. Within a 52-week programme undertaken in one establishment it shall be permissible, with the mutual agreement of the preregistration tutor and the preregistration trainee, to include up to four weeks' training in another approved establishment, and up to a total of one weeks' experience, normally in another aspect of practice or for a specific training purpose, in a pharmaceutical establishment or establishments which need not be approved by the Council for this purpose.
21. For the purposes of these byelaws, a person wishing to undertake preregistration training shall, prior to the commencement of each period:
 - (a) inform the Registrar on the prescribed form of the name and address of the establishment concerned, the name of the preregistration tutor and the date of commencement of the period;
 - (b) pay a fee specified in the fourth Schedule to these Byelaws to the Society for a 52-week period, or, where applicable, a proportion of that amount for any shorter or additional period.
22. The preregistration tutor and the preregistration trainee concerned shall complete the assessment procedure approved by the Council and the trainee shall attend appropriate study days when necessary to complete the required training.
23. Preregistration training shall not be acceptable in an establishment in which the preregistration trainee has a controlling interest.
24. The Registrar shall have discretion to accept, as an exceptional circumstance, a period of preregistration training which does not comply with the byelaws or with the guidance approved by the Council, but which fulfils the aims and objectives of the Council to his satisfaction.
25. Periods of preregistration training shall commence normally between July 1st and August 15th. The commencement date of preregistration training may be between the last day of the final term of the pharmacy degree course and the date that the Registrar is informed by the appropriate authority that the graduate has successfully completed the examinations of an approved pharmacy degree. In these circumstances, training will only be acceptable from that date if the Registrar is subsequently informed by the appropriate authority that the applicant has successfully completed the degree examinations held during that term.
26. Subject to a satisfactory appraisal report by the preregistration tutor after at least 39 weeks of preregistration training have been undertaken, and in the case of a pharmacy degree sandwich course student after the final degree examinations have been taken, a preregistration trainee shall be eligible, after payment of an examination fee specified in the fourth Schedule to these Byelaws to the Registrar not later than six weeks before the examination, or after payment of a late-entry fee specified in the fourth Schedule to these Byelaws to the Registrar not later than four weeks before the examination, and after completion of at least 45 weeks of preregistration training, to sit the registration examination within eighteen months of such completion.

27. After payment of a fee specified in the fourth Schedule to these Byelaws to the Registrar not later than six weeks before the examination, or after payment of a late entry fee specified in the fourth Schedule to these Byelaws to the Registrar not later than four weeks before the examination a preregistration trainee who
- (a) fails to pass the registration examination at the first attempt may take the examination again within the following 18 months.
 - (b) fails to pass the examination at the second attempt shall be required to complete a period of six months' employment acceptable to the Registrar in a community or hospital pharmacy notified in advance to the Registrar, and may take the examination for a third time within 12 months of satisfactory completion of such period of employment.
28. A preregistration trainee who
- (a) does not sit the registration examination within 18 months of satisfactory completion of preregistration training; or
 - (b) fails to pass the registration examination at the first attempt and does not resit the examination within 18 months; or
 - (c) fails to pass the registration examination at the second attempt and does not resit the examination within 12 months of completing his period of employment as required under paragraph 27(b) shall be required to fulfil such requirements as are specified by the Registrar before being eligible for registration as a pharmaceutical chemist.
29. A person who fails the registration examination at the third attempt will not normally be eligible for registration as a pharmaceutical chemist. In circumstances considered by the Council to be exceptional, the Council may specify conditions under which it is prepared to permit a preregistration trainee to sit the examination on one further occasion.
30. On completion of the period of preregistration training the applicant shall submit to the Registrar:
- (1) a declaration
 - (a) that a period or periods of preregistration training of 52 weeks total duration have been completed at the establishment or establishments named in the declaration, stating the dates of commencement and the completion of each period;
 - (b) that in the opinion of the preregistration tutor for the full period or second period as the case may be, the applicant is able to apply in practice the knowledge of the law relating to the practice of pharmacy gained during the degree course and is a fit and proper person to be registered as a pharmaceutical chemist;
 - (2) a report, in a prescribed form, on each period of preregistration training. The declaration and the report shall be signed by the preregistration tutor for each approved establishment.
31. A person who satisfies the Registrar that his original certificate of registration has been lost or destroyed shall be issued with a replacement certificate on payment of a fee to be determined by the Council.

FOURTH SCHEDULE: FEES PAYABLE TO THE SOCIETY

The following details are extracts of the Fourth Schedule, which pertain to preregistration training only. Note, these fees are reviewed annually and may be subject to an increase. You will be informed of the examination fee in the Spring Bulletin.

Application Fee for registration by persons having completed pre-registration training within Great Britain

10. (1) The fee for applications pursuant to Section XX (3) of these Byelaws shall be £191.

Fees in respect of pre-registration training

11. (1) The fees payable in respect of Section XX (21)(b) of these Byelaws shall be £160.
12. (1) The fees payable in respect of Section XX (26) of these Byelaws shall be as follows -
 - (a) the examination fee shall be £189;
 - (b) the late entry fee shall be £378.
13. (1) The fees payable in respect of Section XX (27) of these Byelaws shall be as follows -
 - (a) the examination resit fee shall be £189;
 - (b) the late entry fee shall be £378.

The registration examination

Introduction

The registration examination is an assessment of your trainee's knowledge and understanding of the core topics required for effective professional practice. In the examination your trainee will be required to demonstrate knowledge and understanding by analysing and evaluating practice-based problems. The registration examination is not merely a repeat of the pharmacy degree assessments. The topics it tests are largely practice oriented. Your trainee will further develop their knowledge over their preregistration year.

The examination takes place each year on 2 occasions: the last Friday in June and the last Friday in September. The closed book paper will take place in the morning and the open book paper in the afternoon.

Registration examination syllabus

Each part of the syllabus is divided into topic areas with associated learning outcomes. These describe the knowledge of which your trainee must be able to demonstrate an understanding.

Syllabus section 1 - Professional and legal practice

Part I - Professional practice of pharmacy

Topic and Learning outcomes	Training/Learning strategy
<p>a) RPSGB Code of Ethics</p> <ul style="list-style-type: none"> • the concepts of ethical decision-making, liability, accountability and professional responsibility as described in part 1 • the standards of professional performance described in part 2 • the principles and obligations described in part 3 • the standards of good professional practice described in the Appendix 	
<p>b) Clinical governance</p> <ul style="list-style-type: none"> • the purpose and principles of clinical governance • the application of clinical governance in pharmacy practice 	
<p>c) Continuing Professional Development (CPD) in pharmacy</p> <ul style="list-style-type: none"> • the meaning of lifelong learning • the meaning and principles of Continuing Professional Development • the RPSGB system for undertaking and recording professional development 	
<p>d) Principles of audit</p> <ul style="list-style-type: none"> • the purpose and process of audit and its application in improving practice 	
<p>e) Roles and training requirements for pharmacy support staff</p> <ul style="list-style-type: none"> • the roles commonly undertaken by healthcare staff in their support of pharmacy services • the training and/or qualifications required for such roles 	

Syllabus section 1 - Professional and legal practice

Part II - Legal aspects of providing a pharmaceutical service

Topic and Learning outcomes	Training/Learning strategy
<p>a) Sale and supply of medicines</p> <ul style="list-style-type: none"> • the legal requirements for the sale and supply of medicines and controlled drugs from pharmacies • the legal requirements for the sale and supply of poisons, chemical reagents and spirits from pharmacies • the requirements for the labelling and packaging of all the above substances • the requirements for the supply of supplementary information for all the above substances • the requirements for dealing with medicines returned to the pharmacy 	
<p>b) Conditions for operating a registered pharmacy</p> <ul style="list-style-type: none"> • the requirement to register a pharmacy • the meaning and application of supervision and personal control • the role of the superintendent pharmacist 	
<p>c) National Health Service</p> <ul style="list-style-type: none"> • aspects of NHS legislation of relevance to pharmacy* <p><i>*An information pack about the NHS for preregistration trainees is available on the prereg part of the Society's website www.rpsgb.org</i></p>	
<p>d) Health and safety</p> <ul style="list-style-type: none"> • an employer/employee's legal responsibilities for the health and safety of themselves and others • the principles of risk assessment and management 	
<p>e) Environmental protection</p> <ul style="list-style-type: none"> • aspects of legislation that pertain to the safe disposal of special and controlled waste from the pharmacy* <p><i>*see examination guidance notes</i></p>	

Syllabus section 1 - Professional and legal practice

Part II - Legal aspects of providing a pharmaceutical service continued

Topic and Learning outcomes	Training/Learning strategy
f) Consumer protection <ul style="list-style-type: none">• aspects of legislation that pertain to the protection of consumers of pharmacy related products and services	
g) Data protection and health records <ul style="list-style-type: none">• aspects of legislation that pertain to the keeping and disclosure of data on computer and other recording systems	

Syllabus section 2 - Clinical and pharmaceutical practice

Part I - Clinical practice

Topic and Learning outcomes	Training/Learning strategy
<p>a) Evidence-based practice</p> <ul style="list-style-type: none"> the principles of obtaining and applying evidence to inform and enhance practice 	
<p>b) Action and uses of drugs</p> <ul style="list-style-type: none"> the mechanism of action, administration, absorption, distribution, metabolism and excretion of commonly prescribed and purchased licensed medicines the principle uses of these medicines correct dosages and dose adjustments for patients with particular needs because of their age or condition 	
<p>c) Non prescription remedies</p> <ul style="list-style-type: none"> the actions and licensed uses of medicinal products available without prescription that are commonly used to treat minor ailments 	
<p>d) Differentiating minor illness from more serious disease</p> <ul style="list-style-type: none"> the symptoms of conditions that require referral to a medical or other healthcare practitioner conditions not requiring referral and how they may appropriately be treated by non-prescription medicines, by short-term action that does not involve medication or by lifestyle change 	
<p>e) Adverse effects of medicines (see also section 3 item e)</p> <ul style="list-style-type: none"> the recognised adverse effects of commonly prescribed and purchased medicines 	
<p>f) Contra-indications</p> <ul style="list-style-type: none"> the circumstances in which commonly prescribed and purchased licensed medicines are contra-indicated 	
<p>g) Drug interactions</p> <ul style="list-style-type: none"> the principle interactions that can occur between medicines, prescribed and purchased, and between these medicines and foods or other substances 	

Syllabus section 2 - Clinical and pharmaceutical practice

Part I - Clinical practice continued

Topic and Learning outcomes	Training/Learning strategy
h) Counselling requirements <ul style="list-style-type: none">• circumstances or situations in which patients or other clients require information• the nature of that information and the most appropriate way to provide it to the individual	
i) Optimising patients' drug therapy <ul style="list-style-type: none">• the purpose and principles of medicines management and pharmaceutical care	
j) Interpretation of test results <ul style="list-style-type: none">• the normal ranges for blood pressure and key blood components• the normal ranges for therapeutic blood levels of drugs with a narrow therapeutic index• the normal ranges for key parameters of bodily function• the implications of figures outside these ranges	
k) Health promotion and disease prevention <ul style="list-style-type: none">• the concepts of health promotion and health education• recommendations for key health parameters• the basis for health improvement programmes• the social, environmental, lifestyle and dietary factors that influence health• how awareness of the stages of behavioural change can help the pharmacist to make interventions appropriate to the individual• actions the pharmacist and pharmacy support staff can take to promote health and prevent disease	

Syllabus section 2 - Clinical and pharmaceutical practice

Part II - Pharmaceutical aspects of practice

Topic and Learning outcomes	Training/Learning strategy
a) Calculation <ul style="list-style-type: none">perform accurately all types of calculations relating to pharmacy practice	
b) Dilution <ul style="list-style-type: none">the correct procedures for the dilution of solid, semi-solid and liquid dosage forms, including selection of the correct diluent	
c) Formulation and preparation <ul style="list-style-type: none">how to develop a suitable formula for preparing sterile and non-sterile products in community and hospital practicehow to apply suitable methods and procedures for the preparation of sterile and non-sterile products in community and hospital practice	
d) Good dispensing practice <ul style="list-style-type: none">the principles and practices involved in ensuring an accurate and efficient dispensing process	
e) Special handling requirements <ul style="list-style-type: none">the additional precautions necessary when preparing and dispensing cytotoxic and other products requiring health and safety precautions	
f) Stability of dispensed preparations <ul style="list-style-type: none">the factors affecting the stability of medicinal products (including those dispensed extemporaneously) and the impact of these factors on storage and labelling	

Syllabus section 3 - Systems and procedures

Topic and Learning outcomes	Training/Learning strategy
<p>a) NHS funding for pharmacy services</p> <ul style="list-style-type: none"> • the Drug Tariff, why it is used and how • the procedure for checking the validity of exemptions claimed • the procedure for obtaining the correct charges for prescriptions 	
<p>b) Prescribing guidelines, data and formularies</p> <ul style="list-style-type: none"> • the purpose of prescribing guidelines and of data from pricing authorities • the purpose of local formularies • the sources of evidence used in the development of prescribing guidelines, data and formularies 	
<p>c) Operating procedures in primary and secondary care</p> <ul style="list-style-type: none"> • the reasons for standardising operating procedures in hospital and community pharmacies • the main areas covered by such procedures/protocols 	
<p>d) Quality Assurance of stock</p> <ul style="list-style-type: none"> • the principles and methods for assuring the quality of pharmacy products and materials supplied to and from the pharmacy 	
<p>e) Responding to adverse drug reactions</p> <ul style="list-style-type: none"> • the correct actions to take in response to a client reporting an adverse drug reaction, including the national reporting scheme 	
<p>f) NHS complaint procedures</p> <ul style="list-style-type: none"> • the principles of the NHS complaint procedure with reference to complaints about pharmaceutical service 	

Reference sources for the examination

Please refer to the list of required and suggested reference sources for preregistration training in Section 3b, many of which will support your trainee's learning and preparation for the examination.

