

Preregistration Tutor

Workbook

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Royal
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Society
of Great Britain

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About this workbook

The aim of this **workbook** is to provide a tool for you to use in preparing for and in undertaking 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.

Before you start this **workbook** you should read the **tutor information** booklet. This will give you an overview of the preregistration training year.

The workbook is divided into eleven sections:

- A Preregistration tutor development
- B Planning and getting started
- C Helping your trainee to learn and develop
- D Assessing competence
- E Providing feedback and reviewing progress
- F Troubleshooting
- G Entering your trainee for the registration examination
- H Helping your trainee to register
- I Reflection and evaluation
- J Feedback to the RPSGB
- K The Performance Standards

Each section contains an explanation of its aims and objectives, followed by an activity or activities for you to undertake.

All the activities are designed to help you and your trainee obtain the most out of the preregistration year. You may, if you wish, use other means to achieve the same outcomes. For example, you may have your own preferred form of action plan.

Most sections of this **workbook** can also be used by anyone who has responsibility for the development of a preregistration trainee, whether as a tutor or as a trainer for specific aspects of the programme.

The **workbook** can be used by tutors and trainers who will work with the trainee for a full preregistration year or by those who will work with the trainee for a shorter period.

Please note that throughout this workbook we have chosen to refer to your trainee as a single gender rather than both (him/her etc).

A

Preregistration tutor development

The aim of this section is to help you evaluate your tutoring abilities and prepare yourself for the training period ahead.

OBJECTIVES: When you have completed the activities in this section you will have:

- summarised what you have learned from previous experience
- recognised your strengths and development needs as a tutor
- produced a plan to address your development needs

The tutor's role is **vital** in helping your trainee to derive maximum benefit from her preregistration training. The effectiveness of the tutor can make all the difference. It is therefore incumbent upon you to ensure that you have the necessary skills for the role and to have a commitment to developing as a tutor all the time.

A vital part of tutoring a preregistration trainee pharmacist (hereafter known as a 'trainee') is to act as a good role model. One area where you can demonstrate your professionalism to your trainee is in the area of continuing professional development (CPD).

Undertaking the activities in this section will provide supporting documentation for your own CPD record. The tutor competencies shown on the following pages have been updated to match the CPD framework. More information is available at www.uptodate.org.uk.

Your guide to tutor development is covered by the following activities:

- A1 Self-assessment
- A2 Assessment by colleagues
- A3 Assessment by a previous trainee
- A4 Collation of ratings
- A5 Review of tutoring or training experience
- A6 Tutor development plan
- A7 Review of development plan

Skill assessment

The following four activities (A1-A4) capture and make use of the views of yourself and others on your skills and behaviours in the tutor competencies.

Please note that the tutor competencies have been updated to match the CPD framework.

Activity A1 - Self-assessment

Activity A1 considers each skill or behaviour in turn. For each there is a sentence describing the behaviour of an effective tutor and next to these are four boxes for you to rate your own level of skill with **4 being the highest**.

When completing the ratings, you should consider what evidence you have to support your assessment such as memorable events, project participation, references, qualifications etc.

		4	3	2	1	Evidence	
PT1 Being a role model							
PT1a	Working to high professional and ethical standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PT1b	Maintaining a patient-centred focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PT1c	Maintaining a broad perspective; keeping abreast of professional and wider healthcare issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PT1d	Reflecting on performance and undertaking professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PT1e	Managing time and prioritising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PT2 Being a people manager							
PT2a	Communicating at all levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PT2b	Treating all team members with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PT2c	Engendering common purpose amongst the work team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PT2d	Utilising the skills and knowledge of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

4	3	2	1
---	---	---	---

Evidence

PT3 Being a trainer and coach

PT3a	Supporting and advising others in their development				
PT3b	Empowering others to take responsibility for their own learning				
PT3c	Setting objectives with learners and planning training				
PT3d	Creating and using coaching opportunities				
PT3e	Taking account of learners' needs and learning styles				
PT3f	Encouraging self appraisal				
PT3g	Providing feedback				

PT4 Being an assessor

PT4a	Providing learners with opportunities to demonstrate their competence				
PT4b	Assessing diverse sources of evidence				
PT4c	Reviewing progress				

Activity A2 - Assessment by colleagues

Provided here are two copies of a questionnaire based on the skills and behaviours assessed in activity A1. Please give them to people who have seen you interfacing with either a preregistration trainee or others for whom you have had development responsibility. They may be your peers or may be at a different level to you in your organisation. They may be people who you work with now or have worked with previously.

If you would like more questionnaires, please photocopy these before filling them in.

REMEMBER - this is about moving forward as a tutor. The assessments by colleagues should not be viewed as a threat but as an opportunity to find out how you could improve your tutoring skills (or perhaps to find out that they need no improvement!)

4

3

2

1

Evidence

PT3 Being a trainer and coach

PT3a	Supporting and advising others in their development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3b	Empowering others to take responsibility for their own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3c	Setting objectives with learners and planning training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3d	Creating and using coaching opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3e	Taking account of learners' needs and learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3f	Encouraging self appraisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3g	Providing feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PT4 Being an assessor

PT4a	Providing learners with opportunities to demonstrate their competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT4b	Assessing diverse sources of evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT4c	Reviewing progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Preregistration Tutor-Assessment Questionnaire

The purpose of this questionnaire is to help the pharmacist named below to identify any development needs they may have as a preregistration tutor.

For each of the competency statements below and on the next page, please tick the appropriate box (4-1) to rate the level of skill or the behaviour of the pharmacist, with **4 being the highest**. Please be honest. The pharmacist will also be asking one or more other colleagues to fill in this questionnaire, as well as a previous preregistration trainee or other person they have trained. They will not base their development plan on your feedback alone but on the feedback from everyone they have asked to provide it.

Name of person being assessed:
Name of assessor (or leave blank):

4	3	2	1
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Evidence

PT1 Being a role model

PT1a	Working to high professional and ethical standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT1b	Maintaining a patient-centred focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT1c	Maintaining a broad perspective; keeping abreast of professional and wider healthcare issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT1d	Reflecting on performance and undertaking professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT1e	Managing time and prioritising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PT2 Being a people manager

PT2a	Communicating at all levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT2b	Treating all team members with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT2c	Engendering common purpose amongst the work team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT2d	Utilising the skills and knowledge of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4

3

2

1

Evidence

PT3 Being a trainer and coach

PT3a	Supporting and advising others in their development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3b	Empowering others to take responsibility for their own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3c	Setting objectives with learners and planning training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3d	Creating and using coaching opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3e	Taking account of learners' needs and learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3f	Encouraging self appraisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3g	Providing feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PT4 Being an assessor

PT4a	Providing learners with opportunities to demonstrate their competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT4b	Assessing diverse sources of evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT4c	Reviewing progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity A3 - Assessment by a previous trainee

Ask someone you have trained previously (a preregistration trainee pharmacist would be the ideal person if you have tutored one before) to complete this copy of the 'Preregistration Tutor-Assessment Questionnaire'. [Your current trainee also has a copy in their workbook to complete at the end of this training period with you to provide you with feedback on your training skills.]

The Preregistration Tutor-Assessment Questionnaire

Name of person being assessed:
Name of assessor (or leave blank):

		4	3	2	1	Evidence
PT1 Being a role model						
PT1a	Working to high professional and ethical standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PT1b	Maintaining a patient-centred focus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PT1c	Maintaining a broad perspective; keeping abreast of professional and wider healthcare issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PT1d	Reflecting on performance and undertaking professional development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PT1e	Managing time and prioritising	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PT2 Being a people manager						
PT2a	Communicating at all levels	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PT2b	Treating all team members with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PT2c	Engendering common purpose amongst the work team	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PT2d	Utilising the skills and knowledge of others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

4

3

2

1

Evidence

PT3 Being a trainer and coach

PT3a	Supporting and advising others in their development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3b	Empowering others to take responsibility for their own learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3c	Setting objectives with learners and planning training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3d	Creating and using coaching opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3e	Taking account of learners' needs and learning styles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3f	Encouraging self appraisal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT3g	Providing feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PT4 Being an assessor

PT4a	Providing learners with opportunities to demonstrate their competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT4b	Assessing diverse sources of evidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PT4c	Reviewing progress	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Activity A4 - Collation of ratings from others

Activity A4 is a table on which you can collate the ratings of others (A2, A3) and compare them with your own self assessment (A1).

On the chart, plot how many people have marked you at levels 4 to 1 for each statement (see example in the last row). (If you think it might be useful, you could write in the initials of each person if they have disclosed their identity on their questionnaires.)

Compare these results with your own ratings. Areas where you consistently 'score' low ratings or areas where your perception of your skills is greater than the perception of others represent areas for inclusion in your development plan.

Activity A4 - Collation of ratings from others

		4	3	2	1
PT1 Being a role model					
1	Working to high professional and ethical standards				
2	Maintaining a patient-centred focus				
3	Maintaining a broad perspective; keeping abreast of professional and wider healthcare issues				
4	Reflecting on performance and undertaking professional development				
5	Managing time and prioritising				
PT2 Being a people manager					
6	Communicating at all levels				
7	Treating all team members with respect				
8	Engendering common purpose amongst the work team				
9	Utilising the skills and knowledge of others				

PT3 Being a trainer and coach

10	Supporting and advising others in their development				
11	Empowering others to take responsibility for their own learning				
12	Setting objectives with learners and planning training				
13	Creating and using coaching opportunities				
14	Taking account of learners' needs and learning styles				
15	Encouraging self appraisal				
16	Providing feedback				

PT4 Being an assessor

17	Providing learners with opportunities to demonstrate their competence				
18	Assessing diverse sources of evidence				
19	Reviewing progress				
<i>Example</i>		/	//	/	

Reflection and Development of Tutoring Skills

The next two activities (A5 and A6) will help you to reflect on your past experience as a developer of others whether as a preregistration tutor previously or a trainer of other members of staff (or even as a trainer outside work).

Activity A5 is a general reflection on your experience.

Activity A6 relates to the development of your competence as a tutor.

Each time you undertake the role of a tutor, you should undertake a review of your past experience to identify your strengths and development needs.

If you have not tutored before, try to undertake these activities from your experience of training people other than a preregistration trainee.

The last activity (A7) will help you to review your development plan (A6) and adjust this as appropriate. This task is best done towards the end of your tutoring period.

Activity A5 - Review of your tutoring (or training) experience

Activity A5 is a reflection on your experience as a tutor or trainer. It will help you to think about what you learned and how you would do things differently in the future.

If you are a first time preregistration tutor, then reflect on your experience of training and developing others.

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

What did not go so well?

What will you aim to do differently with future trainees?

Activity A6 - Tutor development plan

By now you will have several sources of information from which to identify your own development needs in order to help you improve your competence as a preregistration tutor (if you need to do so). These are:

- your self-assessment,
- two or more assessments of your skills by colleagues,
- the assessment of your skills by a previous trainee,
- your review of your previous tutoring/training experience and learning.

Now complete the development plan on the following pages. This will not only act as a launch pad for your development, it will also provide evidence of your commitment to CPD. Furthermore it will be a useful experience to share with your preregistration trainee as she will be completing similar development plans throughout her training year.

What development needs have you identified?	What actions will you take to meet these needs?	What do you hope to learn?	Will this change the way you tutor your preregistration trainee? If so, how? If not, why do you think this is?
<p>Coaching - need to use a structured approach and actively seek opportunities to coach.</p>	<p>Find material about coaching (ask for recommendation) and go through it. Talk to colleague who is a good coach and ask for 'tips'. If I see the preregistration trainee (or others) doing something that could be done better, don't put off coaching until it is too late.</p>	<p>A structure for coaching that I can use comfortably</p>	<p>Yes, I will coach at the time I see things rather than wait until later and forget!</p>
<p>Need to give more and better feedback - honest and timely</p>	<p>Practise using feedback model in tutor workbook. Watch out for opportunities to give feedback. Aim for once a day!</p>	<p>How I can give feedback so that it feels natural and comes easily to me.</p>	<p>Will not have to bring up things at formal reviews that have not been mentioned before, so trainee will be helped more on a day-to-day basis and not surprised at formal reviews!</p>

Activity A6 - Tutor development plan

What development needs have you identified?

--

What actions will you take to meet these needs?