There are three reference sources that your trainee will need to take to the open book paper of the examination: *Medicines Ethics and Practice*, the *British National Formulary* and the *Drug Tariff (England/Wales or Scotland)*. Please refer to the examination guidance notes to find out which editions of these your trainee will need for specific examination sittings.

Examination guidance notes

These notes are provided to help you, as a potential examination candidate, to understand fully the examination process and the examination structure.

Whilst written as though being read by a trainee, they should also be read by preregistration tutors and managers to help them understand the whole 'picture' of the examination.

Make sure that during your trainee's year you also familiarise yourself with the examination regulations.

1. Format of the examination

1.1 All questions in the examination are of a multiple choice format. There are two papers:

- closed book (no reference material can be used)
90 questions in 90 minutes (1.5 hours)
- open book (3 specified reference sources permitted: see 1.3 below)
80 questions in 150 minutes (2.5 hours) :
- 60 non calculation-style (recommended time for these 1.5 hours)
- 20 calculation-style (recommended time for these 1 hour)

The calculation-style questions will be grouped together as a section of the paper. You will be able to use the 2.5 hours of the open book paper as you see fit, spending more or less time than recommended on the calculation or non-calculation parts as suits your own strengths and preferences.

1.2 Question papers will comprise questions that have not been used at any of the previous four sittings of the examination nor in sample examination papers. Question papers will be approved by the Examiners before use.

1.3 Reference sources for the open book paper in 2009 are:

- British National Formulary 56th edition - September 2008
- Drug Tariff for England & Wales or Scotland - April 2009
- Medicines, Ethics & Practice Guide number 32 - July 2008

The Examiners will not compensate candidates for incorrect answers arising from the use of an edition of a required reference that is different to the one stipulated.

1.4 Annotations in the required reference sources:

The text as printed may be supplemented by hand-written [not printed] highlights, tabs, corrections and comments. The intention is that the annotation should complement the purposes of the adjacent text and therefore the inclusion of additional printed material including photocopies is not permitted.

2. The examination structure

2.1 The syllabus lists all the topics of knowledge and understanding identified by the Examiners and Council as needed by newly registered pharmacists in order to practise to a professional standard. Question papers will contain a spread of questions from the whole syllabus: the Examiners will check, when approving papers for an examination sitting, that most of the topics in the syllabus are covered.

2.2 Depth of knowledge required for the examination

The examination syllabus lists the topics to be covered by the examination but cannot provide comprehensive detail of all items of knowledge that might be asked. The following statement is intended to help you understand the depth of knowledge required to answer questions:

Open Book Paper

Answers to all questions in the open book paper can be found in the reference sources that you take with you to the examination. The open book paper is not simply testing your knowledge but your application of knowledge and your ability to comprehend and evaluate printed information. The open book paper is therefore also an assessment of your ability to find the correct answer to queries and problems as you would have to do in the pharmacy. In the event that a question in the examination does not work well (e.g. it is answered wrongly by a large number of candidates) this is investigated by the Preregistration Division and Examiners to establish the likely cause. If it becomes clear that the reference source did not contain the necessary information, or was confusing in some way, the question is removed before candidate marks are calculated.

Closed Book Paper

You will not need in-depth knowledge of all the syllabus topic areas to answer questions in the closed book paper, since a pharmacist in practice would refer to information sources for such in-depth knowledge (unless it related to a particular area in which he had specialised). You will however need to have a good working knowledge of the basic and generally common aspects of pharmacy that crop up in practice. With regard to non-clinical aspects such as legislation and professional issues, all you will need is an understanding of the principles and how to apply them in practice. This understanding is needed by a pharmacist in practice to enable him to comply with the law and professional ethics and standards: he would refer to an information source to tackle an issue in greater depth.

For example, questions might ask:

- how to go about the safe disposal of medicines returned to your pharmacy from a patient;
- how you should respond when a customer returns a faulty vaporiser bought the day before;
- how you should respond when a patient asks to view his medication records kept at the pharmacy.

Another example is drug interactions (syllabus section 2lg). The closed book paper might include a question about hazardous interactions (BNF "blackspot" interactions) but not about less well known or less serious interactions.

As with the open book paper, if a question in the closed book paper does not work well (e.g. it is answered wrongly by a large number of candidates) this is investigated by the Preregistration Division and the registration examination Board of Examiners to establish the likely cause. If it becomes clear that the question was ambiguous, it is removed before candidate marks are calculated.

2.3 Calculation questions

In the examination you will be required to work out the correct answers to problems involving a calculation and to do so without using a calculator. Calculators cannot be taken into examination rooms. The Examiners view it as essential that a pharmacist can perform calculations accurately without the use of a calculator. Not only might one not be available but any number of errors can be made when inputting digits into a calculator. A pharmacist must be able to look at a figure and know it is correct without any shadow of doubt.

Twenty calculation-style questions will be grouped together as a section at the end of the open book paper of the examination: you must achieve 70% in these to pass the examination. Although the calculation section will be with the open book paper, not all of the questions will require the use of a reference source.

Please note also that you may need to do a calculation to answer other questions in either paper but these will not form part of the calculation section for which you must achieve 70%. That is, any questions involving a calculation sited elsewhere in the open or closed book papers will be treated as non-calculation questions for the purpose of determining your marks.

Calculation questions are provided by the RPSGB in your workbook to help you and your tutor identify any learning needs you may have in relation to calculations. More information about these questions is also provided later in the workbook.

3. How the examination is marked

- 3.1 Papers are marked by computer. Each correct answer carries one mark. Marks are not deducted for incorrect answers (i.e. there is no negative marking).

3.2 To pass the examination you must:

- achieve 70% overall i.e. across all questions
and
- achieve 70% in the section of 20 calculation-style questions.

A separate mark for calculation questions has been instigated by the Examiners in order for them to be satisfied, before awarding a pass to a candidate who has achieved a pass overall, that he has also achieved a certain level in questions requiring calculation. The reason for separating the calculation questions from the rest of the paper is simply to help candidates, firstly to make it clear which questions are counted as 'calculations' and secondly to enable candidates to plan their examination time as suits their individual examination technique. The Examiners take the view that calculations are not undertaken in isolation in practice and should not be treated as a separate paper to be passed in isolation from the rest of the examination. Therefore:-

If you do not achieve 70% overall and 70% in the calculation section, you will need to resit the examination in total. This means that even if you achieve 70% overall but not in the calculations (or vice versa), you will have to resit the whole examination.

If at any time the Examiners decide to change any aspect of the pass criteria, you will be informed as soon as possible.

As mentioned earlier, after an examination sitting, questions are sometimes removed before marks are calculated to ensure that no candidate fails because of ambiguous questions. The reason is that, although each question is carefully written, reviewed by practitioners and reviewed by the Examiners before being included in papers, sometimes problems emerge only after a question has been answered by a full cohort of candidates. The computer analysis of questions following an examination sitting shows if any questions have proved ambiguous to candidates (as opposed to just being challenging!) or arguably had more than one correct answer. If so, they will be removed before candidate marks are calculated. So far, no examination has needed to have more than 4 questions removed.

4. The Society's Examiners

4.1 The Examiners are experts drawn from pharmacy practice and from academia. One member is a non-pharmacist expert in education. There are 11 members in total.

4.2 The main functions of the Examiners are to:

- set the examination regulations;
- propose to the RPSGB Council the framework for the schedule of examination sittings, location of examination centres and dissemination of results;

- determine aspects relating to the conduct and marking of the examination, for example:
 - *conditions pertaining to the examination e.g. use of calculators, reference sources and editions for the open book paper;*
 - *marking schemes;*
 - *information to be provided to prospective candidates and unsuccessful candidates;*
 - *checks to be performed to confirm the marks of unsuccessful candidates.*
- approve examination papers for each sitting of the examination (and to check that questions apply equally well to Scotland and Wales as to England.);
- consider requests from candidates for special arrangements at examinations, e.g. in the case of disability, within the terms of the examination objectives and regulations;
- analyse the performance of questions after each examination sitting in collaboration with the Preregistration Division, to identify any that have performed badly in the examination; then to decide whether these should be removed before the awarding of candidates' marks or should be specifically considered for 'borderline' candidates;
 - consider candidates' requests for an examination attempt to be nullified, within the terms of the examination regulations;
 - confirm the marks achieved by candidates and determine which candidates have met the pass criteria;
 - consider candidates' requests for their circumstances to be taken into account when results are being awarded, for possible elevation to a pass, within the terms of the examination regulations;
 - consider candidates' appeals against results within the terms of the examination regulations.

5. Sample examination papers and calculation questions

5.1 Past examination papers for the registration examination are not available. Instead, the RPSGB supplies sample examination papers which you should use to familiarise yourself with the styles and types of questions. The first set of sample papers will be sent out with the Autumn Bulletin and the second set with the Spring Bulletin the following year. The sample papers are each half the size of the 'real' examination but cannot be put together to equate to one whole examination as the spread of questions from the syllabus might differ from a full set of examination papers.

5.2 Calculation questions

The Examiners advise that trainees should not sit the examination unless they can consistently achieve 80% in 20 calculation-style questions. The Examiners have set a slightly higher target for the questions than the calculation pass mark in the examination to increase the likelihood of candidates then achieving 70% under examination conditions.

- 5.3 A set of 20 calculation questions are provided in the trainee workbook. Your tutor has the questions and the answers in his workbook. The intention is that as soon as possible in your training, you should undertake these calculation questions (under examination conditions allowing yourself a maximum of one hour), then ask your tutor to mark your answers. From this, you should identify together how able you are to work out these calculations correctly and where and how you went wrong.
- 5.4 If you score 80% or more in the calculation questions, simply seek opportunities to further test your calculation skills.
- 5.5 If you do not score 80% or more in the calculation questions, you should address your learning needs, and when you feel more confident try the sample questions provided with the autumn or spring bulletin.

If you then score 80% or more and you and your tutor feel satisfied that you can do so again (you might like to test this out with more questions!), you are probably ready to enter the examination.

However, if you still score less than 80%, you will need to continue to develop your calculation skills until you and your tutor are satisfied that you will be able to achieve 70% in the calculation section of the examination. Your tutor will probably need to set you one or more further calculation papers to assess your performance along the way. One way he can do this is by amending the questions provided.

Of course, any 'real life' calculations that need to be done in the pharmacy will provide the best practice for you! If you are going to spend a period of your training in the other sector from your main placement, it will be helpful for you if your tutor and the tutor at the secondary placement 'swap' calculation examples from practice.

If you need help with calculations you should refer to Section 3 of this workbook (Section 5 in the Trainee Workbook) for sources of such help. Alternatively, help may be sought from further and adult education colleges or from private maths tutors.

6. Eligibility to sit and resit the examination

- 6.1 To be eligible to enter your first sitting of the examination you must:
- have completed at least 45 weeks of your preregistration training (calculated from your start date)
 - have actually been present for at least 39 weeks (deducting any sickness or holiday absence you might have had)
 - be deemed ready to sit the examination by your tutor at the 39 week progress report stage, including having achieved a sufficient standard in the calculation questions
 - submit correct and complete examination entry documents (including the examination fee) to the RPSGB by the deadline for receipt of entries

- 6.2 Candidates are permitted three attempts at the examination.
- 6.3 A second attempt can be taken without the candidate having met any particular requirements other than having submitted the necessary entry documents and fee (unless they have exceeded 18-months between sittings).
- 6.4 A candidate is permitted a third (and final) attempt only after he has undertaken a six-month period of work in a pharmacy approved by the Registrar. At the moment there is no requirement for the period to be preregistration training with a tutor but it is possible that this may become a requirement in the future.
- 6.5 Time limits for sitting and resitting the examination are set out in the Byelaws XX paras 27 and 28.
- 6.6 Further information about procedures for a resit examination is provided to candidates after an unsuccessful initial or second attempt.

7. Examination centres

- 7.1 The summer examination is held at various venues around Great Britain and the autumn examination at centres in Scotland and London only. You will be assigned to an examination centre based on the address of your training site but will be able to request a change if necessary.

8. Awarding of results and notification of results to candidates

- 8.1 After an examination sitting, papers are marked by computer and the results produced are considered by the Examiners (by candidate number - not by name). The Examiners decide who has passed and who has failed. Result letters are then prepared by RPSGB staff and posted by first class mail to candidates. In 2009 the pass list will be added to the RPSGB website soon after the results have been awarded.

8.2 RESULTS WILL NOT BE GIVEN OVER THE TELEPHONE

- 8.3 You will be informed later in the year in the Spring Preregistration Bulletin of the first possible registration date after the 2009 examination sittings.

9. What happens if you fail the examination

- 9.1 If you fail the examination, a profile of your performance will be sent to you with your result letter. This will show how you scored in the two papers of the examination, in each of the sections of the syllabus and in the calculation section of the paper. You can use the profile to identify your learning needs to help you prepare for your resit examination.

9.2 The response sheets of all candidates who achieve less than 70% overall or in the calculations section are re-marked to ensure the correctness of the marks awarded.

10 Extenuating circumstances, appeals against failure and requesting manual re-marking of response sheets

10.1 Read the examination regulations, which cover these possibilities exhaustively.

Frequently asked questions (FAQ) about the examination

How do I give myself the best possible chance of passing the registration examination at my first attempt?

You should do all of the following during your training:

- become thoroughly familiar with the examination syllabus and think about how your workplace activities provide knowledge related to the syllabus;
- decide how else you will learn about each aspect of the syllabus - what learning resources do you have or need to obtain;
- read thoroughly the examination guidance notes to help you understand the syllabus and the examination process;
- regularly use and study the reference sources required for the open book paper, to become familiar with their layout and contents;
- undertake the diagnostic calculation questions and develop your skill in calculating;
- complete the sample papers under examination conditions to familiarise yourself with the types and styles of questions and to practise your examination technique;
- if you suffer from stress in examinations to such an extent that it might impair your performance, seek expert help to develop stress management strategies;
- read thoroughly the examination regulations and accompanying schedules and follow them carefully;
- in the event of any personal difficulty or illness, ensure that you know what to do, by checking the examination regulations;
- discuss with your tutor anything you are not sure about; aspects of the syllabus or the examination process.