--

What do you hope to learn?

--

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

--

You should refer back to your development plan during and at the end of the year. The plan will also form part of your Continuing Professional Development.

What development needs have you identified?

--

What actions will you take to meet these needs?

--

What do you hope to learn?

--

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

--

You should refer back to your development plan during and at the end of the year. The plan will also form part of your Continuing Professional Development.

Activity A7 - Review of development plan

Activity A7 will help you to review the progress you made with the development plan that you produced at the beginning of last year (if applicable). If this is the first year that you have used a Preregistration Tutor's workbook then use the table to think, in general terms, about how your skills in developing others have progressed over the last year or so.

Write here a development need you identified from last year's self-assessment (or your previous CPD)

--

What actions did you take to meet this need?

--

What was the outcome and how have your skills developed as a result?

--

What more, if anything, do you need to do to further develop this area?

--

Write here a development need you identified from last year's self-assessment (or your previous CPD).

What actions did you take to meet this need?

What was the outcome and how have your skills developed as a result?

What more, if anything, do you need to do to further develop this area?

--

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--

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B

Planning and getting started

The aim of this section is to provide a framework for the period ahead and to encourage open communication between you and your trainee from the outset.

OBJECTIVES: When you have completed the activities in this section you will have:

- become familiar with the key components of the training programme
- discussed with your trainee your respective roles, expectations and concerns
- developed with your trainee an outline plan for the training year
- completed a learning contract with your trainee

Planning the training period ahead is essential if it is to be successful and run smoothly. Although you and your trainee may need to change your plans later, it is important that you start the training period with a structure in mind.

The relationship that you develop with your trainee at the very beginning is likely to set the scene for the rest of the time that she spends with you. You may be able to arrange to meet, or at least have a telephone conversation with your trainee before she starts working with you. Open communication - and lots of it - from the very outset is vital. The following activities will help you to structure your early discussions and plans.

An initial conversation with your trainee about the issues covered here should take place as soon as possible after she has started training, ideally in her first week. The time should be planned in advance and the dialogue should take place in an atmosphere conducive to an open and honest exchange of views.

Your guide to planning and getting started is covered by the following activities:

- B1 Getting to know the training requirements
- B2 Preparation for discussion with your trainee
- B3 Developing an outline plan
- B4 Signing a learning contract

Activity B1

- Getting to know the training requirements

The Performance Standards for preregistration trainees and the examination syllabus cover a wide range of skills and knowledge essential for a pharmacist.

This activity involves looking thoroughly at the Performance Standards and examination syllabus to become aware of what they contain and to identify your training strategy for each. That is, the type of training you will provide or make available to help your trainee learn and develop each of the skills and knowledge elements. The most usual training strategies are: guidance, coaching and experience at your pharmacy; providing a learning resource such as a book or interactive pack; training or experience away from your pharmacy e.g. study events, visits to other pharmacies, visits to GP surgeries and hospital departments. When identifying the way in which you will help your trainee to acquire a skill or knowledge, be as specific as possible. You might find it helpful to refer to the Preregistration Tutor Information booklet (Section 3) that gives lists of available help and resources.

Performance Standards Programme

Section K describes this programme and lists the Performance Standards that need to have been demonstrated by your trainee on completion of the preregistration year. Read through the standards and the guidance on organising a cross sector placement.

Registration Examination Syllabus

After you have familiarised yourself with the Performance Standards, turn to the **Preregistration Tutor Information** booklet and read through the examination syllabus.

Activity B2 - Preparation for discussion with your trainee on your role, the role of your trainee, expectations and concerns

This activity gives you the opportunity to think through all the issues that you want to discuss with your trainee at the outset. The same activity is included in your trainee's workbook.

You should each answer the questions individually from your own perspective and then discuss your comments together. The activity will provide a framework for your discussions. The questions do not, therefore, need lengthy answers - short notes or bullet points should be sufficient to guide your conversation.

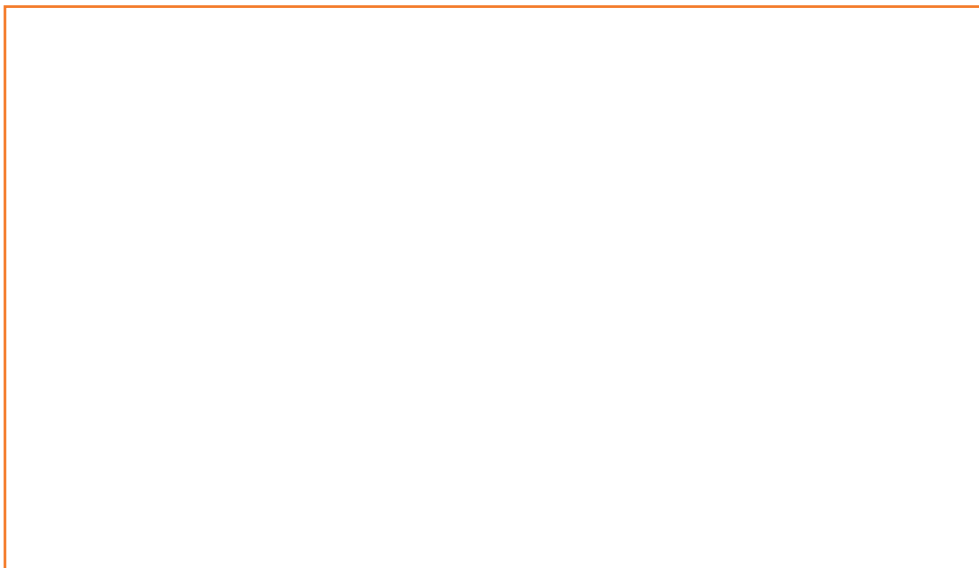
Describe briefly what you see your role as:



Describe briefly what you see as the role of your preregistration trainee:



What will you have to do to make the year successful?




What will your trainee have to do to make the year successful?



What will be your preregistration trainee's role in relation to the rest of the pharmacy team?



How will you help your trainee to integrate into the pharmacy team?



How can other members of the team help your trainee?



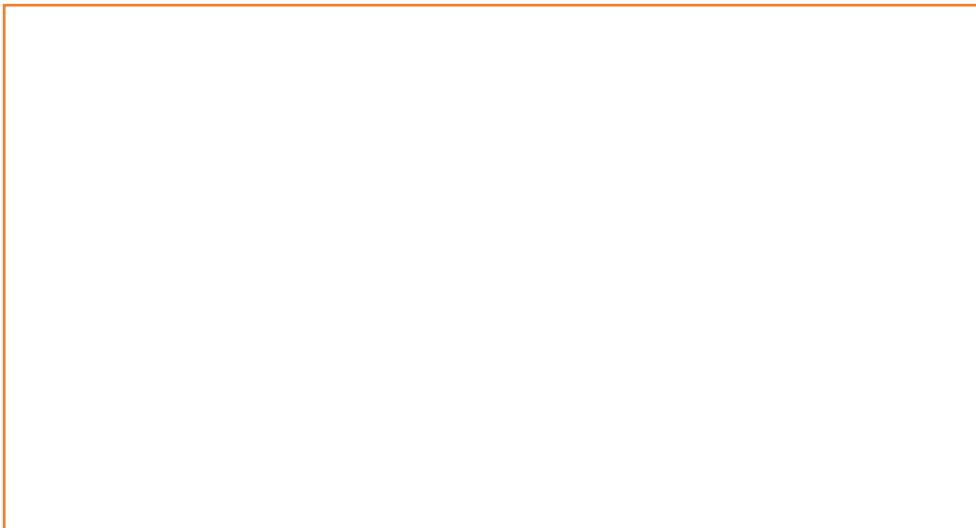
How can your trainee help the other members of the team?



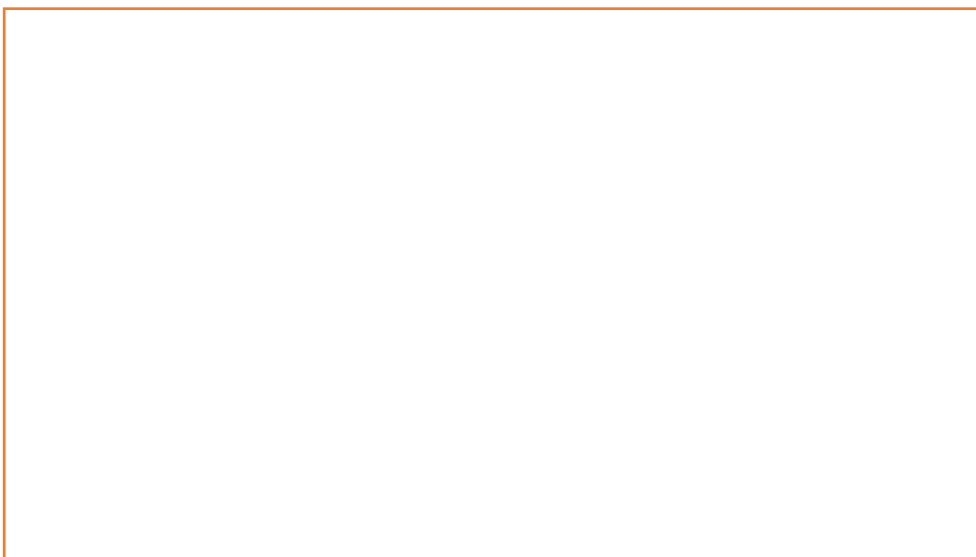
What are your concerns about the year?



What do you hope to get from the year?



Are there any other issues that you would like to discuss with your trainee at the outset?



Activity B3 - Developing an outline plan

This involves drawing up an outline plan to help you structure the training period ahead. All preregistration trainees will have a pharmacy degree (except for sandwich course students) and possibly other experiences that have contributed to their skills and knowledge. Some of these experiences may be in pharmacy and some outside of it. As every trainee will be different, you will need to structure the training period to the needs of your particular trainee.

Fitting in everything that needs to be covered will require careful planning and flexibility to allow for changes in circumstances.

It is up to you and your trainee to decide which areas she will tackle first, and when to plan for events such as:

- *Review dates*
- *Placement in the other sector*
- *Placements in other departments or branches*
- *Visits to other professional areas, e.g. G.P. practice*
- *Projects etc*
- *Training workshops*
- *Where and with whom time will be spent*
- *Holidays (you and your trainee)*

You will need to take into account any training or experience elsewhere already planned for your trainee e.g. if this training period is for six months only, as part of a joint scheme.

Activity B3 - Outline plan for the year

Week commencing	Week No	Activity/place of work/event	Others involved in the training	Standards to be achieved
Example: 3 November	12	Outpatient dispensary Prepare for first review	Outpatient dispensary manager and team	C1/C2
	1	Induction		
	2			
	3			
	4			
	5			
	6			
	7			
	8			
	9			
	10			
	11			
	12			
	13	Send 1st progress report to RPSGB		

Activity B3 - Outline plan for the year *continued*

Week commencing	Week No	Activity/place of work/event	Others involved in the training	Standards to be achieved
	14			
	15			
	16			
	17			
	18			
	19			
	20			
	21			
	22			
	23			
	24			
	25			
	26	Send 2nd progress report to RPSGB (& hand-over to new tutor if a split 6:6 month scheme)		

Activity B3 - Outline plan for the year *continued*

Week commencing	Week No	Activity/place of work/event	Others involved in the training	Standards to be achieved
	27			
	28			
	29			
	30			
	31			
	32			
	33			
	34			
	35			
	36			
	37			
	38			
	39	Send 3rd progress report with exam entry docs* to RPSGB (*except sandwich students who send them separately)		

Activity B3 - Outline plan for the year *continued*

Week commencing	Week No	Activity/place of work/event	Others involved in the training	Standards to be achieved
	40			
	41			
	42			
	43			
	44			
	45			
	46			
	47			
	48			
	49	Send final declaration & registration docs. to RPSGB (except sandwich students)		
	50			
	51			
	52	Sandwich students send final declaration with examination entry documents after week 52		

Activity B4 - Signing a learning contract

At the start of the training period with your trainee, you should each undertake to commit fully to the training period and provide evidence of your commitment by signing a learning contract.

A learning contract is included in your trainee's pack for you both to sign but an alternative can be used if it covers the same ground e.g. one produced by your employer. You should each keep a copy of the completed contract and send one to the RPSGB.

*A copy of the learning contract is included in the **appendix of this tutor workbook**.*

PLEASE NOTE - the learning contract is in addition to, not instead of, any contract of employment between the trainee and the employer.

C

Helping your trainee to learn and develop

The aim of this section is to help you to help your trainee develop the necessary skills and knowledge.

OBJECTIVES: When you have completed the activities in this section you will have:

- identified your and your trainee's preferred learning styles
- identified whether you need to take any action to ensure that you are an effective trainer and coach for your trainee
- discussed with your trainee her current competence in relation to the Performance Standards and registration examination syllabus
- agreed with your trainee her development objectives for the first part of her training period.

While only your trainee herself can ultimately ensure that she develops the skills and knowledge necessary to be registered as a pharmacist at the end of her training year, your role as the tutor or trainer is crucial to help her do this.

The activities in this section are intended to help you train and coach your trainee effectively.

Your guide to helping your trainee to learn and develop is covered by the following activities:

- C1 Facilitating learning
- C2 Initial discussion of trainee competence and prior experience
- C3 Agreeing the trainee's development objectives

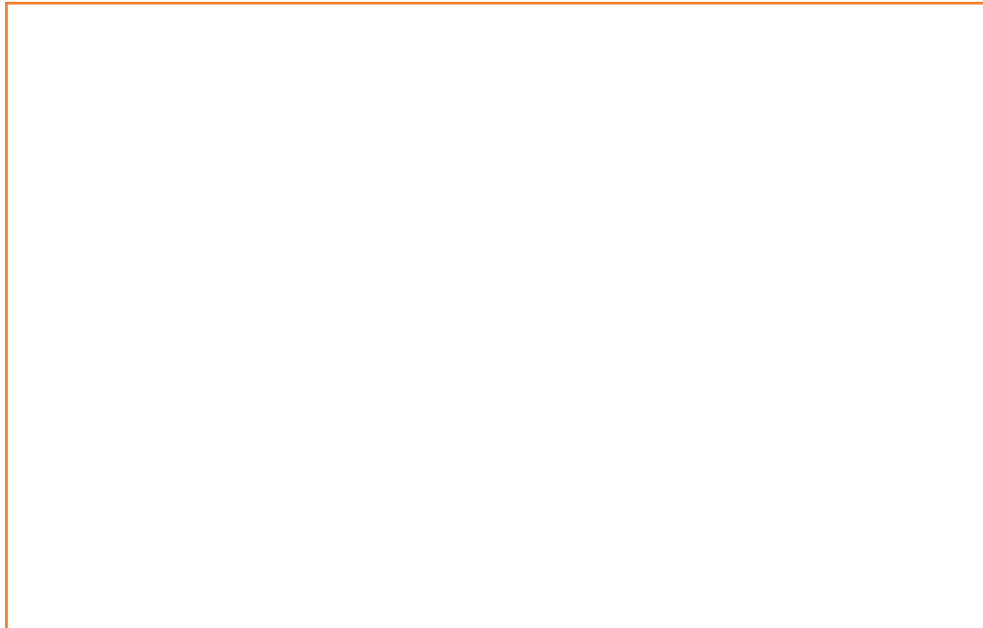
Activity C1 needs to be undertaken before your trainee starts training with you or very early on in the training period.

Activity C1 - Facilitating learning

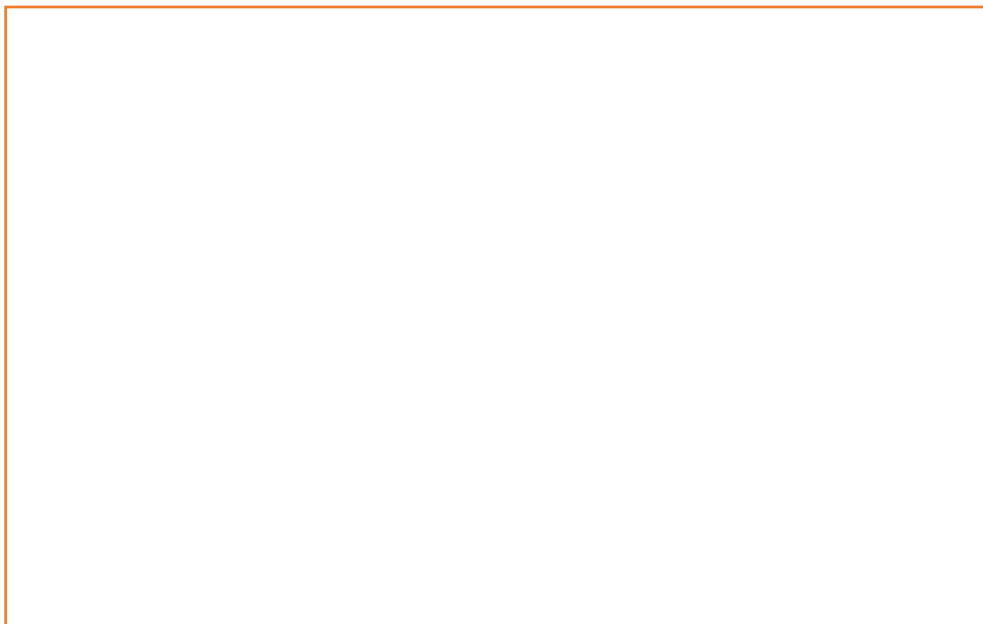
This activity is intended to prepare you for your role as trainer and coach of your preregistration trainee, particularly if you do not feel confident about your level of experience or competence as a trainer.

Refer back to your ratings from others in the tutor competencies and to your development action plan.

What steps have you taken to meet your development needs related to these competencies?



Is there anything specific you need to do now to ensure that you are able to train and coach your trainee well?



Do you know your preferred learning style(s)?

If you have never identified your learning style or wish to see whether it has changed, copies of the Honey and Mumford learning styles questionnaires may be bought from:

Peter Honey

Ardingly House, 10 Linden Avenue

Maidenhead

SL6 6HB

Telephone: 01628 633946 Fax: 01628 633262

Email: info@peterhoney.com

You may complete the form online for £10 at the Peter Honey website
www.peterhoney.com

Reflect on your learning style (or it may be a combination of two) and write down examples of how this has been evident in your learning and development over recent months.

How does this match or otherwise the learning style of your trainee? [Your trainee may wish to complete the learning styles questionnaire.]

Discuss and agree with your trainee the implications of your two learning styles in terms of practical steps you need to take when providing training or coaching your trainee.

Activity C2 - Initial discussion of trainee's competence and prior experience

This involves discussing with your trainee an activity that she has undertaken from her training pack. She needs to have read carefully through the Performance Standards and examination syllabus, and summarise what she believes to be her current level of competence. She will have noted any relevant prior experience and appropriate supporting evidence.

Your discussion should take place as early as possible in the training period. The information will be needed when completing the next activity.

In which areas of the Performance Standards and examination syllabus does your trainee believe she is competent or has knowledge and what evidence have you seen that supports this? Is there enough evidence?

In which areas does your trainee seem, at this stage, to need most development? How will this affect your outline plan (B3)?

In the light of your discussions, are there any further areas in which your trainee will need training or learning away from the workplace and how will she obtain this training?

Activity C3 - Agreeing the trainee's development objectives

This activity will help you to help your trainee identify her development objectives for the first or next part of her training period. It is probably best to agree objectives for a fairly short period to begin with e.g. one month.

You and your trainee should review her development objectives at regular intervals and identify objectives for the next period.

Initially, you might need to help your trainee more with her objective setting than you will need to later.

Your trainee has this activity in her workbook also.

Look back at your trainee's learning needs that you identified together in activity C2. Look also at the outline plan you developed in B3.

Translate the learning needs into SMART objectives (Specific, Measurable, Achievable, Realistic, Timed) for the agreed first (or next) period of training.

Objectives

- 1)
- 2)
- 3)
- 4)
- 5)
- etc.

D

Assessing and recording competence

The aim of this section is to help you or another person assess your trainee effectively across all the training requirements.

OBJECTIVES: When you have completed this section of the workbook you will have:

- identified whether you need to take any action to ensure you are an effective assessor of your trainee's competence
- a record of the dates when you assessed your trainee as competent in each of the Performance Standards

Assessing your trainee's competence needs to be ongoing throughout the preregistration year.

Your trainee's workbook contains assessment sheets for you to record all of the assessments that you make.

Your trainee's competence will gradually build up over the course of the preregistration year. It is therefore likely that at the time of the first progress report, few areas will have been 'signed off'. By the time you reach the second and third reports, your trainee is likely to have been assessed as competent in progressively more areas.

Your guide to assessing and recording competence is covered by the following activities:

D1 Assessing competence

D2 Recording assessments and achievement

Activity D1 needs to be undertaken early in the training period.

Activity D1 - Assessing competence

This activity is intended to prepare you for your role as the assessor of your trainee's competence, particularly if you do not feel confident about your level of experience or competence as an assessor.

Refer back to the ratings from others for the tutor competencies and to your development action plan.

Is there anything specific you need to do now to ensure that you are able to assess your trainee's competence effectively?



Copied here and overleaf are two examples of evidence records produced by preregistration trainees.

Record of evidence - A

Name of trainee: *A Person*

Date: *20/02/09*

"Took in a prescription for erythromycin tablets. I checked the prescription to ensure that it was legal. It was.

From the PMR I noted that the patient had been prescribed theophylline tablets for the past 6 months and there could be an interaction between theophylline and erythromycin. The prescription for the antibiotic had been written by a locum doctor. I rang the doctor to explain the problem. He asked me to recommend an alternative. I said I would call him back. I then looked in the BNF and spoke to the pharmacist. When we had discussed the interaction and agreed an alternative antibiotic, I called the doctor.

I should have been more prepared when I called the doctor for the first time. It would have been better if I had thought of an alternative drug beforehand. In future, I must remember to put myself in the doctor's position and think of any questions that I would ask the pharmacist."

Which aspects of the Performance Standards does this provide evidence for?
Performance Standards C1.2, C1.3

Describe the strengths and weaknesses of the evidence given:

Record of evidence - B

Name of trainee: *A Person*

Date: *24/03/09*

"I set up a Health Promotion for 'National No Smoking Day' in the pharmacy waiting area. I needed to arrange for a qualified member of staff to man the stand. As well as the product display, I needed to ensure that there were a number of leaflets available to give to interested people. It was also important for other healthcare professionals in the area to be aware of the health promotion.

I ordered a number of 'Giving Up Smoking' leaflets. Before the day, I ensured that all healthcare staff had received further training on Nicotine Replacement Therapy and any advice that should be given to people who wished to stop smoking. I wrote to all the offices in the area, telling them that we would be supporting 'National No Smoking Day' and I contacted all the doctor's surgeries and occupational health centres. During the day I had 112 queries about 'Giving up Smoking'.

The day went well. One of the staff told me that I'd done a very good job and one of the local GPs was also impressed."

Which aspects of the Performance Standards does this provide evidence for?

Describe the strengths and weaknesses of the evidence given:

Provided on the next page are our suggestions

Compare your analysis with our suggestions:

A

Positive:

- Good opportunity for providing evidence
- Trainee evaluated her performance afterwards and recognised need for future change

Areas for improvement:

- Trainee should have discussed the case with the pharmacist before phoning the doctor. Could have provided more detail about aspects of the event e.g. nature of the legal checks, nature of the interaction, consequences of patient taking both medicines, what was the replacement medicine?
- There is little analysis of the Performance Standards that this shows evidence for - there were several more than listed!
- No mention of learning needs the trainee identified e.g. other options to replace the medicine.

Overall, a good opportunity was not fully used to demonstrate evidence of competence.

What would this trainee do when she is the pharmacist and there is no other pharmacist to refer to?

B

Positive:

- Good amount of detail about planning the event

Areas for improvement:

- Other than information about planning, very little detail is given e.g. about the event itself, the nature of some of the queries
- No evaluation of the event to identify what could have been done better
- No reference to the Performance Standards at all.
- No learning points identified. Could the trainee answer all the queries presented? Were there some aspects she could learn more about?
- Where is the trainee's evidence of the views of the members of staff and the GP? Could she have provided some?

Overall, a good start but little else. The event was probably very successful but the trainee has given little evidence to the assessor. Being a substantial piece of work, the event could have provided a wealth of evidence.