Above all, you can prepare by seeking to learn at every opportunity during the preregistration training period, taking responsibility for your learning and thereby making it happen!

How many weeks of training must I have completed before I can enter the registration examination?

You will need to complete 45 weeks of recognised preregistration training before the date of the registration examination sitting, calculated from your start date. This also means having actually undertaken 39 weeks, allowing for a maximum 6 weeks absence (sickness and annual leave combined).

My tutor has not given me a satisfactory 39-week progress report. What happens now?

You will not be allowed to sit the next examination. We will ask your tutor to undertake another 39-week progress report later. You will not be entered for the registration examination until we have received a satisfactory progress report.

What proportion of candidates pass the examination?

So far, around 90% of candidates taking the examination for the first time each year have passed. Many of the unsuccessful candidates pass at their second attempt and most of the remainder at their third.

Is there any negative marking in the registration examination?

No. Each question carries one mark for a correct answer. There is no mark or penalty for a wrong answer.

How soon after the examination do the results come out?

You will receive more information about this in the second Preregistration Bulletin you receive from the RPSGB. The results normally come out three weeks after the date of the examination (Examination Regulations 7.1)

How soon will I be registered after passing the examination?

It depends on the date you started. You will need to have satisfactorily completed at least 52 weeks of recognised preregistration training and submitted all the necessary documentation. If this is already the case by the time results are out, then you will qualify on the Monday after the results are published (also see Schedule 3 of the Examination Regulations).

Further FAQ's relating more specifically to your trainee's attempt at the registration examination are currently in development. Please check the Tutor page on the Preregistration Division section of the Society's website towards the end of 2008 for more information:

<http://www.rpsgb.org/acareerinpharmacy/preregistrationtraining/preregistrationtutor.html>

Examination Regulations

These regulations apply to registration examination sittings taking place in and from 2009.

NOTE Entry to the examination constitutes an agreement to be bound by the terms of these regulations, schedules and other materials concerning the registration examination promulgated by the Royal Pharmaceutical Society.

1 General information

- 1.1 These regulations should be read in conjunction with section XX of the Byelaws of the Royal Pharmaceutical Society of Great Britain, particularly paragraphs 26 to 29. Candidates who are overseas pharmacists seeking to register in Great Britain should also refer to section XIX of the Byelaws.
- 1.2 In these regulations, "the examination" means the registration examination of the Royal Pharmaceutical Society of Great Britain (RPSGB). The examination comprises two papers, both of which must be taken on a single day. For the 'open book' paper, candidates will have access to reference texts specified by the Examiners. For the 'closed book' paper, candidates will not have access to any reference text.
- 1.3 In these regulations, "preregistration training" means the period of training undertaken by a candidate prior to registration in accordance with the RPSGB Byelaws Section XX or Section XIX and in the case of candidates covered by Section XIX, any requirements of the Adjudicating Committee.
- 1.4 In these regulations, "the Examiners" means the Examiners appointed by the RPSGB Council according to the Pharmacy Act 1954, with the approval of the Privy Council, to conduct the registration examination.
- 1.5 In these regulations, "the Registrar" means the Registrar of the Royal Pharmaceutical Society of Great Britain, appointed under Section 1 of the Pharmacy Act 1954.
- 1.6 The Examiners' interpretation of these regulations will be final.
- 1.7 These regulations apply to every candidate entering the examination, whether he or she is a candidate from a UK School of Pharmacy or an overseas pharmacist seeking to register in Great Britain. Where these regulations stipulate that certain items must be submitted to, or received by, the RPSGB, candidates must address the correspondence to "The Examinations Officer, RPSGB Preregistration Division".
- 1.8 Eligibility to sit the examination for the first, second or third time is governed by paragraphs 26, 27 and 28 respectively of section XX of the RPSGB Byelaws. Overseas pharmacists seeking to register in Great Britain must also comply with such requirements as are stipulated by section XIX of the Byelaws and by the Adjudicating Committee.
- 1.9 Schedule 1 to these regulations sets out the procedures for entry to the examination for candidates whose pharmacy degree has been awarded by a UK School of Pharmacy. Schedule 2 sets out the procedures for entry to the examination for overseas pharmacists seeking to register in Great Britain.

- 1.10 The Registrar reserves the right to bar from sitting the examination any candidate who fails to comply with the requirements for entry that apply to him or her. Where the RPSGB receives the required entry documents after the time stipulated for their receipt, the Registrar will only consider permitting a candidate to enter the examination sitting in question where he or she can prove that the required materials were posted to the RPSGB before the time stipulated for their receipt. Alternatively, that their non-receipt by the RPSGB was due to circumstances that were unforeseeable, beyond the candidate's control and impossible for him or her to circumvent.
- 1.11 The syllabus for the examination will be as defined by the Council of the RPSGB. The syllabus will be provided to first-entry candidates in the preregistration training folder sent to them at the start of their preregistration training. Changes to the examination syllabus will be disseminated to all potential candidates at least six months before the sitting at which the new syllabus will apply, using the last mailing address notified by each candidate to the RPSGB and via a notice in the Pharmaceutical Journal.
- 1.12 The RPSGB will provide to candidates with the examination syllabus a set of 'Examination guidance notes' which will notify candidates of the examination format, the pass mark and other important information.
- 1.13 It is the responsibility of each candidate to keep the RPSGB Examinations Officer informed of his or her current mailing address.
- 1.14 All aspects of the examination and associated procedures will be subject to review and amendment, either by the Examiners or by the RPSGB Council.

2 Dates of examinations

- 2.1 As a minimum, examinations will be held at several venues on a single day in the summer each year (late June/early July) and at one or more venues on a single day in the autumn each year (late September/early October). The exact date of each examination sitting will be announced by the RPSGB at least six months before that sitting.

3 Examination centres and special arrangements for disability

- 3.1 Candidates will be allocated to an examination centre according to the geographical location of their preregistration training placement. Candidates will be informed of their allocated centre using the last mailing address they notified to the RPSGB Examinations Officer.
- 3.2 Candidates will be able to request a change of examination centre on a form provided for that purpose by the RPSGB Examinations Officer, the request to be received by the Examinations Officer by the date specified. Candidates will be notified of this date with the centre allocation letter referred to in paragraph 3.1 above. Only when a request for a change of centre is with reasonable cause, and there is sufficient space at the centre to accommodate the candidate, will the request be granted. A request for a change of centre on newly arising medical grounds, supported by corroborating evidence, will be considered by the RPSGB beyond the date specified for requests for changes of centre.

- 3.3 A candidate who wishes to request special arrangements at an examination centre to cater for a permanent or temporary disability should submit the request to the RPSGB no later than six weeks before the general deadline specified for submission of documents which constitute the candidate's application to sit the examination. The request should include a description of the disability and the nature of the special arrangements sought. The Registrar and Chairman of the Examiners will decide whether the special arrangements requested will be provided. Candidates who develop a disability shortly before the examination which may necessitate special arrangements should inform the RPSGB Examinations Officer as soon as possible.

4 Admission to and conduct of the examination

- 4.1 Final instructions will be sent to candidates by the RPSGB Examinations Officer within the two weeks before the examination sitting. Candidates will be admitted to the examination at their assigned centre provided the check-in staff at the centre are satisfied that (i) the person presenting him or herself is the person shown on a certified photograph and (ii) the signature of the person matches that on his or her application form.
- 4.2 Candidates will be admitted to the sitting of an examination paper at any time during the first hour after its commencement. After the first hour of a paper, candidates will not be admitted.
- 4.3 No extension to the normal finishing time of a paper will be given for candidates who arrive late: candidates will only have until the allotted end time of the paper to answer the examination questions. The identity and circumstances of latecomers will be recorded by an invigilator at the examination centre.
- 4.4 Candidates will be required to bring to the examination specified writing materials for each paper and reference books for the open book paper. Candidates will be advised of these and the restrictions regarding annotations via the examination guidance notes in the RPSGB preregistration training folder and again in the final instructions (see 4.1 above). A candidate who does not bring to the open book paper any of the specified reference sources will have to attempt the paper without the item or items; no copies of these will be provided at examination centres.
- 4.5 No books, documents, writing materials or equipment other than the items specified by the RPSGB (see 4.4 above) may be taken to a candidate's desk in the examination room, unless by prior arrangement under the provisions of regulation 3.3. Any bag brought by a candidate to the examination must be surrendered to the care of an invigilator before the commencement of the examination. No liability for loss of any item so surrendered will be accepted by the invigilator or the RPSGB.
- 4.6 Candidates must follow all instructions given to them by the invigilators at their examination centre. In particular, candidates must write only on papers provided to them by invigilators.
- 4.7 Candidates will not be permitted to leave the examination room during the closed book paper, except in an emergency. During the open book paper, candidates will not be permitted to leave the examination room during the first hour of the paper, nor within the last 15 minutes of the paper, except in an emergency.

- 4.8 Examination question booklets, answer sheets and any other papers provided by the invigilators at the examination centre must be returned by candidates to the invigilators at the end of each examination paper and are the property of the RPSGB.
- 4.9 Contravention of any part of regulations 4.5 to 4.8 by a candidate will render him or her liable to disqualification of any pass performance at the examination sitting he or she might achieve.

5 Withdrawal from the examination before it commences

- 5.1 A candidate may withdraw from an examination sitting for which he or she has been entered at any time up to the start of the examination. The Examiners advise any candidate not to sit the examination if he or she considers that his or her performance is likely to be adversely affected by illness or other circumstance (see also regulations 6.2 to 6.6).
- 5.2 A candidate who decides not to take the examination before the day of the examination sitting for which he or she has been entered, or on the day of the examination before the examination commences, must inform the RPSGB Examinations Officer by letter postmarked no later than the 5th day after the day of the examination.
- 5.3 A candidate who withdraws from the examination may, in accordance with paragraph 28 of the RPSGB Byelaws, be required to meet conditions stipulated by the Registrar, before being permitted to take the examination on another occasion.
- 5.4 Examination fees will not normally be refunded to candidates who withdraw from an examination sitting for which they have made an application to enter. Where a candidate has notified the RPSGB in accordance with regulation 5.2, the fee will be transferred to his or her next attempt, removing the need for payment of a fee for that attempt. Where a candidate has not complied with regulation 5.2, not notifying the RPSGB of his or her withdrawal within the time stipulated, he or she will be required to pay a new entry fee for the examination sitting he or she next applies to enter.

6. Sitting the examination although affected by illness or other adverse circumstance

- 6.1 A candidate who is affected by illness or other adverse circumstance before or on the day of the examination but decides nevertheless to continue with the examination, will be assumed by the Examiners to have intended to complete the examination. If the candidate wishes his or her circumstances to be considered by the Examiners under the provision of regulation 6.4 or 6.5 below, he or she must draw the circumstances to the attention of an invigilator at the examination centre in order for the invigilator to make a written report, the report to be signed by the candidate. One copy of the report will be given to the candidate and one will be forwarded to the Examiners. The candidate must then submit a written request to the Examiners, via the RPSGB Examinations Officer, for his or her illness to be considered either under the provisions of regulation 6.4 below or under the provisions of regulation 6.5 below, but not both.

6.2 A candidate who is taken ill during the examination such that he or she cannot continue with the examination must draw this to the attention of an invigilator at the examination centre at once, in order for the invigilator to assist with the indisposition and to prepare a written report to be signed by the candidate. One copy of the report will be given to the candidate and one will be forwarded to the Examiners. If the candidate wishes his or her circumstances to be considered by the Examiners under the provision of regulation 6.4 or 6.5, he or she must then submit a written request to the Examiners, via the RPSGB Examinations Officer, for his or her illness to be considered either under the provisions of regulation 6.4 below or under the provisions of regulation 6.5 below, but not both.

6.3 A candidate who submits a written request to the Examiners for his or her illness or adverse circumstances to be considered must state whether the request is for consideration under the provision of either regulation 6.4 or regulation 6.5, but not both. The Examiners will not decide on the candidate's behalf under which regulation consideration is to be given. If a candidate requests consideration under the provisions of one of these two regulations (namely 6.4 or 6.5) the Examiners will not subsequently give consideration under the other of those two regulations.

6.4 Request to be granted a pass

Where a candidate's actual performance in the examination narrowly fails to meet the pass criteria, the Examiners may take into account the candidate's illness or adverse circumstances and grant him or her a pass.

A candidate who believes that his or her performance has been adversely affected by his or her illness or other circumstance before or during the examination, and who has acted in accordance with regulation 6.1 or 6.2, and 6.3, may request in writing to the RPSGB Examinations Officer that his or her illness or circumstance be taken into account by the Examiners at their meeting to award results, and a pass granted. The candidate must send appropriate corroborating evidence with his or her request. The request must be sent by registered mail and postmarked no later than the 5th working day after the examination date, to ensure that it is contemporary and available for consideration by the Examiners at their meeting to award results.

It will be solely for the Examiners to decide whether the candidate's illness or adverse circumstance is likely to have been the cause of the candidate's narrow failure such that he or she should be granted a pass.

6.5 Request for an examination attempt to be nullified

A candidate who considers that his or her performance has been severely affected by illness or other circumstance on the day of the examination, and who has acted in accordance with regulation 6.1 or 6.2, and 6.3, may request in writing to the Examiners that he or she be deemed not to have made an entry on this occasion, and that his or her examination attempt be nullified. The candidate must send appropriate corroborating evidence with his or her request. The request must be sent by registered mail and postmarked no later than the 5th working day after the examination date, to ensure that it is contemporary and available for consideration by the Examiners at their meeting to award results.

6.6 When considering a candidate's request for his or her examination attempt to be nullified, the Examiners will do so before undertaking the process of awarding results and without knowing the candidate's marks. If the Examiners grant the candidate's request, the candidate will not be informed about any marks he or she might have obtained and he or she

will be deemed not to have made an entry. He or she may be required by the Registrar to undertake additional practice experience before being permitted to take the examination on another occasion, in accordance with para 28 of the Byelaws section XX. For such a further sitting, the candidate will be required to pay a new fee.

- 6.7 If a candidate's request for his or her examination attempt to be nullified is not granted, the Examiners will go on to consider his or her marks with those of other candidates within the process of awarding results. The Examiners will not pay further regard to the candidate's reported illness or other adverse circumstance.
- 6.8 When considering a candidate's illness or adverse circumstances under regulation 6.4 or 6.5, the Examiners will do so without knowing either the candidate's identity or the number of his or her examination attempt.

7 Notification of results

- 7.1 Notification of pass or failure will normally be by post to candidates within three weeks of the date of the examination.
- 7.2 Candidates who fail the examination will be supplied with a profile of their performance.
- 7.3 The criteria and timetable for registration as pharmacists of candidates passing the examination are shown in Schedule 3 to these Regulations.

8 Alleged misconduct

- 8.1 The Registrar reserves the right to withhold notification of an examination result to a candidate if misconduct by the candidate in the examination, or pertaining to the examination, is alleged. Notification of the candidate's result will be withheld while the alleged misconduct is investigated.
- 8.2 If it is concluded that no or only minor misconduct has taken place, the candidate will be notified of his or her result.
- 8.3 If it is concluded that serious misconduct has taken place, the candidate will be deemed to have failed that sitting of the examination, irrespective of the marks he or she obtained.

9 Checking of candidates' marks

- 9.1 The answer sheets of all candidates who fail the examination will be checked manually to confirm that the correct number of marks has been awarded.
- 9.2 A candidate who fails the examination and wishes to have an independent check of his or her marks (that is, by someone not otherwise connected with the Examiners or the RPSGB) should address his or her request in writing to the RPSGB Examinations Officer, the letter to be postmarked no later than 10 working days after the date of the letter informing the candidate of the outcome of the standard manual re-marking (see 9.1).
- 9.3 The identity of the independent marker will be decided by the President of the RPSGB.

9.4 A fee will be charged for this service and must be paid by the candidate before the re-marking takes place. The fee will be refunded in the event that there is any discrepancy with the original marks awarded.

9.5 Following receipt by the RPSGB of the required fee, the independent re-marking will be undertaken within 60 working days .

10 Appeals procedure

10.1 A candidate who wishes to appeal against the result of an examination attempt may normally do so on procedural grounds only i.e. that some aspect of the examination procedures or systems has not been applied correctly in his or her case. He or she must set out the grounds of the appeal in writing to the RPSGB Examinations Officer and send it, with appropriate corroborating evidence, by registered mail postmarked no later than 21 days after the date of issue of the examination results. The appeal will be passed to the Examiners who will consider the appeal as soon as practicable and normally within a period of 60 working days after receipt by the RPSGB of the candidate's written appeal.

10.2 Appeals will be considered by at least a majority of the Examiners, without knowing the candidate's identity or the number of his or her examination attempt.

10.3 The Examiners will not admit as grounds for an appeal under this regulation, any illness or circumstances reported by a candidate which could have formed the basis of a request to the Examiners to be granted a pass under regulation 6.4 or for nullification of the examination attempt under regulation 6.5.

Schedules to the Regulations for the Registration Examination of the Royal Pharmaceutical Society

Schedule 1

Criteria and procedures for entry to the examination for candidates whose pharmacy degree is awarded by a United Kingdom School of Pharmacy and accredited by the RPSGB

1A Entering the examination for the first time

Graduates from UK Schools of Pharmacy or students undertaking a sandwich pharmacy degree course who wish to enter the Registration Examination for the first time may do so after satisfactory completion of at least 45 weeks' preregistration training in accordance with Section XX of the RPSGB Byelaws.

To make an application to enter an examination sitting for the first time, such students must submit to the RPSGB Preregistration Division by the specified deadline:

- (i) the RPSGB 39 week appraisal/progress report form graded 'satisfactory' overall by the preregistration tutor and signed by the tutor
- (ii) the specified examination fee
- (iii) a correctly completed application form for entry to the examination
- (iv) two passport size photographs, each bearing on the reverse side the following hand-written declaration by the preregistration tutor, "I certify that this is a true likeness of [trainee's name and reference number]"; this declaration to be signed and dated by the tutor on each photograph.

Eligibility to sit the examination for the first time will lapse at 18 months after the satisfactory completion of preregistration training. In such circumstances the candidate will have to meet such requirements as are stipulated by the Registrar before again becoming eligible for first entry to the examination (as per Byelaws XX para 28).

1B Entering the examination for a second time

Candidates who fail the examination at their first attempt will be eligible to re-sit the examination within 18 months and will not be required to undertake practice experience beyond their initial satisfactorily completed preregistration training period.

To make an application to enter an examination sitting for a second time, candidates must submit to the RPSGB Preregistration Division by the specified deadline:

- i) a correctly completed application form for entry to the examination
- ii) the specified examination fee.

1C Entering the examination for a third time

Candidates who fail the examination at their second attempt will be eligible to re-sit the examination for a third time only on satisfactory completion of a further six-month period of practice experience in a community or hospital pharmacy acceptable to the Registrar for this purpose, and then only within 12 months of completion of such further practice experience.

To make an application to enter an examination sitting for a third time, candidates must submit to the RPSGB Preregistration Division by the specified deadline:

- i) a correctly completed application form for entry to the examination

- ii) the specified examination fee
- iii) confirmation, by the supervising pharmacist at the establishment concerned and in the specified form, of the satisfactory completion of a six-month period of pharmacy practice experience (Byelaw XX 27 b)
- iv) a passport size photograph certified on the reverse by the supervising pharmacist, in the manner described in para 1A (iv).

Candidates who do not re-sit the examination within the periods of time specified will have to meet such requirements as are stipulated by the Registrar before becoming eligible to re-sit the examination, as per Byelaws XX para 28.

Schedule 2

(Not Applicable) - (overseas trainees should refer to Schedule 1)

Schedule 3

Criteria and timetable for registration as a pharmacist after passing the Registration Examination

3A Candidates who pass the examination and who have satisfactorily completed preregistration training or approved employment in accordance with the RPSGB Byelaws Section XX or Section XIX on or before the day of issue of the examination results:

These candidates will normally be registered as a pharmaceutical chemist on the Monday immediately following the day of issue of the examination results, provided that they have applied for registration in accordance with the requirements of the Byelaws and in accordance with the instructions concerning the submission of applications issued by the RPSGB.

3B Candidates who pass the examination and who satisfactorily complete their preregistration training or approved employment in accordance with the RPSGB Byelaws Section XX or XIX after the day of issue of the examination results:

These candidates will normally be registered as a pharmaceutical chemist on the Monday of the week immediately following completion of their training or approved employment, provided that they apply for registration in accordance with the requirements of the Byelaws and in accordance with the instructions concerning the submission of applications issued by the RPSGB.

2

The training and assessment process

This section contains an overview of the stages involved in tutoring and training a preregistration trainee. The workbook contains activities linked to each of the stages described diagrammatically below:



2

The training and assessment process

This section provides information on how to get started, assessing competence, providing feedback and undertaking Progress reports through to registration.

2a

Planning and getting started

(i) Get to know the training requirements

At the outset, and preferably ahead of your trainee starting at your placement, you need to familiarise yourself with the learning and development outcomes expected of your trainee when they join the register. These are the Performance Standards (Section 1c) and the registration examination requirements (Section 1j, 1k, 1l, 1m, 1n). The tutor workbook contains an Activity B1 to help you familiarise yourself with these requirements.

(ii) Agree a learning contract

The RPSGB requires you and your trainee to sign a learning contract at the start of your training period together and this must be submitted to the RPSGB.

The purpose of this is for you both to make commitments to the other concerning your responsibilities and roles during the training period. Agreeing a learning contract will also provide an opportunity for you to discuss your expectations about the training period you are embarking upon.

A proforma learning contract is provided in your trainee's workbook. It is acceptable for an alternative to be used provided that it covers at least the same ground, for example one produced by your employer.

(iii) Develop an outline plan

Developing an outline plan will help you and your trainee to plan your time. It will provide you both with an overview of the year and it will enable you to plan holidays, CSE and possibly time in other departments or pharmacies. In addition, expected mailings from the RPSGB etc should be logged onto the outline plan so that information and deadlines are not missed.

The format we suggest you use is given in the tutor workbook, along with a planning exercise Activity B2 and B3.

(iv) Undertake an initial assessment

At the very outset of the preregistration year, you and your trainee will need to discuss your trainee's current level of competence in the Performance Standards. Trainees all have different life and work experiences that they bring to their preregistration training. It is important to remember this and to treat your trainee as an individual, taking account of their prior learning and development as much as possible and amending your outline plans to suit their needs, see Activity C2.

As an assessor, you will need to see sufficient evidence to validate any claims that your trainee makes about existing competence. For example, if they have spent vacations working in community pharmacy practice, they may be able to demonstrate that they are competent in a number of the Performance Standards related to the routine aspects of dispensing. The evidence your trainee has to support this may be a workbook, or other written account from their vacation employment. If you are satisfied that this is genuine, then you may wish to accept it as part of their evidence although you will need evidence that your trainee remains competent and can demonstrate these skills across the range of conditions required. It is likely that the trainee in this example will need less training/experience in dispensing than one who has not had such vacation experience.

2b

Agreeing development objectives

(See Activity C3 in the Tutor Workbook)

Once you have identified your trainee's learning needs, agreeing clear objectives will help them to learn effectively and will make it easier for them to record their development clearly and concisely.

Agreeing development objectives should be a joint process. At the beginning of the year it is likely that your trainee will need quite a lot of assistance from you to develop a first set of specific learning objectives. Remember that your trainee needs to 'own' the learning objectives - writing them yourself is unlikely to achieve this ownership. As your trainee progresses through the year and their skills develop, your input is likely to change from helping design to being more of a 'check' of the objectives that they have developed by themselves.

A learning objective (or any other type of goal or target) should be SMART:

Specific	It should be specific about exactly what your trainee needs to do or learn.
Measurable	It should include something tangible, which enables your trainee and you to identify whether he has met the objective.
Achievable	Whilst challenging for your trainee, it should also be achievable (taking account of constraints such as time, cost and support available).
Realistic	It should be realistic and relevant to your trainee's own learning or job needs.
Timed	It should have a target date/time for achieving the goal.

Some examples of SMART learning objectives:

"I will develop my skills in helping others to learn by preparing and running a training session on a new drug for at least three assistants/technicians by the end of April".

"I will learn end-of-month community prescription procedures by completing all paperwork and sending off February's prescriptions by 3 March".

Helping your trainee to learn and develop

As the tutor you are here to help your trainee to learn for themselves, rather than to 'teach'. There are many aspects to facilitating the learning of your preregistration trainee; ones of particular importance are outlined here.

Coaching, giving guidance and training (STEERing)

Spot	opportunities to help your trainee learn, such as, receipt of an unusual prescription or noticing that they are having a problem with another member of the team.
Tailor	your input to meet the needs of your trainee. Give guidance at an appropriate time and in an appropriate place. Pitch what you are saying at the right level.
Explain	and demonstrate clearly and concisely, and give your trainee the chance to ask any questions. Be prepared to go over the same thing more than once if necessary and perhaps in a different way.
Encourage	your trainee and recognise, then praise, any progress they make.
Review	your trainee's progress with the task or development need.

[STEER model taken from Melrose Productions video 'The Coach']

A good coach shows a genuine interest in their trainee and will contribute enormously to their development. The following is a list of some points to consider when coaching your trainee:

- be open and honest;
- show respect for your trainee;
- take account of your trainee's preferred learning style(s) (see Activity C1 in the workbook);
- work at developing a relationship where your trainee trusts you;
- help your trainee to set SMART goals;
- help your trainee to develop a full understanding of a problem before seeking a solution;
- explore, with your trainee, their options for changing a particular course of action - make sure they consider more than one course of action;
- encourage your trainee to state their ideas and offer your ideas when asked;
- ensure that your trainee takes responsibility for the action identified;
- encourage and support your trainee to develop a plan for implementing improvements;
- ask your trainee what support they will need and agree how you will give this support;
- allow them to practise new skills.

In addition to spotting opportunities as they occur, **you should be actively providing learning opportunities** by:

- involving your trainee in everyday tasks;
- involving them in decision-making;
- giving them projects and assignments i.e. set tasks, pieces of work;
- arranging for them to spend time with others who can help;
- arranging for them to spend time in places other than your pharmacy that might help cover specific aspects of learning (in accordance with the Byelaws);

- collecting 'events' that you can use as examples or case studies for your trainee to learn from;
- encouraging your trainee to ask questions;
- encouraging your trainee to reflect on and learn from their mistakes;
- asking questions of your trainee to fill in gaps or explore their knowledge.

Also:

You and your trainee should discuss what information and reference sources would be useful to them in addition to those you are required to have at your pharmacy (see Section 3b).

Trainees should also be encouraged to use the resources provided by the Centre for Pharmacy Postgraduate Education (see Section 3b for more information.)

Delegating training to others

You are unlikely to be in a position to be with your trainee all the time. You may want or need to delegate some training and coaching of your trainee to others.

Normally this will be a pharmacist, but someone else may be the best person to help your trainee to develop some skills. For example, you may have a technician as the dispensary manager, who deals with all the stock ordering and returns.

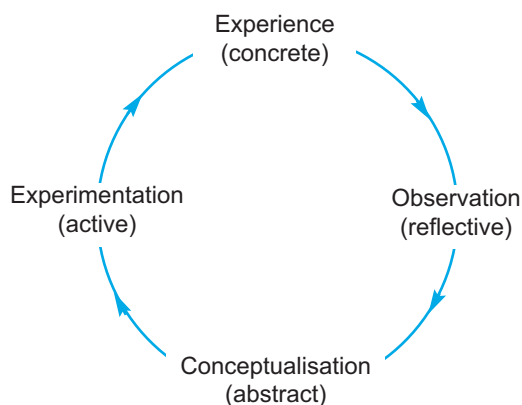
When you decide to involve another person in the development of your trainee, it is your responsibility to ensure that the person has the necessary skills and knowledge. They must be fully aware of their role as developer and of the needs of your trainee. The tutor competencies, found in the workbook, will help you to decide whether the person you propose to involve has the required skills. You as the tutor will still be responsible for the Progress reports, but others may review your trainee's evidence or provide testimonials (evidence) of the Performance Standards that the trainee has achieved.