In practice, of course, your trainee will not need to provide a lot of written evidence for events occurring when you are present to observe. But she will need to provide you with good quality evidence of events and situations that have occurred which you have not been able to observe.

Activity D2 - Recording assessments and achievement

This activity is for you to read and get acquainted with recording evidence of your trainee's progress. Your trainee has in her trainee workbook (Section 3) several types of assessment recording sheets, which are a Record of Evidence Form, a Testimonial Form, an Assessment Record Sheet and a Log of Evidence Collected. These are explained below.

Record of Evidence Form

This form is for recording written evidence after an event or activity and is countersigned by the tutor.

Testimonial Form

Your trainee should complete this form when people other than you have worked with or observed her. You may accept this evidence provided it has been countersigned by the person who assessed the activities.

Assessment Record Sheet

Your trainee should use these to summarise the assessor's views following assessments. A record sheet should ideally be used after each assessment session, be that a period of observing the trainee at work or a session reviewing written evidence that the trainee has collected.

Log of Evidence Collected

This is a suggested format for logging your trainee's evidence so that at any time you can both see which areas she has produced evidence for so far and where gaps exist. As the training year progresses, this will help you to identify the types of experience and activities your trainee will need in order to demonstrate the less well-evidenced areas.

Performance Standards Programme

You will also need to complete the 'Assessment Summary' form. This is part of the formal 3-monthly progress report and you will need to submit a copy to the RPSGB with each progress report.

The 'Assessment Summary' form is a cumulative record of your trainee's achievement throughout the year and should only be completed when you (or another assessor) has seen sufficiently acceptable evidence to show that your trainee has achieved competence in a particular Performance Standard.

Assessment Summary Supplements

At the request of several tutors, an additional assessment summary supplement has been included for use at the appraisal, if desired. The purpose of the form is to give an indication of the degree of performance demonstrated against each Performance Standard at the appraisal. It will distinguish whether the evidence collected relating to a particular standard has been demonstrated satisfactorily to a level expected of a newly registered pharmacist and therefore signed off on the assessment summary; demonstrated to a satisfactory level, but not yet demonstrated on a sufficient number of occasions; not demonstrated at all or not demonstrated to an unacceptable standard for the stage of training. It will be beneficial to use this tool particularly if your trainee is in a split placement or you cease to be the trainee's tutor during the course of their training. It will provide an indication to any subsequent tutor of what level of competence for a Performance Standard that you consider the trainee has reached, but is yet to be demonstrated sufficiently to be signed off on the cumulative record assessment summary.

This **does not** need to be submitted with the assessment summary.

E

Providing feedback and reviewing progress

The aim of this section is to enable you to plan and undertake reviews of your trainee's progress and to develop an action plan following each review.

OBJECTIVES: When you have completed the activities in this section of the workbook you will have:

- identified whether you need to take any action to ensure that you are effective at providing feedback to your trainee
- planned and undertaken three progress reviews with your trainee and kept the RPSGB informed
- developed your own action plan after each review.

It is vital that your trainee regularly has feedback from you (and others involved in her training). Together you should review her progress and identify further development needs, learning objectives and actions to be taken.

In addition to any informal review sessions you choose to undertake, you need to complete a review of progress after each 13-week period and send a progress report to the RPSGB. This is so that we have a record of each trainee's progress and can provide assistance if need be.

Your guide to providing feedback and reviewing progress is covered by the following activities:

- E1 Providing feedback
- E2 Preparation for review and progress report
- E3 Tutor's action plan
- E4 Trainee's action plan

Activity E1 needs to be undertaken early in the training period.

Activity E1 - Providing feedback

This activity is intended to help you provide your trainee with feedback to aid her development.

Refer back to the ratings from others for the tutor competencies and to your development action plan.

Is there anything specific you need to do now to ensure that you are able to provide feedback effectively to your trainee?



Agree with your trainee a plan for review sessions:

- frequency and timing of regular informal reviews,
- location of these review sessions,
- dates for the progress reviews and completion of progress report forms after each 13-week period,
- other issues you need to decide at this stage.



Activity E2(1)- Preparation for review and progress report-1

*(The various forms can be found in your trainee's **workbook**.)*

This activity will help you prepare for the first review. It consists of a series of questions to help you reflect on your trainee's progress and to think through the next steps.

This exercise is also contained in your trainee's workbook. After both of you have completed it, you should discuss the points raised.

In general terms, where has your trainee made good progress?

With specific reference to the Performance Standards, where has your trainee progressed well?

For which Performance Standards have you seen sufficient evidence to be satisfied that your trainee is competent?

For which Performance Standards does your trainee need to provide more evidence (i.e. without needing more training or experience)?

For which Performance Standards does your trainee appear to need more training and/or experience before being assessed?

With specific reference to the registration examination syllabus, in which areas do you think your trainee needs to improve her knowledge further?

How have you contributed to your trainee's success so far?

Are there any areas or ways in which you feel that you could have contributed more to your trainee's development?

Are there any other issues you wish to discuss with your trainee at this point?

Activity E2(2)- Preparation for review and progress report-2

*(The various forms can be found in your trainee's **workbook**.)*

This activity will help you prepare for the second review. It consists of a series of questions to help you reflect on your trainee's progress and to think through the next steps.

This exercise is also contained in your trainee's workbook. After both of you have completed it, you should discuss the points raised.

In general terms, where has your trainee made good progress?

With specific reference to the Performance Standards, where has your trainee progressed well?

For which Performance Standards have you seen sufficient evidence to be satisfied that your trainee is competent?

For which Performance Standards does your trainee need to provide more evidence (i.e. without needing more training or experience)?

For which Performance Standards does your trainee appear to need more training and/or experience before being assessed?

With specific reference to the registration examination syllabus, in which areas do you think your trainee needs to improve her knowledge further?

How have you contributed to your trainee's success so far?

Are there any areas or ways in which you feel that you could have contributed more to your trainee's development?

Are there any other issues you wish to discuss with your trainee at this point?

Activity E2(3)- Preparation for review and progress report-3

*(The various forms can be found in your trainee's **workbook**.)*

This activity will help you prepare for the third review. It consists of a series of questions to help you reflect on your trainee's progress and to think through the next steps.

This exercise is also contained in your trainee's workbook. After both of you have completed it, you should discuss the points raised.

In general terms, where has your trainee made good progress?

With specific reference to the Performance Standards, where has your trainee progressed well?

For which Performance Standards have you seen sufficient evidence to be satisfied that your trainee is competent?

For which Performance Standards does your trainee need to provide more evidence (i.e. without needing more training or experience)?

For which Performance Standards does your trainee appear to need more training and/or experience before being assessed?

With specific reference to the registration examination syllabus, in which areas do you think your trainee needs to improve her knowledge further?

How have you contributed to your trainee's success so far?

Are there any areas or ways in which you feel that you could have contributed more to your trainee's development?

Are there any other issues you wish to discuss with your trainee at this point?

Activity E3(1)- Tutor's action plan following progress report-1

Three copies of an action plan are included in this workbook for you to plan any action YOU need to take following each progress review. Please also give your trainee a copy (when it is completed).

When completing your action plan it may help to refer to the comments you made in earlier activities.

Date of plan

Following formal progress report-1 for

(name of trainee)

at weeks

What has gone well this period or so far this year and how have I contributed to this success?

What has not gone well so far this period or this year and how have I contributed to this?

What actions do I need to take now and by when?

What will I do differently from now onwards?

Activity E3(2)- Tutor's action plan following progress report-2

Three copies of an action plan are included in this workbook for you to plan any action YOU need to take following each progress review. Please also give your trainee a copy (when it is completed).

When completing your action plan it may help to refer to the comments you made in earlier activities.

Date of plan

Following formal progress report-2 for

(name of trainee)

at

weeks

What has gone well this period or so far this year and how have I contributed to this success?

What has not gone well so far this period or this year and how have I contributed to this?

What actions do I need to take now and by when?

What will I do differently from now onwards?

Activity E3(3)- Tutor's action plan following progress report-3

Three copies of an action plan are included in this workbook for you to plan any action YOU need to take following each progress review. Please also give your trainee a copy (when it is completed).

When completing your action plan it may help to refer to the comments you made in earlier activities.

Date of plan

Following formal progress report-3 for

(name of trainee)

at weeks

What has gone well this period or so far this year and how have I contributed to this success?

What has not gone well so far this period or this year and how have I contributed to this?

What actions do I need to take now and by when?

What will I do differently from now onwards?

Activity E4 - Trainee's action plan

Your trainee has an action plan in her workbook to be completed after each progress review and report. Please ask her to give you a copy each time one is completed.

Discuss your trainee's action plan with her. In particular, agree any help from yourself or others that she will need in order to achieve it.

Insert here the copies your trainee gives you of her action plans following the progress reports. You may wish to go through this together and add comments where relevant.

F

Troubleshooting

The aim of this section is to help you identify strategies for dealing with problems that may arise during your trainee's training period.

OBJECTIVES: When you have completed the activity in this section you will have:

- identified who you can turn to for advice and guidance
- developed strategies to follow in the event of problems arising

Your guide to troubleshooting is covered by the following activity:

Activity F1 - Some troubleshooting case studies

This activity involves you considering five case studies and producing an action plan to deal with the situations described.

Following this, you will find our suggested action plans for the five case studies.

1. By 13 weeks, your trainee has shown great promise in relation to her ability to work accurately, including when under pressure: so far she can be relied upon when given any task to complete it well and within the time available. You therefore do not doubt her potential to become a good pharmacist, technically speaking. But other members of your staff have increasingly been complaining to you that she is difficult to work with. You speak to her about these concerns expressed by your staff (whose judgement you trust) and she maintains that the problem lies not with her but with them: "they have not liked me from the word go and have got it in for me".

How are you going to deal with this?

2. By 26 weeks, you are concerned that your trainee is still making too many mistakes in the dispensary and in her provision of advice to clients. You have brought errors to her attention as they have occurred but she has been unable to provide any explanation for them. However, until now, her behaviour otherwise has demonstrated that she has a sufficiently professional attitude.

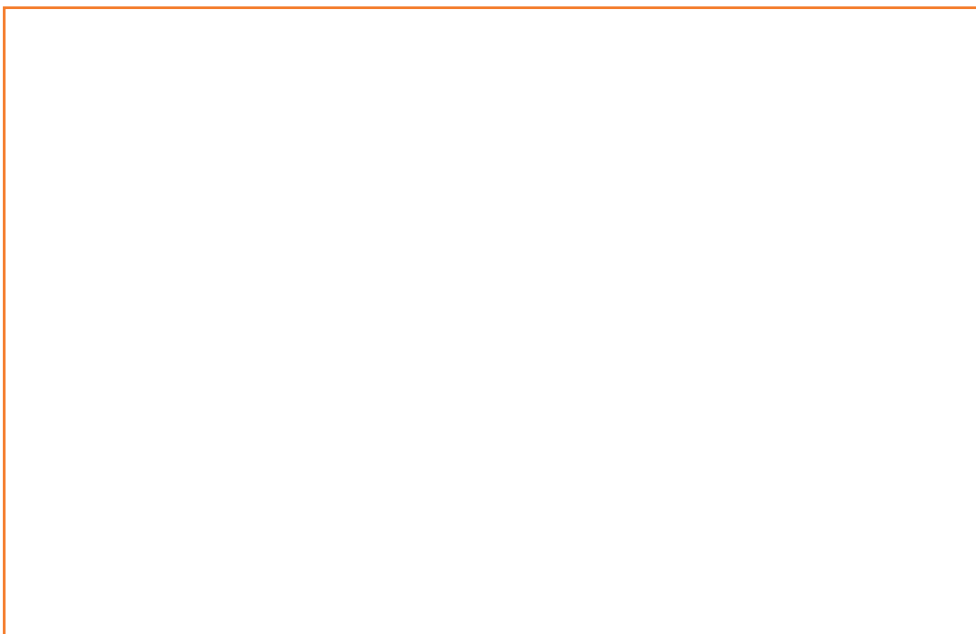
At the 26 week progress report you highlight clearly your concerns about these mistakes but the trainee disagrees that any appreciable problem exists: "Everyone makes mistakes!". Over the following few weeks, there is no improvement at all.

What action will you take?



3. By 39 weeks, your trainee proves that she is able to meet all the Performance Standards consistently. You therefore record her progress as 'good' on the 39 week progress report to the RPSGB. However, she subsequently exhibits lapses in; her personal appearance, the accuracy of her work and in her reliability.