The Learning Cycle and Learning Styles

Over the years you have probably developed learning 'habits' that cause you to benefit more from some experiences and types of situation than from others.

It is very important that you are aware of your learning style(s) and your trainee's so that you can identify any mismatch and avoid making assumptions about how to train your trainee based on your own preferred style(s).

Kolb (1984)* described learning as a cyclical process:



*Kolb, D A (1984) *Experiential Learning: Experience as a Source of Learning and Development*, Prentice-Hall

From these four stages of the learning process, Honey & Mumford identified four styles of learning: the activist, reflector, theorist, pragmatist.

Activists enjoy the here and now, dominated by immediate experiences, and tend to revel in the short-term crisis, firefighting. They tend to thrive on the challenge of new experiences, but are relatively bored with implementation and longer-term consolidation.

Reflectors like to stand back and ponder on experiences and observe them from different perspectives. They collect data and analyse it before coming to any conclusions. They like to consider all possible angles and implications before making a move so they tend to be cautious. They actually enjoy observing other people in action and often take a back seat at meetings.

Theorists are keen on basic assumptions, principles, theories, models and systems thinking. They prize rationality and logic. They tend to be detached, analytical, and are unhappy with subjective or ambiguous experiences. They like to assemble disparate facts into coherent theories. They like to make things tidy and fit them into rational schemes.

Pragmatists positively search out new ideas and take the first opportunity to experiment with applications. They are the sort of people who return from management courses brimming with ideas that they want to try out in practice. They respond to problems and opportunities 'as a challenge'.

In practice, people usually have a mix of two or more of these learning preferences rather than one alone. The more 'balanced' learners, with no one style strongly dominant, generally learn more effectively. This is because we learn most thoroughly by completing the whole cycle of learning.

Honey and Mumford suggest a number of activities that can be used to promote the learning of those with specific preferences, which should help you to identify the most useful way to learn, taking account of your learning style(s):

Activists learn best from activities where:

- there are new or novel experiences, exercises and problems from which to learn;
- they can involve themselves in short 'here and now' activities such as business games, competitive teamwork tasks, role-playing exercises and, where it is appropriate, 'have a go';
- there is excitement and drama, things are in rapid flux with a range of varied activities to cope with;
- they are thrown in at the deep end to tackle a difficult task;
- they are involved with other people in sharing problems as a part of a team and by bouncing ideas off them.

Activists learn least from, and may react against, activities where:

- they are in a passive role e.g. reading, watching, listening to lectures;
- they are required to assimilate, analyse and interpret 'messy' data;
- they are given theoretical explanations;
- they must practise an activity over and over again;
- they have precise instructions to follow with little room to manoeuvre.

Reflectors learn best from activities where:

- they are allowed to watch and/or think over activities;
- they are able to stand back from things and listen or observe, i.e. observing a group at work, watching a video, etc;
- they are allowed to think before acting, given adequate time to prepare;
- they have the opportunity to review what has happened and what they have learned;
- they can exchange ideas, views, etc. with other people in a risk-free atmosphere.

Reflectors learn least from, and may react against, activities where:

- they are 'forced' into the limelight, e.g. role play in front of onlookers;
- they are 'thrown' into situations without warning and which require action without preparation;
- they are moved on rapidly from one activity to another and are worried about time pressures;
- they are required to make short cuts or do a superficial job in the interests of expediency.

Theorists learn best from activities where:

- what they are being offered is part of a system, model or theory;
- they are intellectually stretched, e.g. having an opportunity to question and probe basic methodology, assumptions or logic;
- they are in structured situations with a clear purpose;
- they are offered interesting ideas and concepts even though these are not immediately relevant;
- they are required to understand and participate in complex situations.

Theorists learn least from, and may react against, activities where:

- they are pitchforked into an activity having no apparent purpose;
- they have to participate in situations emphasising emotions and feelings;
- they are involved in unstructured activities featuring ambiguity and uncertainty;
- they are asked to act or decide without an underpinning policy or principle;
- they find the subject matter shallow or superficial.

Pragmatists learn best from activities where:

- they can see an obvious link between the subject matter and the job;
- they are introduced to ideas or techniques for doing things that have obvious practical advantages;
- they have a chance to try out and practise techniques with coaching/feedback from a credible expert;
- they are given opportunities to implement what they have learned;
- they can concentrate on practical issues, e.g. drawing up action plans with an obvious end product.

Pragmatists learn least from, and may react against, activities where:

- the content is not perceived to be related to an immediate need or to have practical relevance and benefit;
- there are no clear guidelines on how to do it;
- they feel that others are 'going around in circles';
- there is no apparent reward to be gained from the training or there are political, managerial or personal obstacles to implementation.

Adapted from: Honey, P and Mumford, A (1986) *Using Your Learning Styles*, 2nd edition, Peter Honey.

2d

Assessing competence

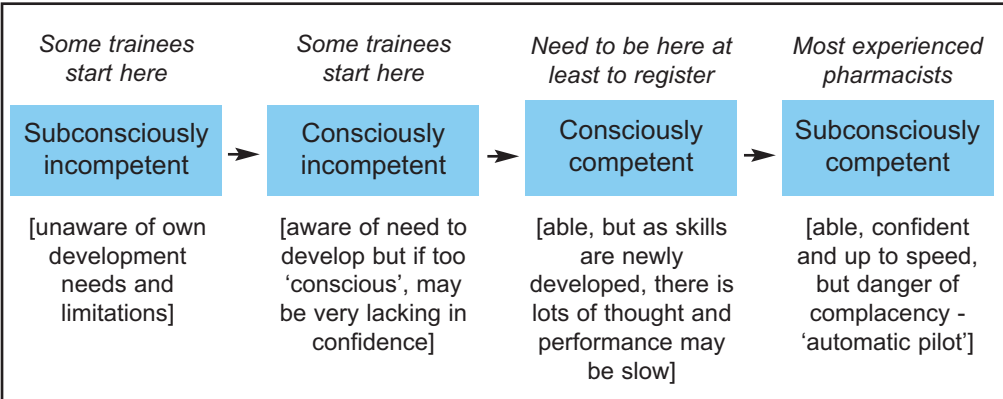
What is competence?

Competence can be defined as: having the necessary skills, knowledge and attitudes to undertake a job properly and consistently.

Although training is vital, it cannot be assumed that training makes a person competent. Your trainee must demonstrate their competence by providing evidence to you and it is your responsibility to assess the evidence.

You must decide whether the evidence shows that they meet the Performance Standard(s) in question. Performance is not graded, it either meets the description in the standard at the time of the assessment or it does not.

Satisfactorily performing any activity once is unlikely to be sufficient to prove competence. You must be satisfied that your trainee can perform consistently and in the various circumstances outlined in the Standards.



Assessment

Assessment is the process by which you make a decision as to whether or not your trainee has demonstrated competence defined by the identified Performance Standard(s). This assessment must be based on evidence provided by your trainee and not on a subjective judgement.

When to carry out assessments

Assessment of competence is ongoing and therefore assessments should be carried out throughout the preregistration year. At regular intervals you should also provide feedback and review progress (see Sections 2e and 2f). More specifically you are required to submit progress reports to the RPSGB at the 13, 26, & 39 week stages.

Before registration, usually by the end of the year, your trainee must have demonstrated competence in ALL of the Performance Standards. The timing and order of assessments will depend on the structure of the preregistration year at your placement and should be agreed between you and your trainee.

Assessment cannot be done until your trainee has received sufficient training and

experience. It is important that you and your trainee feel that they are ready to be assessed, so you will need to discuss this with them.

It is likely that your trainee's competence in some Performance Standards, particularly the items relating to Medicines & Health, will develop gradually during the course of the year. Assessment in most of these items will therefore probably be carried out towards the end of the preregistration year.

Types of evidence and assessment

(See Activity D1 in workbook)

Broadly speaking, assessing competence falls into two main categories, depending on the type of evidence you are assessing:

- observation;
- assessing portfolio (written) evidence. The trainee is no longer provided with a separate portfolio from the RPSGB, however all the relevant information has been integrated into the trainee workbook.

Observation, either formal or informal, will inevitably be your main method of assessment since you are assessing whether your trainee can competently do the job of a pharmacist.

Formal observation

When you and your trainee agree that they can competently perform one or more of the Standards, organise a time when you will observe them undertaking a particular activity. Your trainee should then carry out the activity in the normal way. You should then provide feedback to your trainee. If you are satisfied that they performed to the required standard you should make a record to this effect on the record sheets. If there are areas for improvement, these should be discussed. To ensure consistent performance you will need to observe the standard on more than one occasion.

Informal observation

You will, naturally, be observing your trainee while you are working together. This will provide you with the opportunity to assess your trainee's competence. It will also allow you to give your trainee feedback and highlight areas where improvement is needed.

Do not rely on informal observation alone, but use both types as much as possible. Informal observation on its own can cause some areas to 'slip through the net' and can be more difficult to relate back to the Performance Standards.

Role play, case study, simulation

Where your trainee does not have the opportunity to demonstrate their competence in 'real' situations, you or a study day facilitator may provide a 'mock' situation for your trainee to deal with and you to observe. Where you are not involved you will need to see a report of what your trainee did, and which Performance Standards they demonstrated. Such reports should be signed by your trainee and countersigned by the trainer, for inclusion in your trainee's portfolio.

Video evidence

This type of evidence could be used to show the trainee in action situations such as:

- training a member of staff;
- preparing aseptic products;
- demonstrating how to use an appliance.

Assessing evidence from your trainee's portfolio

For some Performance Standards, it will not be possible for you to be sufficiently confident of your trainee's competence from observation alone. You will need to assess other types of evidence too. Your trainee should gather their documented evidence in their Trainee Portfolio.

The main types of evidence that may be included in your trainee's portfolio are given here. This list is not exhaustive, and **your trainee should provide you with a collection of items that provide evidence of their competence. They must annotate all evidence to indicate the Performance Standard they have demonstrated.**

Testimonials

Testimonials are statements provided by a person other than yourself who has been in a position to observe your trainee's performance. A testimonial will contain a clear and concise statement of what the witness has seen your trainee do. A suggested format for testimonials is given in your trainee's workbook. They should ask others who train them in your absence to complete a testimonial that they can show you when you assess their portfolio of evidence. Testimonials can help an assessor to minimise the risk of making a subjective or biased judgement by providing views from others to take into account.

Projects and assignments

Any project undertaken by your trainee has the potential to provide evidence of their competence in a number of Performance Standards. In writing up the project your trainee should focus on his role and describe clearly and concisely what they did and what they learned.

Record of evidence

A record of evidence will consist of brief notes made by your trainee of work situations that occur in your absence e.g. your trainee may keep a diary or notebook of work experiences containing notes of actions taken, records of conversations and so on. New or unusual experiences can be especially useful. A suggested format for recording such experiences is included in your trainee's workbook.

Prior experience

Evidence of competence provided by prior experience can only be accepted if you are satisfied with its authenticity and validity. Examples of this experience could include a valid first aid certificate or a workbook/portfolio from undergraduate work experience. Evidence from this source is only likely to be acceptable for the most 'technical' of Performance Standards.

Other documentation

Examples could include:

- copies of Medicines Administration Records;
- manufacturing batch sheets;
- copies of problem prescriptions with notes of action taken.

Recording and reporting assessments

Assessments should be discussed with your trainee and a record made on the record sheets in his pack.

Trainees should keep a log of successive assessments for each of the Performance Standards, so that they can see when a lot of evidence has been assessed and where gaps exist. There is a form for your trainee to use as a log of evidence in their workbook.

Once you decide that the evidence you (and other assessors) have seen shows that your trainee is competent in any Performance Standard, the date should be entered into the assessment summary in their workbook (see Activity D2).

Quantity of evidence versus quality

Often trainees start their training by gathering a copious amount of evidence in their portfolio which has very little substance to it. **It is important that you help your trainee to understand that it is the quality of evidence that he should concentrate on.** By analysing and evaluating the event or whatever they are recording they can pick out all the Performance Standards that the event or activity provides evidence for. Also, they can identify what they need to learn or develop further.

For example, it is not enough for a trainee simply to include in the portfolio a copy of a study day programme as this tells the assessor little. They should also have evaluated their experience from the study day and related their learning to the Performance Standards.

There is no 'correct' (prescribed by the RPSGB) amount of evidence that should be assessed for each of the Performance Standards. This is because there will be variations in the quality and type of evidence that your trainee presents and your level of confidence about the assessment. As a general guide, it is unlikely that a tutor could be absolutely sure of a trainee's competence having assessed less than five pieces of evidence (a combination of performance, written and other types). However, some of a trainee's work might not give good or clear evidence so that the tutor needs to assess more before he is satisfied that the trainee has met the Performance Standard in question.

Suggestions for sources of evidence

The table below gives some examples of possible sources of evidence. The list is not comprehensive and it is not intended that every trainee use all sources.

Many of these sources will provide evidence for several Performance Standards, but which ones exactly will depend on how the activity/task is actually carried out.

A good principle to work to in order to enable your trainee to develop skills and provide evidence is: if in doubt about delegating a task, ask your trainee to do it! That is, do not do something yourself that would be a good developmental opportunity for your trainee and would be a good source of evidence for some of the Performance Standards.

Source of evidence	
1	Acting as 'sponsor' or 'mentor' for a new, junior member of staff or visiting undergraduate, or acting as 'tutor' for member of staff undertaking training, for example Medicines Counter Assistant course, BTEC or NVQ in pharmacy services
2	Action plan with learning objectives and deadlines based on feedback following progress review with tutor
3	Algorithm or flowchart of problem solved
4	Case presentation or care plan based on actual or hypothetical problems
5	Checks made by the trainee on work of others e.g. checks, in addition to pharmacist's professional check, on prescriptions dispensed by pharmacists or technicians, checks in non-dispensing areas such as aseptic
6	Completed distance learning packages
7	Completed drug information query sheets or other record of queries answered with references used
8	Completed example calculations
9	Developing and implementing a plan to ensure own learning needs and objectives are adequately covered when attending, e.g. a study day
10	Discussion with tutor about ethical problems/cases
11	Discussion with tutor about real or hypothetical medication history and the trainee's interpretation of the information therein
12	Discussion with tutor following trainee's attendance at learning events
13	Entries in relevant record books, e.g. completion of 'end of month' procedures in community pharmacy
14	Explanation of involvement with project to develop and implement new system
15	Giving feedback to others when the opportunity arises, e.g. to tutor or to contemporaries on study days
16	Health promotion campaign in out-patient pharmacy, community pharmacy or for local school etc
17	In-patient medication history taken in hospital
18	Log of errors made and action taken, report made etc
19	Log of targets and progress, e.g. timetable of learning for registration examination

Source of evidence	
20	Managing a project involving others from start to finish, e.g. reorganisation of a section of the dispensary
21	Preparations prepared extemporaneously including formula, calculation and procedures
22	Protocol for self-checking developed and followed by the trainee
23	Questioning by tutor to ascertain how the trainee would behave in given situations
24	Record of trainee undertaking a health and safety or COSHH risk assessment of the workplace
25	Report of discussion following time spent with another healthcare professional e.g. district nurse
26	Responsibility for stock management of one section of dispensary or one ward
27	Role play, e.g. of an appraisal interview where trainee is appraiser
28	Making a presentation at team meeting or similar event
29	Sale of medicine protocol for the pharmacy developed by the trainee
30	Demonstrating the use of, e.g. inhalers, measuring and fitting hosiery
31	Written account of audit undertaken, illustrating all stages of the audit process, e.g. error audit against national targets
32	Written records of learning process, e.g. using RPSGB record of CPD

Assessing knowledge

An important part of the Performance Standards is the knowledge that underpins performance. This is a part of the assessment process and therefore also a part of your responsibility as a tutor. The RPSGB, in recognition of the vital importance of this underpinning knowledge to the competent practice of pharmacy, examines many aspects in the registration examination. However, the examination does not preclude you from assessing your trainee's knowledge as part of your ongoing monitoring of their performance. In fact, such assessment will be vital in helping your trainee to learn and to prepare for the examination.

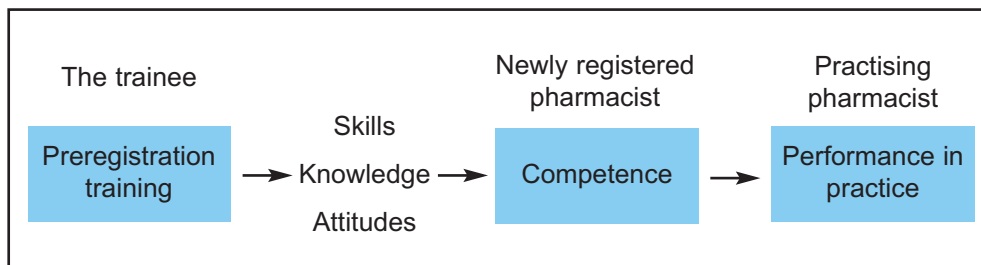
Important areas of knowledge that are not examinable of themselves and therefore not included in the registration examination syllabus are specified in the knowledge requirements sections of the Performance Standards. These are best assessed by questioning during the course of a trainee's work. Open questions will be the most useful, such as:

- What would you have done if...?
- What factors did you take into account when you decided to...?
- What else would be important if...?
- In what circumstances would you...?
- How would you...?

What of ongoing competence after registration?

At the time that your trainee joins the register, they will have given you evidence that they are able to undertake the duties and responsibilities of a pharmacist to an acceptable standard and with consistency. That, together with a pass in the registration examination, infers that they are competent to be a pharmacist.

Nevertheless, nobody can predict absolutely how a trainee will perform once they are a pharmacist in practice. Assessing competence is the best measure we have at the time of registering but it cannot guarantee that the pharmacist who results from preregistration training will perform effectively from then on.



Tutors are often concerned about this. It is true to say that you have a huge responsibility in deciding whether your trainee is ready to register, based on their performance to date. But, provided you have not made a subjective judgement and have trained and assessed your trainee against the Performance Standards as required, basing your assessment on evidence they have shown you, you will have discharged your responsibility fully.

From the point of registration, it will be up to your trainee to continue being competent in practice!

Providing feedback to your trainee

(See Activity E1)

You need to have regular feedback sessions with your trainee. Without feedback your trainee will not know how they are progressing. Feedback may be motivational - about what they have done well, or developmental - about the things that they need to improve.

Here are some points to consider when giving feedback:

- bear in mind the needs and views of your trainee. Establish rapport and ask for their views about their performance before you comment;
- base the feedback on your observations with additional information as appropriate. Be specific and always use facts and examples. Never rely on hearsay or assumption;
- feed back as soon after the event as possible, in a suitable environment away from others;
- recognise and praise good performance. If you are giving both motivational and developmental feedback, give the motivational first, then the developmental - do not mix the two types;
- be constructive - suggest ways to improve performance if your trainee is finding it difficult to do so;
- explain the effect of poor performance;
- be aware of all aspects of the way you are communicating - the words you use, your tone and pitch and your body language;
- do not overload your trainee. A good rule for giving feedback is 'little and often';
- encourage and support your trainee in developing their own action plan for improvement and agree a time or date for review.

Undertaking RPSGB progress reviews

In addition to regular discussions, feedback and assessments, the RPSGB must be kept informed of your trainee's progress via three 'formal' progress reports.

Activities are contained in the workbooks to help you and your trainee to prepare for the progress reviews, see Activity E2. The report forms that need to be completed and sent to the RPSGB are contained Section 1 of your trainee's workbook.

The formal reviews should take place as near to weeks 13, 26 and 39 as possible. It is particularly important for the 39-week report to be sent to the RPSGB (with the trainee's examination entry documents) by the deadline for entry to the examination. If you are not able to undertake any of the progress reports at or near the appropriate time, you should keep the RPSGB Preregistration Division informed and, in the case of the 39-week review, call or e-mail to discuss the situation.

At the end of these reports, you and your trainee should develop action plans for the next period of training. These are found in the tutor workbook see Activity E3.

Guidance on completing the second progress report (at week-26) for Bradford sandwich trainees

If you are a preregistration tutor for a Bradford sandwich trainee during their first 6-month placement, you will need to complete **both** progress report-2 and a 'Declaration by first placement tutor'. It is important to note that, by signing this declaration, you are confirming that your trainee has completed 26 weeks of preregistration training and in your opinion, has reached a satisfactory level for this stage of their training. At this time, your trainee is not expected to have reached a competent level in all Performance Standards as they have only completed half of their training period. Further evidence of competence in some areas will be required during the trainee's second 6-month period of preregistration training.

You should only sign off those Performance Standards where you believe your trainee has reached a satisfactory level. In order to be signed off, the trainee should have produced sufficient evidence to show consistence of performance in these Standards.

Entering your trainee for the registration examination

At the time of the third progress review, you must decide whether your trainee's progress is satisfactory for this stage of their training i.e. at this rate of progress, are they likely to be ready to register at the end of their 52-week training period?

(It is important to note that Trainees are not expected to have achieved all the Performance Standards by the third progress report.)

If so, they can apply to enter the registration examination for the first time but if not, they will have to defer their entry until such time as you (or another tutor) decides that their progress towards being ready to register is satisfactory.

The following pages describe the procedure to be followed for applying to enter the examination. Although it is your trainee's responsibility to ensure that they apply correctly, they will need your input and help to ensure all documents are completed correctly, otherwise they will be returned to them and this may prevent them from entering that sitting of the examination. Please ensure your trainee sends a self addressed envelope with a stamp, if they want confirmation of receipt.

Your trainee will need to submit the following:

- **Examination entry form** - fully completed and signed
(this can be found in the trainee's workbook)
- **3rd progress report form**, marked as at least 'satisfactory' - fully completed and signed
[sandwich course students send their final tutor declaration instead]
- **Examination entry fee** (the amount will be notified to trainees later in the year) made payable to RPSGB
- **2 identical, passport-size photographs certified and signed by the tutor** (please refer to the example given on the next page)

Summer examination - Friday 26 June 2009

[deadline for receipt of entries - Friday 15 May 2009]

If your trainee is likely to be taking the examination in June 2009, they will be notified of their examination centre by the Society's Examinations Manager. If they do not receive this notification by the end of April, they should contact the Examinations Manager on 020 7572 2484 or at regexam@rpsgb.org

Autumn examination - Friday 25 September 2009

[deadline for receipt of entries - Friday 14 August 2009]

If your trainee is due to take the examination for the first time in September 2009, the notification of their examination centre will be sent to them in August.

When your trainee posts in their examination entry documents, we advise that they obtain a free Certificate of Posting from the Post Office. This may be needed later as proof of posting.

The examination entry fee is doubled for any entry received during the period 6 to 4 weeks before the examination date. No entry will be accepted within the 4 weeks prior to the examination date.

Please note that reminders will not be sent to people whose entries have not been received by the deadline of 15 May 2009 (for summer examination) or 14 August 2009 (for autumn examination).

Once your trainee's registration examination application has been processed, your trainee will be sent information about the procedure for registration. If they have not received this by the beginning of June 2009, they should contact the Preregistration Division.

Receipt for examination fees

Your trainee will be posted a receipt following their examination entry documents arriving at the RPSGB. Receipt letters should always be retained for possible future need, e.g. proof of payment to employers for refunds.

Photographs

Photographs are essential for invigilators to confirm the identity of candidates entering the examination hall. Incorrect or incomplete wording to verify the two identification photographs is the most common reason that examination entries have to be returned to candidates. Therefore, when completing the declarations on the back of each of your trainee's photographs, please use the following diagram to check that both photographs are certified correctly - any variation on this is unacceptable.

<i>I certify that this is a true likeness of</i> <i>Joseph Bloggs</i> <i>08LI999</i> <i>Joan Doe</i> <i>1 May 2009</i>	'I certify that this is a true likeness of...' [name of trainee] [trainee reference code] [signature of tutor] [date of signing]	<i>I certify that this is a true likeness of</i> <i>Joseph Bloggs</i> <i>08LI999</i> <i>Joan Doe</i> <i>1 May 2009</i>
--	--	--

Please ensure that the photographs are passport-size, have been taken recently and are identical.

On the day of the examination

Two weeks before the examination your trainee is due to enter, they will be sent final pre-examination correspondence by the RPSGB's Examinations Manager.

Your trainee must follow the procedures and directions given in these examination entry details. They should take the following to the examination centre :

- two HB pencils
- a good quality pencil eraser
- a pencil sharpener
- British National Formulary*
- Drug Tariff for England and Wales or Scotland*
- Medicines, Ethics and Practice Guide*

*NB - Remember to retain the correct editions for your trainee. The Preregistration Division cannot supply copies.

For the editions required for the 2009 open book papers, please refer to the examination guidance notes (in Section 1!).

PLEASE NOTE: the Professional Standards and Guidance Documents booklet information will be contained within the MEP for 2008/09.

Registration

Assuming that you judge your trainee to be ready to register, during week-49 you and your trainee should complete the documentation needed for your trainee to apply to join the register. This must be sent to the Preregistration Division so that it is received no later than the end of your trainee's 50th week.

Final tutor declaration

This is found in your trainee's workbook. By signing it you are confirming to the RPSGB that you judge your trainee to be competent to practice and a fit and proper person to be registered. Only the trainee's 'official' preregistration tutor should sign this declaration. Therefore, if for any reason you have not undertaken much of the training and assessment yourself, you must ensure that you base your decision to sign on the collective views of all those who have assessed your trainee.

Please note that it is a requirement of the RPSGB Council that trainees who have undertaken a joint scheme where six months of their year is spent in a non-patient centred sector e.g. the pharmaceutical industry, academia or a PCT are jointly signed onto the register by all the tutors involved in their training and there is a separate final declaration for this situation.

Reaching the end of the training year and applying to join the register is a very significant milestone for your trainee. We suggest that you sign the declaration during a 'formal' meeting with your trainee, using the opportunity to congratulate them on their achievement and to reflect on the training period you spent together. After all the hard work you will both undoubtedly have put in, it would be a missed opportunity to simply sign the declaration separately and hand it over to your trainee!

If you are satisfied that your trainee is ready to register as a pharmacist but you will be away from the pharmacy at the time your trainee's final declaration and other registration documents need to be completed, you must arrange for another pharmacist to complete the documents with your trainee. In addition, you must write to the RPSGB in advance to notify us that this will be happening. We need this letter to be signed by yourself and the person who will be completing your trainee's documents.

If you do not feel able to sign the declaration because your trainee needs further development, you should discuss their case with the Preregistration Division. Of course, it is only in very unusual circumstances that such a decision should be taken at this late stage. For most trainees with problems or slow progress, the likelihood of an extension to training being needed will have been identified much earlier in the year.

We would strongly urge you not to sign the end-of-year declaration if you are in any doubt whatsoever about your trainee's readiness or suitability to be a pharmacist. The RPSGB will not override a tutor who decides not to sign their trainee onto the register and will support the tutor in that decision. (Of course, it is easier to do this if the tutor has properly trained and assessed the trainee and has sought to identify and address problems when they have arisen rather than suddenly making this decision 'out of the blue'.)

Application for registration

The application form will be sent to your trainee, along with other supporting documents. These will be sent in early June, following receipt of their correctly completed examination entry documents. This registration pack is sent to everyone regardless of when they choose to sit the registration examination.

Health declaration

Your trainee must complete a self declaration on their health. This can be found on the current Registration Application form.

Fitness to practise declaration

Your trainee must complete a self declaration on their fitness to practise. This can be found on the current Registration Application form. If there is anything to declare then your trainee must also complete the Fitness to Practise form. This form can be downloaded from the website:

<http://www.rpsgb.org/acareerinpharmacy/preregistrationtraining/preregistrationtrainee>.