How do you deal with this?



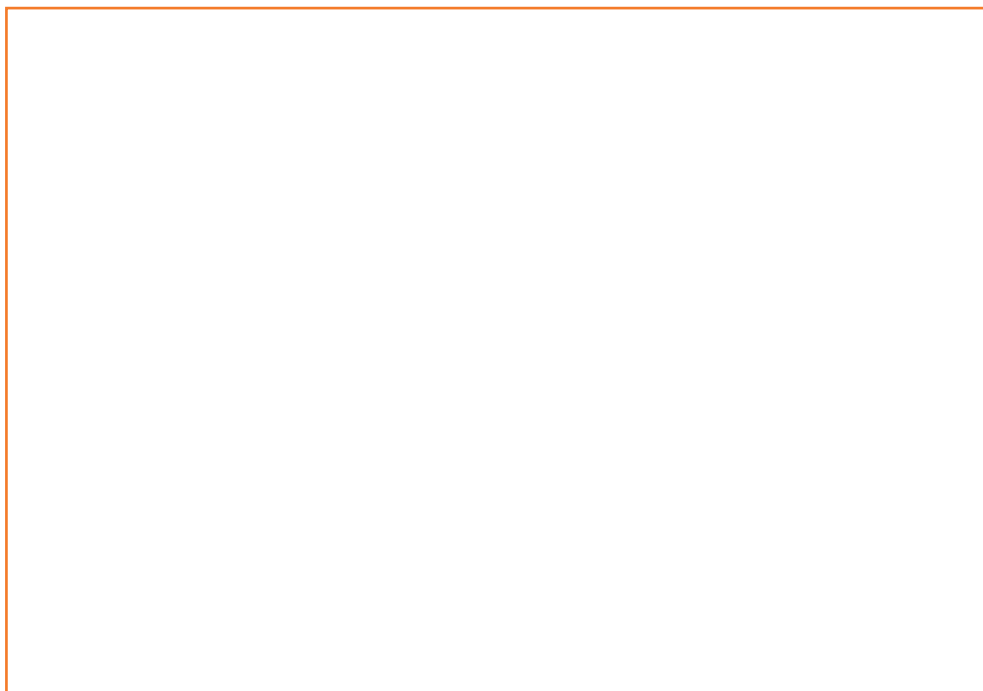
4. Your trainee has just completed the first set of sample calculation questions under examination conditions and has scored only 40%.

What should you do?



5. You are the tutor of a trainee who undertook her first six months preregistration training elsewhere. Although you have endeavoured to cover everything necessary with your trainee, towards the end of the six month period at your establishment (after she has passed the registration examination) you realise that she will not have had the opportunity to demonstrate all the Performance Standards, especially unit C.

What action are you going to take?



Our suggestions

For all problems, big or small, we suggest using a **STAR** approach:

Specify the exact nature of the problem to your trainee, relating it to the performance standards and any facts that are available.

Talk it through to establish each of your views and discuss possible causes as soon as possible.

Agree an action plan, including a review date.

Review the situation at the agreed time.

Case 1

Knowing that your trainee disagrees that there is a problem on her part, before going any further you should:

- obtain facts arising out of incidents to substantiate the other staff's claims
- observe her interactions with others closely (but discreetly!) for a period
- question staff she has worked with who have not made complaints (if any such exist!)

If after this it is clear that there is a problem, proceed to try and resolve it using the STAR approach.

SPECIFY which of the Performance Standards she is not meeting.

TALK it through to find out if she now, in view of the facts you have collected, acknowledges any responsibility for the problem. Also try to establish her view as to what the cause is.

AGREE an action plan. This may be:

- setting her tasks to undertake with others so that you can obtain feedback from them about their 'team' performance
- setting a review date.

REVIEW with the trainee the quality of her working relations with colleagues during the set tasks. If there has been an improvement, praise and encourage her to continue the progress. If problems remain, start again! In the worse case scenario, the trainee may need to move to a new placement as sometimes it is simply the group dynamics which do not work and a fresh place can make all the difference.

But remember to keep an open mind: it could be that it is the other staff who are the problem. Perhaps they weren't clear enough beforehand about the role of a preregistration trainee and perhaps they made her feel like an outsider and put her on the defensive. Bear in mind also that a 'raw' recruit can feel very threatened by those around being experienced, knowledgeable and already an established team.

Case 2

SPECIFY which of the Performance Standards she is not meeting. Make sure you have kept a log of her errors to refer to as evidence.

TALK it through to find out if she now acknowledges the problem and can give a reason for it.

AGREE an action plan:

- continue to document her mistakes as they occur but from now on get her to sign the record at the time. This will highlight how much of a problem really exists and may of itself cause her to be more careful
- instruct her to devise a self-checking procedure to follow all the time (go through this with her once prepared). Initially she will need to refer to it but it should become more automatic as time goes on
- set a review date.

REVIEW - discuss your findings from the records you have been keeping. If there is still cause for concern, try to be even more specific about the exact nature of her mistakes and ask the trainee to try very hard to identify a reason for them. Explain that the problem will be easier to resolve if the reason is known.

If this situation does not resolve, let the RPSGB know via email so that a new action plan can be devised with our input.

Case 3

SPECIFY the Performance Standards she has now fallen short on.

TALK it through to try to find out why this backward step has occurred. Has she some personal reason? If so, it may be that talking identifies a way you can help, for example by giving some time off or referring her to a counsellor or other expert.

If there appears to be no particular personal reason for the 'slide', her professionalism is called into question. The trainee may have let her concentration/commitment slip once she thought she had 'made it'. Explain that a satisfactory progress report does not preclude a change in assessment now, nor will past performance guarantee her registration.

AGREE an action plan:

- clearly define what needs to improve
- explain the ramifications of her poor performance in terms of not registering if an improvement is not forthcoming
- inform the RPSGB of the problem
- set a review date of one month.

REVIEW - If there has not been sufficient improvement, inform the RPSGB again. It is likely that discussions with the Society will be needed. An extension to training will be likely and it may have to occur at a new placement.

Case 4

Look at the ones she has done incorrectly.

SPECIFY what type of calculations these are.

TALK through with her how she tried to do these questions to identify where she is going wrong. Look at the correct answers together and the working out needed to get there.

AGREE your action plan to improve her ability to calculate. Set a date to review her progress. You could set her some new calculation questions by changing the figures in the sample questions and by setting completely new ones. Also, keep any prescriptions you have that require calculations for her to do.

REVIEW at the agreed date by giving her these calculations to undertake.

If she achieves 80% in these, she could now sit either the autumn or spring set of half-sized sample examination papers (issued with the bulletins) provided by the RPSGB. If she still has problems, go through the STAR process again.

If a problem with your trainee's performance in calculations persists, inform the RPSGB and **do not enter her for the registration examination.**

Case 5

DO NOT sign your trainee's '*Final declaration by tutor*' and other registration documents!

SPECIFY clearly which Standards the trainee will not have completed.

TALK these through with your trainee (and inform the RPSGB of the situation).

Explain to your trainee the difficult fact that she is not going to register at the end of the 6 month period with you but will require an extension to her training (this may be at the same premises or not, depending on whether you can/wish to retain her).

AGREE an action plan involving:

- where she will undertake the extra training
- how long the extension will probably need to be*
- the areas in which she still needs to demonstrate competence.

* The extension to training will be for a provisional period of time, based on the ground that needs to be made up. It is up to you as the tutor to assess how much time will be needed to complete all of the Performance Standards. The RPSGB will agree with you on the extension to training needed. A review at a set time into the extension will be needed to establish whether plans should be altered. It should be noted that extensions at the same establishment can be for short periods of time e.g. 4-6 weeks. But, in order for a new tutor to assess a trainee, an extension at a new placement will need to be for a minimum of 6 months' duration. Keep the trainee fully informed of any developments as and when they happen.

REVIEW at the end of the 6 month period so that everyone is clear about what needs to be done and again one month later.

G

Entering your trainee for the registration examination

The aim of this section is to help ensure that your trainee completes and sends all documentation required by the RPSGB on time. There are no activities as such for you to complete in this section. It is simply a prompt to ensure that you are aware of your role in helping your trainee to apply for entering the registration examination.

Provided that your review of your trainee's performance at 39 weeks (progress report-3) has shown that she is making satisfactory progress (marked as 'satisfactory' or above) and that she can calculate accurately then your trainee can apply to enter the registration examination. In your trainee's pack there is a form which she needs to submit to the RPSGB to apply to enter the next examination sitting.

If your trainee is making less than satisfactory progress, she will not be able to enter the examination yet and you should inform the RPSGB.

Your trainee also must have completed 45 weeks of training at the date that they sit the registration examination.

Information about the registration examination can be found in the Spring Bulletin, which details what is required by the Society.

You should not be pressurised into signing your trainee as satisfactory on Progress report-3 if you feel that your trainee is not ready to sit the registration examination.

H

Helping your trainee to register

The aim of this section is to ensure that the end of your trainee's preregistration year is marked positively and that all the documentation needed for registration is completed and submitted correctly. As with the previous section, there are no activities as such in this section.

It is very important for your trainee that the end of her training year and transition to a registered pharmacist does not pass by unnoticed!

Your trainee has forms in her pack that need to be completed for registration. You can help by setting time aside to 'close the year' with your trainee and complete the documentation together.

A registration pack is sent to all trainees following receipt of their examination entry documents detailing the paperwork required by the Society for registration.

I

Reflection and evaluation

The aim of this section is to help you to reflect on, and learn from, the successes and challenges in tutoring your preregistration trainee at the end of the period you have been tutoring for.

OBJECTIVES: When you have completed the activities in this section of the workbook you will have:

- reviewed your experience as a tutor at the end of this period
- reviewed your development plan from the beginning of this period.

In addition to activities I1 and I2, your trainee has a tutor feedback form in her pack to provide you with feedback on your tutoring skills. We hope that you will view this in a positive way to aid your development, by including it in your new development plan.

Your guide to reflection and evaluation is covered by the following activities:

- I1 Review of this training period
- I2 Review of this period's development action plan

Activity I1 - Review of the training period

Activity I1 is a reflection on your experience as a tutor during this training period. If you tutor a trainee next year it can be moved to your new workbook as Activity A5 (Review of your tutoring experience).

When completing this exercise, concentrate on your overall experience and feelings about tutoring your preregistration trainee.

What went well during this training period?

What did not go so well?

What will you do differently with a future trainee?

Next time you have a preregistration trainee, transfer this exercise to your new workbook as Activity A5.

Activity 12 - Review of this period's development plan

Activity 12 should be completed with reference to Activity A6 - Tutor development plan. It will allow you to reflect on your development during the year and to start to consider your future development needs.

If you tutor a trainee next year it can be moved to your new workbook as Activity A7 (Review of your development plan).

What were the development needs you identified at the beginning of this year?

What actions did you take to meet these needs?

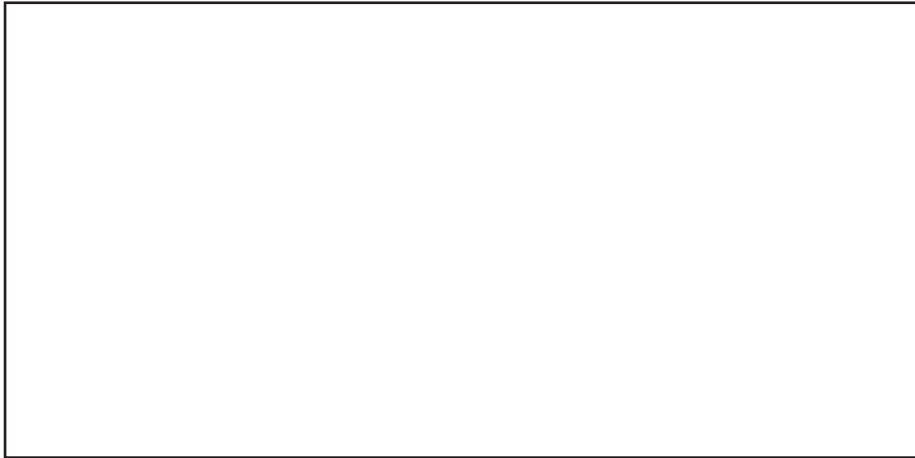
What were the outcomes and how have your skills developed as a result?