Degree certificate

Your trainee must submit a copy of his pharmacy degree certificate. This must be certified by you, by writing: "I certify that I have seen the original document and that this is a true copy". You must also sign, date and add your registration number to the copy. If, for any reason, their certificate is not available, they should obtain a letter (on university headed paper) from the registrar of the university where the degree was awarded confirming that they have been awarded a pharmacy degree.

Birth certificate

Your trainee must provide evidence of their date of birth (to prove they are over 21) before they can be entered onto the register and so we require a copy of their birth certificate with their registration documents.

If your trainee does not have a birth certificate they will need to see a solicitor and complete the relevant section of the Statutory Declaration (see below).

If your trainee wants to apply in their married or civil partnership name, then they will also need to submit a copy of their marriage or civil partnership certificate. This must be certified by you, by writing: "I certify that I have seen the original document and that this is a true copy". You must also sign, date and add your registration number to the copy. Presenting either a marriage or civil partnership certificate will not be required if your trainee is divorced and wishes to register in their former name.

Proof of identity

Your trainee must provide proof of his identity. He should provide a certified true copy of his current passport. This must be certified by a notary (registered, and in good standing, with the Notaries Society, or a local notary) or a solicitor, (registered, and in good standing, with the Law Society of England and Wales, Scotland or Northern Ireland, who is practising in one of those jurisdictions).

Photographs

Your trainee must provide two passport-sized photographs. These must be identical, recent (within the last month), and a close up of their head and shoulders as detailed in the standards for passport photographs (http://www.passport.gov.uk/general_photos_standards.asp).

These photographs must be certified, signed and dated by a legal or health care professional, justice of the peace or person of standing in the community, who has known your trainee for at least two years. The certification should read, 'I certify that this is a true likeness of [Mr, Mrs, Miss, Ms or other title followed by your full name].' A list of persons of standing in the community can be found published by the Home Office Identity and Passport Service: (http://www.passport.gov.uk/passport_countersign.asp).

Statutory declaration

When checking through your trainee's registration documents, **please ensure that the names on the birth certificate, degree certificate, proof of identity and application for registration are identical in every way.** That includes any middle names they may have and any changes in spelling or order. If the names on these four documents are not identical, your trainee must complete the relevant sections of the Statutory Declaration in the presence of a solicitor. Failure to do this may delay their registration. **Please note that the solicitor must hold a current UK practising certificate.**

Certificates of good standing

If your trainee has entered preregistration training via the OSPAP route or has previously been registered as a pharmacist overseas then they will have to provide up to date certificates of good standing from the appropriate authority of the country or state in which they originally qualified. These must be issued no more than 6 months before the expected date of registration. Additionally, if they have practised within the last 5 years in countries or states other than that in which they qualified, then they are also required to provide certificates of good standing issued by the appropriate authority of every country or state. If your trainee has not maintained their overseas registration, then they are required to obtain a certificate from all of the relevant authorities confirming the following:

- That they are no longer registered with that authority, AND
- That if they wanted to re-register in the future, then there are no matters of a disciplinary or criminal nature existing, and no pending disciplinary or criminal investigations, which would prevent the authority from re-registering them and permitting them to resume practise as pharmacist within their jurisdiction.

3

Sources of help and information

Who to turn to for advice or guidance

(information correct at time of printing)

3a

During your trainee's preregistration training you or they might encounter queries or difficulties for which you would value help or guidance. We suggest that you approach one or more of the following:

- your preregistration manager (if there is one)
- past tutors within your workplace
- the training manager in your company or hospital region (the contact details for these are provided on the following pages)
- relevant school of pharmacy. If your trainee is a sandwich course student please contact:

Bradford - Dr Jim Johnston,
Undergraduate School of Pharmacy, University of Bradford, Bradford,
West Yorkshire BD7 1DP - j.johnston3@bradford.ac.uk

- **the RPSGB**

Preregistration Division - prereg@rpsgb.org or 020 7572 2370

Preregistration Training Facilitators - PTF@rpsgb.org

Library - library@rpsgb.org or 020 7572 2300 (general enquiries),
020 7572 2302 (medicines & drug enquiries)

Website - www.rpsgb.org (click on 'A career in pharmacy',
'Preregistration training')

- the Listening Friends Scheme - a confidential helpline for pharmacists and preregistration trainees who are experiencing tension or difficulties in their working or private lives (020 7572 2442)
- the Pharmacists Health Support Programme - a confidential service offering help to pharmacists and preregistration trainees with drug and/or alcohol problems (01926 315138)
- the Benevolent Fund - helps pharmacists and preregistration trainees who are in financial need (01323 890135)

Community training managers and Hospital regional training leads

Community (multiples)

Manjit Nahal - Preregistration Programme Manager

Lloyds Pharmacy - Training and Development Department

Sapphire Court

Walsgrave Triangle Business Park

Coventry CV2 2TX

manjit.nahal@lloydspharmacy.co.uk

Catherine Stevenson - Pharmacy Graduate Development Manager

Boots the Chemist

Professional Capabilities

Pharmacy Superintendent's Office

D90 East S10

Nottingham NG90 1BS

catherine.stevenson@boots.co.uk

Kate McNair - Preregistration Manager North

Gemma Stafford - Preregistration Manager South

Co-operative Pharmacy

Sandbrook Park

Sandbrook Way

Rochdale

OL11 1RY

kathryn.mcnaair@co-operative.coop

gemma.stafford@co-operative.coop

Darren Powell - Professional Development Consultant

Professional Development

H I Weldrick Ltd

Leedale House

Railway Court

Doncaster DN4 5FB

dpowell@weldricks.co.uk

Carol Trower - Preregistration Manager

Co-operative Group Pharmacy

Brook House

Oldham Road, Middleton

Manchester M24 1HF

carol.trower@co-op.co.uk

Rebecca Wray - Preregistration Co-ordinator

Rowlands Pharmacy

Whitehouse Industrial Estate

Rivington Road, Preston Brook

Runcorn

Cheshire WA7 3DJ

rebeccawray@rowlandspharmacy.co.uk

Clive Jolliffe - Pharmacy Professional Development Manager

W.M. Morrisons Supermarket PLC

Parry Lane,

Bradford

West Yorks BD4 8TW

Clive.Jolliffe@morrisonsplc.co.uk

Christine Burbage - Pharmacy Development Manager

Superdrug Stores Plc,

118 Beddington Lane,

Croydon,

Surrey CR0 4TB

christine.burbage@uk.aswatson.com

Khilna Shah - Preregistration Programme Manager

Tesco Stores Ltd - Pharmacy
P O Box 266, Cirrus House C
Shire Park
Welwyn Garden City AL7 1SQ

khilna.shah@uk.tesco.com

Community (independent pharmacies)

Sukhjit Singh Grewal - Head of Education and Training

The NPA
Mallinson House
38-42 St Peter's Street
St Albans
Herts AL1 3NP

s.grewal@NPA.co.uk

Hospital

West Midlands region

David Millett

West Midlands Pharmacy Education and Training Lead
Shropshire and Staffordshire Workforce Development Confederation
Mellor House
Corporation Street
Stafford ST16 3SR

david.millett@nhs.net

South West region

Kate Davis - Senior Pharmacist, Education and Training

South West Medicines Information & Training
Bristol Royal Infirmary
Marlborough Street
Bristol BS2 8HW

katee.davis@ubht.nhs.uk

Eastern region (Anglia sector)

Maria Christou - Education Specialist

Academic Pharmacy Practice Unit
The Queen's Building
University of East Anglia
Norwich NR4 7TJ

m.christou@uea.ac.uk

South East region (South Coast)

Gail Fleming

South East (South Coast) Pharmacy Education and Training
York House, 18-20 Massetts Road
Horley,
Surrey RH6 7DE

gail.fleming@southeastcoast.nhs.uk

South East region (Berks, Bucks, Northants & Oxon)

Daniel Grant - Regional Preregistration Training Course Director

Pharmacy Dept

John Radcliffe Hospital

Heddington

Oxford OX3 9DU

daniel.grant@orh.nhs.uk

Northern and Yorkshire region (Northern sector)

Helen Fawcett - Principal Pharmacist, Pharmacy Education and Training (Northern)

Pharmacy Education & Training Office

Pharmacy Practice Centre, Level 1 (room 26)

Freeman Hospital, Freeman Road

Newcastle-upon-Tyne NE7 7DN

Helen.Fawcett@nuth.nhs.uk

East Midlands - North

Rosalynne Cheeseman - Education Development Manager Pharmacy

East Midlands Healthcare Workforce Deanery

Kings Meadow Campus

University of Nottingham

Lenton Lane

Nottinghamshire NG7 2NA

rosalynne.cheeseman@tsha.nhs.uk

East Midlands - South

Amanda Kemp - LNR Regional Preregistration Facilitator

Leicester School of Pharmacy

Faculty of Health and Life Sciences

Hawthorne Building, The Gateway

Leicester LE1 9BH

akemp@dmu.ac.uk

North West region

Alison Littlewood - Pharmaceutical Facilitator

School of Pharmacy

Coupland 3 Building

University of Manchester

Oxford Road

Manchester M13 9PL

alison.littlewood@man.ac.uk

London region

Rachel Stretch - Preregistration Training Manager

London Pharmacy Education & Training

Regional Pharmacy Offices, LG floor

Chelsea & Westminster Hospital

369 Fulham Road

London SW10 9NH

rachel.stretch@chelwest.nhs.uk

South and West Yorkshire region

Julie Sowter - Programme Manager
Baines Wing, Room 2.25a
University of Leeds
PO Box 214
Leeds LS2 9UT

j.r.sowter@leeds.ac.uk

Scotland (National)

Anne Watson - Assistant Director
NHS Education for Scotland (Pharmacy)
3rd Floor, 2 Central Quay
89 Hydepark Street
Glasgow G3 8BW

Anne.Watson@nes.scot.nhs.uk

Stephen Peddie - Pharmacy Educational Project Manager
NHS Education for Scotland (Pharmacy)
3rd Floor, 2 Central Quay
89 Hydepark Street
Glasgow G3 8BW

Stephen.Peddie@nes.scot.nhs.uk

Scotland (Edinburgh)

Carol Callaghan - Principal Pharmacist
NHS Lothian
Western General Hospital, Crewe Road
Edinburgh EH4 2XU

carol.callaghan@luht.scot.nhs.uk

Scotland (Glasgow)

Jenny MacDonald - Lead Pharmacist - Education and Training
Pharmacy Department
Southern General Hospital
1345 Govan Road
Glasgow G51 4TF

jenny.macdonald@sgh.scot.nhs.uk

Scotland (Lanarkshire)

Alexa Wall - Principal Pharmacist - Education and Training
Wishaw General Hospital
50 Netherpton Street, Wishaw
Lanarkshire ML2 0DP

alexa.wall@lanarkshire.scot.nhs.uk

Scotland (Tayside)

Lucy Burrow - Chief Pharmacist
Ninewells Hospital
Ninewells Avenue
Dundee DD1 9SY

lucy.burrow@tuht.scot.nhs.uk

Wales

Janet Gilbertson - All Wales Principal Pharmacist
Education, Training and Personal Development
Royal Glamorgan Hospital, Ynysmaerdy
Llantrisant CF72 8XR

janet.gilbertson@pr-tr.wales.nhs.uk

Industry

Andrew Dennis - Bristol-Myers Squibb
Pharmaceutical Research Institute
Reeds Lane, Moreton, Wirral
Merseyside CH46 1QQ

Andrew.dennis@bms.com

Reference Sources for Preregistration Trainee Pharmacists 2008/09

There are three categories of reference source for preregistration training sites:

A Specific (required) titles

B Required topics

- providers are free to choose their own preferred text for these topics

C 'Useful' (suggested) texts

- references that might be helpful such as information produced by the NPA or the various management titles available from the CIPD

Category A&B reference sources must be paper-based unless the electronic version can be accessed at the same time as labelling or use of patient medication records.

Category A

Current editions of the following:

- British National Formulary *
- Medicines Ethics and Practice Guide* (published annually in July)
- Drug Tariff*
- Martindale - the Extra Pharmacopoeia
- Introduction to Pharmaceutical Calculations, Rees, Smith and Smith
- Drug Interactions, Stockley
- British National Formulary for Children (available annually)

**These are required for the open book paper of the registration examination. For the editions needed see the examination guidance notes.*

Category B

Topics to be covered by the availability of a non-specified up-to-date reference source include:

- Adverse Drug reactions
- Responding to Symptoms
- Nutrition
- Health Promotion
- Evidence-based medicine e.g. Evidence-based medicine David Sackett et al: Churchill Livingstone or Clinical evidence Godlee F et al: BMJ publishing
- Pharmacy Law and Ethics

The Preregistration Pharmacist Liaison Group recommends that the following topics also be covered:

- The NHS Contractual Framework (referred to in the document: The National Health Service - www.rpsgb.org/acareerinpharmacy/preregistrationtraining/examination.html)

- Professionalism and Governance (separate from Law and Ethics)
- Drug Monitoring (interpreting and using Patient and Laboratory Data)

Category C

CPPE packs for preregistration trainees

Trainees training in England are now able to order two Centre for Pharmacy Postgraduate Education (CPPE) packs via the website www.cppe.ac.uk. They will need to go to the Login tab, then the “Never used the CPPE Website” tab to register on the home page. To register on this site, they will need an active email account, their RPSGB Preregistration trainee code and their date of birth.