What more, if anything, do you need to do to further develop these areas?

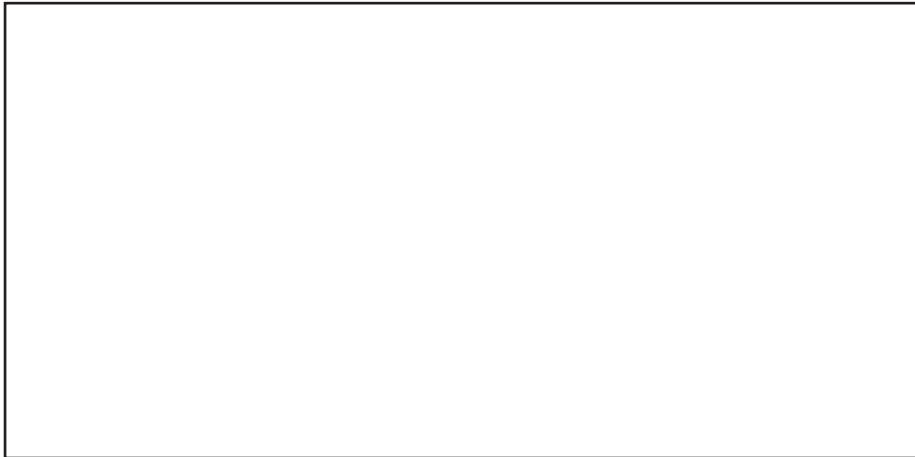
What were the development needs you identified at the beginning of this year?



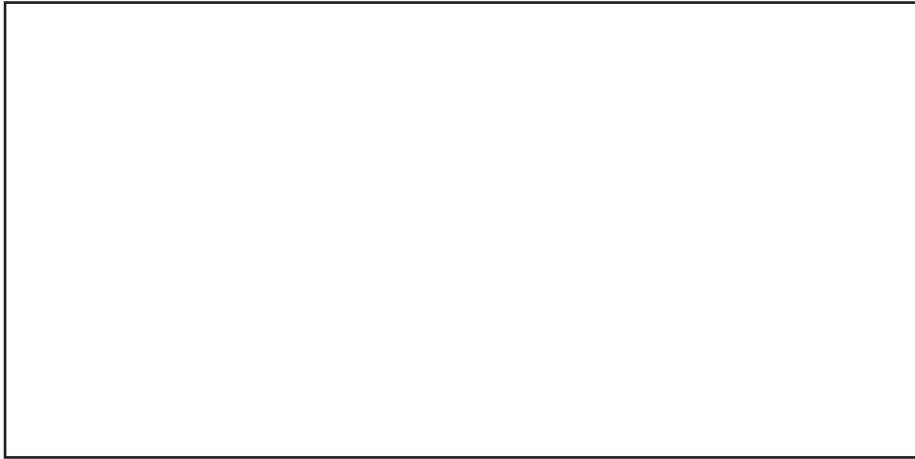
What actions did you take to meet these needs?



What were the outcomes and how have your skills developed as a result?



What more, if anything, do you need to do to further develop these areas?



J

Reflection, evaluation and feedback to RPSGB

Once your trainee has reached the end of their training period with you, you should take time to reflect on the training period and evaluate its successes and difficulties.

Activities I1 and I2 are provided to help you do this.

We hope that you have enjoyed this preregistration training period and found this information and workbook useful.

Please help the RPSGB to continue to develop and improve preregistration training materials by providing us with feedback. If you have suggestions to make about any aspect of preregistration training, we would be glad to hear from you either in writing or via e-mail (prereg@rpsgb.org).

Thank you.

K

Performance Standards Programme

The aim of this section is to help you understand the Performance Standards Programme.

OBJECTIVES: When you have completed this section of the workbook you will have:

- developed a training strategy for all of the Performance Standards
- defined what is wanted from a Cross sector placement and helped design an action plan to implement the placement

This training programme involves your trainee demonstrating competence in a list of defined Performance Standards and gaining experience in at least 2 patient-centred sectors (Cross sector experience). The best way to achieve Cross sector experience is by sending your trainee to the other patient-centred (hospital if your trainee is working in community and vice-versa) sector for a minimum of 2 weeks.

If you require any assistance in organising a Cross sector experience, or have any questions relating to this experience, please contact the RPSGB preregistration training facilitators by emailing ptf@rpsgb.org.

Trainees undertaking training in either industry or in a Primary Care Trust are expected to gain experience in both hospital and community.

Your guide to the Performance Standards Programme is covered by the following activities:

K1 The Performance Standards

K2 Cross sector experience

K2 (1) Organising a cross sector placement

K2 (2) Priorities for the cross sector placement

K2 (3) Cross sector action plan

The Performance Standards

The next pages list the performance standards that every trainee must have shown competence in at the point of registration. In this activity you should familiarise yourself with the list and then develop and write a strategy (in the space provided) for delivering each performance standard.

Unit A - Personal effectiveness

These standards encompass aspects of performance and behaviour that underpin effective professional activity. They can be applied to any situation.

Your trainee must demonstrate that her personal and professional conduct is consistent with the RPSGB Code of Ethics, in that she:

- has due regard for accepted standards of behaviour both within and beyond professional practice
- promotes and safeguards the interests of the public
- justifies public trust in the pharmacist's knowledge, ability and judgement
- promotes the good standing of the profession
- avoids any act or omission which would impair confidence in the profession.

Manage self (Performance Standard A1)

Your trainee must at all times demonstrate a level of self-awareness, responsibility and self-management that will enable her to be an effective practitioner both independently and within teams or groups.

Your trainee must show that she:	Training strategy:
A1.1 Behaves in a manner consistent with membership of the profession	
A1.2 Manages her time effectively* * This will include time at work and using time outside work for personal and professional development. It will include prioritising tasks, planning, timekeeping and management of interruptions.	
A1.3 Recognises her personal and professional limitations and refer appropriately* *In this context, appropriately means referral when necessary, to the correct person, in a suitable manner	
A1.4 Responds with willingness and flexibility to new situations and to change	
A1.5 Remains composed and personally effective* in all situations** * This may, in extreme circumstances, include removing herself from situation in order to maintain self-control and to minimise risk to patients **Situations will include challenging behaviour from colleagues or clients, periods of heavy workload and times of stress	
A1.6 Makes decisions which demonstrate clear and logical thought	
A1.7 Takes responsibility for, and accepts outcomes of, her own decisions	
A1.8 Amends her behaviour, when necessary, based on evaluation of her performance by herself or others	

Knowledge requirements

The knowledge represented by Section 1 Part I of the registration examination syllabus is needed to underpin these standards.

In addition, your trainee must show that she has a working knowledge of, and can apply, the following:

- Management of change
- Principles of audit
- Principles of decision-making
- Principles of effective time management
- Principles of long and short term planning
- Principles of stress management
- Team roles (generic)

Manage work (Performance Standard A2)

Your trainee must at all times work efficiently and effectively, and within legal and ethical constraints.

Your trainee must show that she:	Training strategy:
A2.1 Carries out tasks effectively* <small>* Effectively in this context means correctly, in an organised manner, with sufficient attention to detail and at a pace appropriate to the level of business. It includes prioritisation and completion of tasks within agreed deadlines</small>	
A2.2 Approaches tasks and situations in accordance with the law and with the RPSGB Code of Ethics	
A2.3 Follows work systems correctly* <small>* Work systems include her own working practices, standard operating procedures, Sale of Medicines protocol, your organisation's systems and security procedures</small>	
A2.4 Uses resources* effectively <small>* Resources include colleagues, other healthcare workers, workspace, equipment/material and both text-based and electronic references</small>	

Knowledge requirements

The knowledge represented by Section 1 Parts I & II of the registration examination syllabus is needed to underpin these standards.

In addition, your trainee must show that she has a working knowledge of, and can apply, the following:

- Principles of effective delegation
- Principles of effective time management
- Principles of long and short term planning
- Principles of objective setting
- Sale of Medicine protocol in your pharmacy
- Roles of healthcare professionals
- Use of information technology

Manage problems (Performance Standard A3)

Your trainee must demonstrate that she can handle a wide variety of problems, whether by resolving them herself or by contributing to their resolution.

Your trainee must show that she:	Training strategy:
<p>A3.1 Recognises and defines actual or potential problems*</p> <p>* Problems include difficulties, minor and serious, needing resolution</p>	
<p>A3.2 Identifies workable options to resolve the problem</p>	
<p>A3.3 Selects the best solution, based on sound analysis* and appropriate evidence*</p> <p>*Sound analysis will include:</p> <ul style="list-style-type: none"> • exploring the strengths and weaknesses of options • considering barriers to resolving the problem • discussion with others 	
<p>A3.4 Suggests and, if appropriate, implements solutions to problems</p>	
<p>A3.5 Evaluates the outcome of the solution after implementation, and if necessary redefines the problem (see A3.1)</p>	

Assessment requirements

In order to demonstrate these behaviours, it will be essential that your trainee is given sufficient opportunity to deal with problems themselves.

Knowledge requirements

Your trainee must show that she has a working knowledge of, and can apply, the following:

- Principles of effective negotiation
- Problem solving techniques and processes
- Team roles (generic)

Demonstrate a commitment to quality (Performance Standard A4)

Your trainee must deliver products and services of the highest standard by ensuring quality. Her prime concern must be the welfare of the patient and other members of the public.

<i>Your trainee must show that she:</i>	<i>Training strategy:</i>
<p>A4.1 Works to an acceptable standard* when preparing products and delivering services</p> <p>* As defined by RPSGB Code of Ethics, with patients' needs paramount</p>	
A4.2 Checks her own work effectively	
A4.3 Minimises error by others through effective supervision	
A4.4 Identifies and rectifies her own and others' mistakes promptly and effectively	
A4.5 Minimises health and safety risks to herself and others	
<p>A4.6 Bases her actions, advice and decisions on evidence*</p> <p>* Rather than assumption, anecdote or hearsay</p>	
<p>A4.7 Obtains and processes the evidence she needs to meet A4.6*</p> <p>* By the effective gathering, review, evaluation and application of research evidence</p>	
A4.8 Successfully carries out a small, planned audit assignment	

Knowledge requirements

The knowledge represented by Section 1 Parts I & II of the registration examination syllabus is needed to underpin these standards.

In addition, your trainee must show that she has a working knowledge of, and can apply, the following:

- Local Health and Safety standards and procedures
- Principles of data and literature evaluation
- Use of information sources
- Use of information technology

Demonstrate ongoing learning & development (Performance Standard A5)

Your trainee must provide evidence that she is continually developing her professional competence by applying what she has learned from daily activities and incidents and from formal learning opportunities.

See information on the 'Learning Cycle' in this workbook.

Your trainee must show that she:	Training strategy:
<p>A5.1 Identifies and prioritises her own learning and development* needs</p> <p>* Based on self reflection/evaluation and on feedback from others</p>	
<p>A5.2 Develops her own plans* to meet identified needs, using SMART** learning objectives</p> <p>* Plans should include a variety of learning activities, such as:</p> <ul style="list-style-type: none"> • using reference sources • undertaking distance or IT learning packages • work shadowing [observation of others at work] • discussion with tutor or colleagues in and outside the pharmacy • attending branch meetings • giving talks/presentations • attending events e.g. courses, seminars, conferences, branch meetings, • BPSA <p>**See section 2b in the information booklet</p>	
<p>A5.3 Makes full use of learning and development opportunities*</p> <p>* Opportunities will arise from the activities listed in A5.2 and from daily activities (e.g. dealing with new tasks and situations, handling problems)</p>	
<p>A5.4 Evaluates whether her learning objectives have been met</p>	
<p>A5.5 Identifies her further learning needs</p>	
<p>A5.6 Records her own learning and development processes and outcomes</p>	
<p>A5.7 Applies learning to practice</p>	

Knowledge requirements

Knowledge represented by the whole of the registration examination syllabus is needed to underpin these standards.

In addition, your trainee must show that she has a working knowledge of, and can apply, the following:

- The learning cycle and styles
- How to keep meaningful CPD records
- Principles of evaluating learning
- Principles of setting SMART objectives
- Providers of learning activities for pharmacists
- Use of information sources

Unit B - Interpersonal skills

These standards encompass aspects of performance and behaviour that involve any interaction with others. Your trainee must demonstrate her ability to communicate at all levels and to work with others in the pharmacy and healthcare team. In so doing, she will demonstrate possession of the core characteristics of an empathic healthcare professional:

- seeing and understanding things from the perspective of others, especially patients
- communicating effectively
- working with people from other disciplines

Communicate effectively (Performance Standard B1)

Your trainee must demonstrate communication skills that promote the provision of a quality service.