CPPE Contacts

- CPPE can be accessed by all tutors and trainees in England on: 0161 778 4000 or www.cppe.manchester.ac.uk
- NHS Education for Scotland (Pharmacy) can be accessed by all trainees and tutors in Scotland on: 0141 548 4273 or www.nes.scot.nhs.uk
- WCPPE (Wales) can be accessed by all trainees through their tutors on 029 20 874784 or www.cardiff.ac.uk/phrmy/subsites/WCPPE/index.html

NPA Publications - 01727 832161 x469

- Preregistration pharmacists - Framework to Visit Local GP Surgeries
- Interpersonal Skills for Pharmacists – Communicate
- Supporting Self Care
- Pharmacy Law & Ethics – Second Edition
- Drug Tariff– Second Edition

The Pharmaceutical Press - publishes many reference sources of use to preregistration trainees - 01491 829272 or rpsgb@cabi.org or www.pharmpress.com

Pharmaceutical Services Negotiating Committee - also publishes many reference sources of use - www.psnc.org.uk

Other sources of information potentially beneficial for trainees:

NICE guidance. See the NICE website: <http://www.nice.org.uk/index.jsp>

ABPI Summary of Product Characteristics (what was the Data Sheet Compendium). A version is available on the internet but a paper version is not currently available.

Local shared care guidelines and formularies.

Medicines and Healthcare products Regulatory Agency www.mhra.gov.uk/index.htm

U.S. Food and Drug Administration
www.fda.gov

Chartered Institute of Personnel & Development (CIPD) - 020 8612 6200 or www.cipd.co.uk

CIPD publishes the following books:

The appraisal discussion, Terry Gillen ISBN 0 85292 6189
Asking questions, Ian Mackay ISBN 0 85292 5883
Assertiveness, Terry Gillen ISBN 0 85292 677 4
Constructive feedback, Roland & Frances Bee ISBN 0 85292 629 4
Customer care, Frances & Roland Bee ISBN 0 85292 609 X
Decision making & problem solving, John Adair ISBN 0 85292 691 X
Effective learning, Alan Mumford ISBN 0 85292 617 0
Improve your people skills, Peter Honey ISBN 0 85292 903 X
Leadership skills, John Adair ISBN 0 85292 675 8
Listening skills, Ian Mackay ISBN 0 85292 587 5
The manager as coach and mentor, Eric Parsloe ISBN 0 85292 587 5
Managing your time, Iain Maitland ISBN 0 85292 584 0
Motivating people, Iain Maitland ISBN 0 85292 585 9
Negotiating, persuading and influencing, Alan Fowler ISBN 0 85292 582 4
Presentation skills, Suzy Seddon ISBN 0 85292
Working in teams, Alison Hardingham ISBN 0 85292 590 5

The CIPD also accredits short courses on many people management topics and is a source of information about such courses.

Other books

Effective Feedback Skills, Tim Russell (Kogan Page)
Coaching for Performance, J Whitmore (Nicholas Brealey Publishing)
Understanding Motivation for Lifelong Learning, J Smith and A Spurling (NIACE)
Using your Learning Styles (2nd Ed), P.Honey
Pharmacy Practice by Patricia Stone and Stephen Curtis
see also www.peterhoney.co.uk for further information about learning and training styles

Preregistration Division
April 2008

Frequently asked questions and the answers

Q1 What are my main responsibilities in training the Preregistration trainee?

A Your role as a tutor is to provide education and training to your trainee in order for them to meet the requirements of registration. In order to join the register of Pharmacists your trainee must complete two main requirements:

- Part 1 - Reach a base-line standard expected for a newly registered pharmacist - i.e. demonstrate competence in all of the Performance Standards.
- Part 2 - Pass the registration examination.

Q2 How many hours a week should the trainee be working?

A Your training must be full time i.e. no less than 35 hours a week; 45 hours is recommended as a maximum each week and in any case would still only be recognised as one calendar week of training. A request to undertake preregistration training part time over a longer period than 52 weeks can be made in writing to the Registrar (see Byelaw paras 13 and 24).

Q3 Does my trainee have to be in (full time) paid employment?

A Yes, the Byelaws are explicit about this. Preregistration training cannot be undertaken on a voluntary basis and the trainee must also be an employee in legal terms and with a contract of employment. The Society does not advise on employment law or on terms and conditions of employment, so the circumstances of each trainee are for the employer and employee to decide. However a trainee must be undertaking full-time training - i.e. 35-45 hours per week.

Q4 What is the maximum holiday and sickness allowance?

A Byelaw para 13 states that a trainee may have the normal holiday entitlement given by his/her employer and one week's allowance for sickness, out of the 52-week period. This is applied by the Society in the following way:

If a trainee exceeds 6 weeks absence (combined sickness and annual leave), it is likely that the training period will need to be extended. Each case is considered on an individual basis, depending on length of absence and the trainee's progress. Similarly, eligibility to enter the examination will be considered individually, depending on the length of absence.

In these instances, the following can be considered:

- Where possible, the trainee can stay on in the premises and make up the extra time after the original 52 weeks of training ends. They will have to do this before they can be signed off at their 52 Week final declaration.
- In the case of Bradford Sandwich students who have to go back to university, it may be possible for a trainee to make up additional time missed at the end of the training or on completion of the undergraduate training, but this needs to be discussed with the Society and the University.
- If it is not possible for the trainee to continue at the premise then they will need to start arranging a new approved Preregistration training placement to continue their training (see question 17), but this may result in a longer period of training and may affect their eligibility to sit the registration exam

Where paternity leave is taken, the case must be discussed between the trainee and tutor on an individual basis, however trainees must still complete 52 weeks of training. We require the trainee to write to us and inform us of the dates of their paternity leave; the length of extension to training is not finally decided until the trainee has returned to work.

Q5 Can the amount of sickness / holiday leave affect my trainee's eligibility to sit the registration examination?

A Yes. A trainee must undertake a minimum of 45 weeks of Preregistration training before they sit the registration examination. A trainee may take a maximum of 30 days off within these 45 weeks. If they exceed the 30 day period then you must calculate whether the trainee meets the criterion of 45 weeks of training (minus the 30 days) at the point of sitting the exam. If they do not then they are not eligible and must wait until the next sitting of the exam. They must also add the extra time on to the end of their training period.

Q6 What happens if the trainee has to move premises/ change tutor?

A Trainees are expected to remain in their site unless there are extenuating circumstances. If their tutor leaves the premises, ideally they would continue in their training site with another tutor. Trainees can change tutors at any time within the same training site (although this is not ideal), as long as the proposed tutor meets the Society's requirements for tutoring. Occasionally, it may be necessary for a trainee to move to another branch within the company. If a trainee has to change tutor or branch within the same company then the tutor should ensure that a Change of Training Details form (found in the Trainee Workbook) is sent to us as soon as possible, along with a new Learning Contract if appropriate.

Moving to a different company altogether is strongly discouraged because there is a presumption against recognising previous training under a different tutor at a different site because of the lack of continuity. Only experience that has been signed off as satisfactory can ever be considered for "transfer" with the trainee to a new site, and no experience can be considered unless the trainee has achieved at least 26 weeks of satisfactory training. A request for consideration needs to be sent to the Head of Preregistration, but a strong case demonstrating continuity would have to be made. In most cases the trainee should expect to have to undertake more than 12 months of Preregistration training in total if they change company.

Q7 What if the trainee is having problems and wants to move site?

A The Preregistration programme requires that:

1. The trainee and tutor discuss the issues and develop an action plan as appropriate.
2. If the situation does not improve, the Preregistration Education and Training Manager must be informed and will then discuss the case in full with both the trainee and tutor, and other people when appropriate.
3. The trainee should not engage with a new employer until they have sought approval from the Society
4. When the situation is irreconcilable, the trainee can put a request in writing to the Head of Preregistration, outlining the key issues, details of the progress report 1 & 2 and if known the intended new site and start date.

If the trainee does move, the following factors need to be taken into account:-

1. If the trainee has not been signed off as satisfactory at the Progress Report 2 (26 weeks) then they would need to start training in the new premises from day one (i.e. complete a further 52 weeks of Preregistration training)
2. If the trainee has been signed off as satisfactory for Progress report 3 (39 weeks) they will always need to complete a minimum of 6 months further Preregistration training in the new premises, to allow sufficient opportunity for the new tutor to assess the trainee against all the Performance Standards.

Q8 How do I get community funding for my Preregistration trainee?

A The Society is not responsible for paying the training grant. The Society will send a 'Training Record' to your trainee in September. This gives details of where your trainee is working and the dates. You need to send a copy of this to your local Primary Care Trust (PCT - England), NHS Education Scotland (Pharmacy) (NES) or Local Health Board (LHB - Wales), who are responsible for paying the grant. Note: If a trainee changes premises and only works for part of the year at your premises you will only receive partial funding for the year through the PCT, NES or LHB. It is your responsibility as the tutor to inform the Society (and the PCT, NES or LHB) of any changes in training details.

Q9 Do you supply the form to claim the training grant paid to community contractors?

A No. See question 8. A photocopy of the 'Training Record' needs to be submitted to the funding body together with the completed claim form supplied by the PCT, NES or LHB. Please note, Training Records are only sent to trainees.

Q10 My trainee did not receive/has lost his receipt letter for his Notification fee/Examination fee. Please can he have a copy?

A If you require a copy of any receipt letters you should write to the Preregistration Division, enclosing a stamped, self-addressed envelope along with your request, and include the preregistration training reference code. A new receipt letter can then be issued.

Q11 Can preregistration training be undertaken overseas?

A See Byelaw para 18A. Part of the 52-week period can be undertaken in another EU country. The trainee must however seek prior approval for such training and this training must occur between weeks 13 and 26 and be part of an approved training programme. Other than this, preregistration training cannot occur outside Great Britain (England, Scotland, Wales).

Q12 Does my trainee have to undertake a project during the year?

A The only requirement is that your trainee successfully completes a small, planned audit during their preregistration year. However, a tutor may find it beneficial to give the trainee other projects or assignments to complete, to help him develop competence or acquire knowledge in certain aspects of practice.

Q13 I have just moved into community practice from hospital, can I be a preregistration tutor?

A No. The Byelaw requirement (para 7) is for the pharmacist to have practised for a minimum of 3 years in the sector where training is provided. 'Borderline' situations (e.g. two years only plus regular locums for a year before that while working in hospital) may be considered by the Registrar for their acceptability.

Q14 I will be on holiday when my trainee's 13/26 week Progress report is due. Is it OK for the report to be a couple of weeks late or should we do it earlier?

A Either will be fine, provided you inform us beforehand that this will be the case.

Q15 I will be on holiday when my trainee's 39 week Progress report is due. Is it OK to do it a couple of weeks late or should we do it early?

A In most cases, it is best to do it early. The 39 week Progress reports need to be sent in to the Society on time so that entry to the examination is not affected. Exceptions are where the 39-week report is due some weeks ahead of the examination entry deadline because the trainee started training early.

Q16 I don't feel that I can sign my trainee off as being satisfactory at their Progress report 1/ 2/ 3, what happens if I decide not to?

A For each of the Progress reports, please tick one box only regarding the trainee's overall performance at the particular stage of training. Please remember that you are signing a trainee's Progress report based upon the level they are at, in terms of Preregistration training, not based on being a qualified pharmacist.

The Society supports a tutor's decision not to sign a trainee off as satisfactory or above in any of their Progress reports. Should you decide that they are not at the appropriate level for the stage in their training and so decide not to mark the trainee as satisfactory or above then the following actions apply:

For Progress report 1 and/or 2: If the trainee is not performing to a satisfactory standard at either of these points, you will need to plan a strategy with the trainee to try and help them to improve and achieve the required standard. At this stage we will do no more than keep the report on file but ask that you could keep us informed if you have any concerns that the trainee's performance is not improving sufficiently.

For Progress report 3: A satisfactory Progress report 3 is vital for the trainee to be eligible to take the registration examination. Therefore, if you do not feel confident that the trainee is ready to take the exam or that they are not at the appropriate level based on 39 weeks of training, then you should not mark their Progress report 3 as satisfactory. You still need to return the report to us even if it is marked as not satisfactory.

If the 39 week report is not satisfactory then the trainee will need to complete a further period of training with you, after which another 39 week report should be carried out. The duration of this period should be agreed upon between the tutor and trainee with a clear action plan. You should also inform the Preregistration Division of any changes to the training period. If progress after completing a second Progress report 3 is satisfactory then the trainee will be eligible to sit the exam, provided that all other requirements are met. If the trainee is still not considered satisfactory at this point then you will need to get in touch with the Society to discuss further options. This could entail the trainee carrying on training at your premises until you feel able to sign them off as satisfactory, or the trainee may need to move to a different premises (see question 17).

Q17 I do not feel as though I would want to employ my trainee in my pharmacy at the end of the Preregistration year. Does this mean I should refuse to sign off the 52 week Final Declaration?

No. Decisions about a trainee's fitness to practise are separate from recruitment decisions. You may well have serious doubts about a trainee's ability to fit into your particular pharmacy long-term, but that may not make them an unsafe pharmacist.

Q18 My trainee has been cautioned or convicted in a court of law. What should I advise them and should I continue with their training?

A The question over whether you or your company still want to employ them despite the conviction is a matter for employment law and for your own HR procedures. Whether or not you want them to stay with you, though, you should notify the Society of the caution or conviction. Cautions and convictions are a matter of public record, so there are no data protection or privacy issues. Although the Society does not have a formal legal relationship with trainees, it can exercise proportionate powers upon receipt of information about cautions and convictions should there be an increased risk to the public.

Q19 My trainee has been cautioned or has been convicted in a court of law. Will the Society still register them?

The trainee must understand that they must make a full disclosure to the Society when they apply to join the register*. For this reason, trainees who have cautions or criminal convictions to declare are advised to return their registration documents as early as possible (from week-49 onwards). Please bear in mind that each case and the circumstances of the offence will be different and will therefore require separate investigation and decision. Trainees may be contacted to provide more information. A decision over their fitness to practise will be made and this will be communicated to the trainee. The decision will either be to register them, that further investigation is required or that they will not be registered.

** By virtue of the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and Schedule 4 of the Rehabilitation of Offenders Act 1974 (Exclusions and Exceptions) (Scotland) Order 2003, trainees are exempt from the provisions of Section 4(2) of the Rehabilitation of Offenders Act 1974. Trainees are not entitled to withhold information about convictions which for other purposes are 'spent' under the provisions of the Act, and failure to disclose such convictions could result in disciplinary action by the Society.*