Your trainee must show that she:	Training strategy:
B1.1 Communicates effectively in English * Effectively here means that she is sufficiently competent in English to understand and be understood in writing, on the telephone or in person	
B1.2 Behaves in a polite and helpful manner	
B1.3 Sensitively approaches people who need or who may need assistance	
B1.4 Elicits all relevant information by the use of appropriate questions	
B1.5 Listens effectively to the whole message* * This includes spoken word, body language and tone of voice	
B1.6 Respects and observes confidentiality	
B1.7 Acts appropriately in response to spoken and unspoken needs of others* * Others will include people with special needs and those from different backgrounds and with different lifestyles	
B1.8 Behaves in a manner which instills confidence	
B1.9 Behaves assertively	
B1.10 Uses appropriate body language	
B1.11 Provides information and advice appropriate to the needs of the recipient(s)* * Recipients must include individuals, groups and those with particular needs, e.g. people with diabetes, asthma etc	
B1.12 Handles conflict* appropriately** * This will include taking action to prevent conflict wherever possible **Evidence must cover conflict arising from complaints, aggressive behaviour and from disagreements with or amongst colleagues	

Assessment requirements

Your trainee must meet the standards for any person or group with whom she has contact. In particular:

- *general medical practitioners and other prescribers e.g. dentists, vets and opticians*
- *senior hospital doctors*
- *doctors in training*
- *nurses*
- *medical support staff*
- *officials e.g. Royal Pharmaceutical Society of Great Britain inspectors, police, environmental health inspectors*
- *patients, carers and patients' representatives*
- *colleagues including managers*
- *members of the public*

Knowledge requirements

The knowledge represented by Sections 2 and 3 of the registration examination syllabus is needed to underpin standard B1.11.

In addition, your trainee must show that she has a working knowledge of, and can apply, the following:

- Principles of effective oral communication including body language
- Principles of assertive behaviour
- Principles of conflict resolution
- Roles of healthcare professionals
- How to question effectively
- How to produce reports and other written material so that it is clear and logical to the reader
- Equal Opportunities legislation

Work effectively with others (Performance Standard B2)

Your trainee must contribute positively to any team or group with which she is associated, so that targets and goals are achieved. She must develop and demonstrate skills involved in the management and/or supervision of others. This recognises the inclusion of these responsibilities in the roles of the majority of pharmacists.

Your trainee must show that she:	Training strategy:
<p>B2.1 Acknowledges the ideas and opinions of others* and acts on them when appropriate</p> <p>* Others must include junior and senior colleagues and external contacts</p>	
<p>B2.2 Presents her own ideas and opinions appropriately when speaking and in writing</p>	
<p>B2.3 Meets commitments* made to others within agreed deadlines</p> <p>* This will include giving clear explanations if commitments cannot be met</p>	

Your trainee must show that she:	Training strategy:
B2.4 Gives constructive feedback* to others based on accurate evaluation of their performance <small>* This must include both positive and negative feedback</small>	
B2.5 Secures help from others when necessary in an appropriate manner	
B2.6 Assists others when necessary	
B2.7 Delegates tasks appropriately* <small>* When necessary and in a manner conducive to teamworking</small>	
B2.8 Supervises others in an appropriate manner to ensure that agreed outcomes are achieved	
B2.9 Uses her knowledge and skills effectively when helping others learn	

Assessment requirements

Evidence that your trainee provides for assessment should include proof that she is sufficiently skilled in the management and supervision of others to be an effective pharmacist on qualification.

Therefore it is essential that she be given opportunities to develop and demonstrate basic supervisory and management skills.

Knowledge requirements
Your trainee must show that she has a working knowledge of, and can apply, the following:
<ul style="list-style-type: none"> • How to structure learning • The Learning Cycle and styles • Principles of effective coaching • Principles of effective feedback • How to influence others • Principles of effective negotiation • Principles of presenting information orally in an effective way • Principles of setting objectives • Roles of other staff members • Roles undertaken by pharmacists • Team Roles (generic)

Unit C - Medicines and health

These standards encompass aspects of performance and behaviour that are specific to pharmacy practice.

Your trainee must demonstrate her ability to provide an effective pharmaceutical service.

Development of the following characteristics will underpin her future role as a provider of pharmaceutical care:

- identifying health needs and understanding the opportunities for health promotion as well as treatment and care
- working with patients and carers, to manage their medicines and ensure that they can play an active part in the decisions and choices affecting their treatment or care
- understanding and making the most of the whole health and social care system for the benefit of patients

For this unit to be achieved, your trainee must have experience or awareness of all the following:

- the pharmacist's role in both community and hospital
- the way the healthcare system operates for patients in community and hospital
- supply of medicines from both community and hospital
- provision of advice about medicines and health
- use of patient medication records and histories
- working with local formularies and prescribing guidelines
- use of the full range of reference sources as specified by the RPSGB
- use of a full range of dispensary equipment (see Code of Ethics)

Manage the dispensing process (Performance Standard C1)

Your trainee must be able to provide an effective service for the supply of prescribed medicines, dressings and appliances. She should demonstrate the ability to deliver such a service by undertaking dispensing herself and by the effective management of dispensing undertaken by others.

Your trainee must show that she:	Training strategy:
<p>C1.1 Correctly* receives prescriptions into the pharmacy</p> <p>* Correctly will include following protocols, correct charging and exemption procedures, providing necessary information</p>	
<p>C1.2 Checks the prescription is valid*</p> <p>* Valid means legible, accurate, complete and complying with legal requirements, not fraudulent</p>	
<p>C1.3 Assesses the prescription for safety and clinical appropriateness*</p> <p>* This will include:</p> <ul style="list-style-type: none"> • appropriateness according to patient's condition, if known • meeting the patient's need with view to minimising waste • dosage within therapeutic range • appropriate dosage form • appropriate route of administration • appropriateness according to patient's parameters (age, weight, etc) and previous medication • compatibility with other medication, if known • consistency with formularies, clinical guidelines and protocols, if known • possible side effects • risk of adverse drug reactions • potential for non-compliance, inappropriate use or misuse by patient • contraindications • any other 	

Your trainee must show that she:	Training strategy:
<p>C1.4 Resolves any identified problems* appropriately * This will include any problem arising from C1.2, C1.3 or stock availability</p>	
<p>C1.5 Performs calculations* correctly *Calculations must include all of the following: • formulation for creams and ointments, complex solutions and suspensions, IV formulations including cytotoxics, parenteral nutrition and infusions • doses and dosing schedules: - dose adjustment in paediatrics, and in particular conditions e.g. renal failure - IV dosing - quantity to supply - loading dose/steady state calculations - calculations for syringe pumps and drivers, infusion pumps and nutrition pumps</p>	
<p>C1.6 Assembles* the prescription correctly * This includes packaging and producing computer-generated labels</p>	
<p>C1.7 Supplies* extemporaneously prepared products according to the correct formula * Both by preparing and by ordering from a specialist manufacturing unit</p>	
<p>C1.8 Correctly issues dispensed item(s) to patient or representative, with appropriate information and advice.</p>	
<p>C1.9 Ensures stock is managed* correctly * This will include ordering, checking on delivery and dealing with discrepancies, stock rotation, dealing with recalls and returned items, storage and disposal</p>	
<p>C1.10 Responds appropriately to requests* to dispense prescription-only items without a prescription ** * Requests from patients or their representatives and from prescribers **It is a legal requirement that a pharmacist has interviewed the patient and makes the decision to supply. In order to meet this criterion, your trainee should, with the patient's consent, listen to the interview, dispense the product and make the entry in the register (with checking by the pharmacist)</p>	
<p>C1.11 Correctly processes necessary documentation* * This includes endorsing in both hospital and community, filing, stock control and completion of PMRs, CD records and prescription register</p>	
<p>C1.12 Effectively checks prescriptions dispensed by others</p>	

Assessment requirements

Evidence that your trainee provides for assessment should include:

- proof that she has dealt with a wide variety of prescriptions, including those for:
 - controlled drugs (including when prescribed on forms allowing instalments)
 - borderline substances
 - disallowed items
 - hosiery
 - stoma products
 - medicinal gases
 - dressings
 - cytotoxic agents

NB if 'real' prescriptions are not available, simulations based on prescriptions obtained from elsewhere should be used.

- proof that she has had experience of dealing with private and NHS prescriptions

Knowledge requirements

Most of the knowledge represented by the whole registration examination syllabus is needed to underpin these standards.

In addition, your trainee must show that she has a working knowledge of, and can apply, the following:

- Principles of effective written communication
- Meaning and principles of seamless care
- Use of information sources

Provide additional clinical and pharmaceutical services (Performance Standard C2)

Your trainee must demonstrate the application of her clinical and pharmaceutical knowledge. She must show that this knowledge is up-to-date. It must be used effectively in the following areas:

- the management of prescribed medicines, long term conditions and common ailments
- the promotion and support of healthy lifestyles
- the provision of advice and support to patients and other healthcare professionals

Competence in this element will underpin her ability to manage medicines and provide pharmaceutical care in the future.

Your trainee must show that she:	Training strategy:
<p>C2.1 Provides considered and correct answers to queries, founded on research-based evidence*</p> <p>* Evidence sources will include clinical textbooks, journals and pharmaceutical company information (whether paper-based or electronic)</p>	
<p>C2.2 Proactively* assists patients** to obtain maximum benefit from their treatment</p> <p>* This will include identifying opportunities to assist, providing information, positive reinforcement, reassurance, testing understanding and encouraging recipient to ask questions</p> <p>**Directly or via their representatives</p>	
<p>C2.3 Identifies and takes action to minimise risk to patients from their treatment</p>	
<p>C2.4 Actively provides information and advice to healthcare professionals</p>	
<p>C2.5 Constructs medication histories* using a range of sources</p> <p>* These must include basic and comprehensive histories</p>	
<p>C2.6 Uses medication histories correctly*</p> <p>* Access existing information, record new information and apply the information</p>	
<p>C2.7 Recognises possible adverse drug reactions, evaluates risks and takes action* accordingly</p> <p>* This may include advising and informing patient or representative, discussion with colleagues and reporting to CSM</p>	
<p>C2.8 Provides appropriate information and advice on the management of minor and common ailments*</p> <p>* Information and advice must incorporate both appropriate self-medication and appropriate non-drug actions</p>	

Your trainee must show that she:	Training strategy:
<p>C2.9 Effectively uses opportunities* to promote and support healthy lifestyles and prevent disease</p> <p>* With individual patients and at formal events such as presentations to patient or public groups</p>	
<p>C2.10 Demonstrates awareness* of emergency first aid</p> <p>* By successfully completing a training course from a recognised provider e.g. St John Ambulance (see special guidance)</p>	
<p>C2.11 Refers, or directs the person, to a more suitable source* of help or information, when necessary</p>	

Assessment requirements

Evidence that your trainee provides for assessment should include:

- *proof that she has been involved in the provision of pharmaceutical services in both community and hospital practice*
- *proof that she has provided advice or supplied non-prescribed medicines for a wide range of conditions, including those affecting:*
 - the respiratory tract
 - the gastro-intestinal tract
 - the oropharynx
 - the skin
 - the ear(s)
 - the eye(s)
 - musculoskeletal and connective tissue
 - women
 - babies and children
 - elderly patients
 - patients with long term health management needs

Knowledge requirements

Most of the knowledge represented by the whole registration examination syllabus is needed to underpin these standards.

In addition, your trainee must show that she has a working knowledge of, and can apply, the following:

Compliance aids - availability and use
 Use of inhalers and other devices
 Dispensing for residential and nursing homes
 Emergency first aid
 Government healthcare priorities
 Local healthcare priorities
 Patient information leaflets
 How to evaluate literature and data
 Referral agencies in emergency or for provision of further advice
 Roles of healthcare professionals
 Sale of medicine protocol in your pharmacy (where the pharmacy sells medicines)
 Techniques for effective questioning
 Information sources

C2.10 Special Guidance

The purpose of C2.10 is to ensure that newly registered pharmacists will have the knowledge and skills to provide emergency help when a person needs it. The public's expectation is that a pharmacist will be able to assist if an accident or emergency occurs in the vicinity of the pharmacy or in the pharmacy itself; also, that a pharmacist is an appropriate person to telephone for advice in emergency situations.

Most employers have a policy of designating certain members of staff as first-aiders to handle all health emergency situations: therefore, many new pharmacists will not be expected or permitted by their employer to give emergency aid. However, the RPSGB wants to make sure that all new pharmacists are ready for this role should it be required of them. Independent and locum pharmacists can take professional indemnity insurance to cover for first aid activities.

You can address this standard by attending a first aid course by a recognised provider such as St John Ambulance. In contrast with the remainder of the Performance Standards (for which one piece of evidence would not suffice), the course certificate alone should provide sufficient evidence of you meeting the standard. Alternatively your preregistration tutor or manager might identify a registered first-aider at the training site to train and assess the site's preregistration trainee(s).

The course or training should teach you how to assess and identify the nature of emergency situations and after this, the appropriate action you should take including referral where appropriate. As a minimum, training should cover the following conditions:

- obstruction to airways
- CPR
- shock
- electric shock
- overdoses and poisoning
- a seizure
- hypoglycaemia or hyperglycaemia
- loss of consciousness
- severe bleeding
- burns and scalds
- head injuries and concussion
- severe pain in head, chest or abdomen
- allergic reactions

In addition, you should be trained for situations that require first aid but are not normally life threatening. As a minimum these are:

- minor allergic reactions
- foreign bodies or chemicals in the eye
- mild shock
- minor burns and scalds
- injuries to bones, muscles, joints
- minor bleeding

Cross sector experience

Arrangements for your trainee to spend time in at least 2 patient-centred sectors may already have been made by your employer, or you may need to make them yourself locally. There is no absolute rule about when the trainee should undertake her secondary placement, but logic would suggest that it should be after a 'settling in' period (of approximately 3 months) and before the 39th week (when you must be in a position to judge whether your trainee should be entered for the registration examination).

Activity K2(1)

- Organising a cross sector placement

This activity will help you to plan and organise when and where the cross sector placement will take place if this has not been done already. It is also contained in your trainee's workbook.

To decide the type of establishment desired for your trainee's Cross sector experience, agree with your trainee the nature and characteristics of the placement that you are looking for her to go to.

For example, you may have definite ideas about:

- geographical location
- size of placement
- how busy the placement is
- length of time the placement can offer
- type of activities available for your trainee to participate in.

Your criteria:

Having agreed these criteria, what action now needs to be taken to organise the cross sector placement and who will take it?

Action required	By - trainee/tutor/ other	Deadline date

Activity K2(2)

- Priorities for the cross sector placement

This activity should be completed near to the time when the cross sector placement will take place. It provides a structure for you and your trainee to discuss her progress so far, and to decide what she needs to concentrate on during the cross sector placement. This activity is also contained in your trainee's workbook.

In which of the Performance Standards has your trainee demonstrated competence so far?

In which areas does she still need more experience?

In which of these areas might the cross sector placement provide new or further opportunities for developing and demonstrating competence?

Is there anything else you and your trainee hope her to obtain from her cross sector placement?



What will your trainee need to do to ensure that she achieves the objectives identified above?



Your trainee has an action plan in her workbook on which to summarise the plans discussed above.

An interactive pack for the cross sector placement (one for community placements and one for hospital placements) has been produced by a consortium of community and hospital training managers which you and your trainee might find useful. It is provided in online and can be found on the following webpage:

www.rpsgb.org/acareerinpharmacy/preregistrationtraining/preregistrationtrainees

Activity K2(3)

- cross sector placement action plan

Following completion of activity K2(2) your trainee will be able to develop an action plan. An activity is included in your trainee's pack for this, along with a blank action plan. On completion of this by your trainee, you should discuss the practicalities both with the trainee and the supervising pharmacist at the cross sector placement. Following any amendments, we recommend that your trainee takes copies of this for yourself and the supervising pharmacist at the cross sector placement.

Insert here your copy of your trainee's cross sector placement action plan.



ROYAL PHARMACEUTICAL SOCIETY OF GREAT BRITAIN

CALCULATION PAPER

SUGGESTED TIME ALLOWANCE: ONE HOUR

INSTRUCTIONS TO CANDIDATES

DO NOT OPEN THIS BOOKLET UNTIL YOU ARE TOLD TO DO SO

How to answer the test:

1. For each question there are five suggested answers, **A, B, C, D** and **E**. Choose only **one** answer for each question.
2. You should answer the questions as though you were a registered pharmacist, not a preregistration trainee.
3. There are 20 questions in this test and you are advised to answer all of them. You will score one mark for each correct answer; no marks will be deducted for incorrect answers or omissions.
4. Some of the questions will require use of the BNF, others will not.
5. You are not permitted to use a calculator in this test

SECTION I
(15 questions)

Directions for questions 1(Calc) to 15(Calc). Each of the questions or incomplete statements in this section is followed by five suggested answers. Select the best answer in each case.

1(Calc). Mr F currently takes hydrocortisone tablets 130 mg daily. His doctor wants to change him on to an equivalent anti-inflammatory dose of dexamethasone tablets. Which one of the following is the most appropriate dose of dexamethasone tablets for the doctor to prescribe for Mr F?

- A 2.5 mg
- B 5 mg
- C 6.5 mg
- D 7.5 mg
- E 8 mg

2(Calc). You receive a prescription for 0.3% dithranol in zinc and salicylic acid paste. What weight of dithranol do you need to make 225g of the final product?

- A 60 mg
- B 67.5 mg
- C 550 mg
- D 600 mg
- E 675 mg

3(Calc). You are asked to prepare a bladder instillation containing 1 vial of OncoTICE (Bacillus Calmette-Guérin / BCG). The vial contains 12.5 mg of Tice BCG, and this is diluted to 50 mL with sterile physiological saline. The final concentration of Tice BCG is:

- A 0.0125%
- B 0.025%
- C 0.125%
- D 0.25%
- E 1.25%

4(Calc). Sally, who is 2 years old, is suffering from severe croup and her GP decides to transfer her to hospital. Her condition is not effectively controlled with corticosteroid treatment, so she is prescribed adrenaline (epinephrine) by nebulisation. Which of the following is a suitable initial dose of adrenaline (epinephrine) 1 in 1000 solution for Sally, who weighs 12 kg:

- A 0.24 mL
- B 0.48 mL
- C 2.4 mL
- D 4.8 mL
- E 5.5 mL

5(Calc). What is the volume of hydrogen peroxide solution 50% w/v needed to produce 3 litres of 3% w/v hydrogen peroxide solution?

- A 180 mL
- B 360 mL
- C 540 mL
- D 720 mL
- E 960 mL

6(Calc). Mrs A is terminally ill, and has been stabilised on Oramorph concentrated oral solution (morphine sulphate 100 mg/5 mL), 3 mL every four hours. As her pain is under control, it is decided to transfer her onto Durogesic DTrans (fentanyl) patches. Which one of the following dosage regimes would provide an equivalent dose?

- A 1 x '75' fentanyl patch every 5 days
- B 1 x '100' fentanyl patch every 5 days
- C 1 x '50' fentanyl patch every 3 days
- D 1 x '75' fentanyl patch every 3 days
- E 1 x '100' fentanyl patch every 3 days

7(Calc). Mrs M is prescribed an infusion of salbutamol. A nurse has added 5 mg of salbutamol to a 500 mL bag of sodium chloride 0.9%. The flow is adjusted to provide a dose of 16 micrograms per minute. How long will it take to give Mrs M 4 mg of salbutamol?

- A 25 minutes
- B 150 minutes
- C 250 minutes
- D 450 minutes
- E 500 minutes

Question 8(Calc) concerns the following extract from a prescription:

Dydrogesterone 10 mg tablets
Take 1 tablet twice a day from day 11
to day 25 of the next 6 cycles

Which one of the following is the correct number of dydrogesterone 10 mg tablets to dispense?

- A 84
- B 120
- C 150
- D 180
- E 196

9(Calc). Mr C is prescribed 8 mmol of magnesium ions to be given by intravenous injection for the emergency treatment of serious arrhythmias. Which one of the following is the correct volume of magnesium sulphate 50% injection that Mr C should be given?

[magnesium sulphate 1 g is equivalent to approximately 4 mmol Mg^{2+}]

- A 2.5 mL
- B 4 mL
- C 6 mL
- D 10 mL
- E 40 mL

10(Calc). A patient currently takes ferrous gluconate 300 mg tablets, 1 bd, and her doctor wants to change her to an equivalent dose of Niferex elixir. The volume of Niferex elixir required for a 10-day supply is:

- A 17.5 mL
- B 25 mL
- C 30 mL
- D 35 mL
- E 50 mL

11(Calc). The paediatric surgery wards at your hospital routinely use ibuprofen (40 mg/kg daily in 3 divided doses) and paracetamol (60 mg/kg daily in 4 divided doses). Which one of the following gives the most appropriate doses of paracetamol and ibuprofen for a child weighing 8 kg?

- A paracetamol 120 mg qds + ibuprofen 80 mg tds
- B paracetamol 120 mg qds + ibuprofen 100 mg tds
- C paracetamol 160 mg qds + ibuprofen 100 mg tds
- D paracetamol 480 mg qds + ibuprofen 160 mg tds
- E paracetamol 480 mg qds + ibuprofen 320 mg tds

12(Calc). Drug X is principally excreted via the kidneys and is given by intravenous infusion. The dosage recommendations are as follows:

Creatinine Clearance (mL/min)	Dosage
> 50	5 mg/kg every 12 hours
25-49	2.5 mg/kg every 12 hours
10-24	2.5 mg/kg every 24 hours
< 10	1.25 mg/kg every 24 hours

Formula

$$\text{Creatinine Clearance (mL/min)} = \frac{1.2 (140 - \text{age}) \times \text{weight (kg)}}{\text{Serum creatinine (micromol/L)}}$$

Mrs B is a 60-year-old non-obese female who weighs 50 kg. Her latest serum creatinine level is 150 micromol/L. Which one of the following is the most appropriate dose of drug X for Mrs B?

- A 62.5 mg every 24 hours
- B 125 mg every 24 hours
- C 125 mg every 12 hours
- D 150 mg every 12 hours
- E 250 mg every 12 hours

13(Calc). A blister packing line uses 0.5 g aluminium foil per blister of 14 tablets. How much foil is required to produce 50,000 packs of 56 tablets?

- A 25 kg
- B 28 kg
- C 70 kg
- D 100 kg
- E 200 kg

Question 14(Calc) concerns the following extract from a prescription:

Diamorphine 200 mg
in 20 mL water for injections

Give by continuous subcutaneous infusion using a syringe driver at a rate of 15 mg per hour

You are asked to advise on the appropriate infusion rate. Which one of the following should you recommend?

- A 0.005 mL/minute
- B 0.025 mL/minute
- C 0.05 mL/minute
- D 0.25 mL/minute
- E 0.5 mL/minute

15(Calc). You are asked to make up a solution containing cetrimide at a concentration of 1 in 500. To which of the following is this equivalent?

- A 0.005%
- B 0.02%
- C 0.05%
- D 0.2%
- E 0.5%

SECTION II
(3 questions)

Directions for questions 16(Calc) to 18(Calc). For each numbered question select from the list above the one lettered option which is most closely related to it. Within the group of questions each lettered option may be used once, more than once, or not at all.

Questions 16(Calc) to 18(Calc) concern the following infusion rates:

- A 15 mL/hour
- B 45 mL/hour
- C 60 mL/hour
- D 100 mL/hour
- E 120 mL/hour

Select, from **A** to **E**, which one of the above is the correct infusion rate for the following:

16(Calc). a patient prescribed lidocaine (lignocaine) 2 g in 1 litre glucose 5% at a dose of 4 mg/minute

17(Calc). a patient weighing 75 kg prescribed dobutamine 500 mg in 500 mL glucose 5% at a dose of 10 micrograms/kg/minute

18(Calc). a patient weighing 80 kg prescribed dopamine 800 mg in 500 mL sodium chloride 0.9% at a dose of 5 micrograms/kg/minute

SECTION III
(2 questions)

Directions for questions 19(Calc) and 20(Calc). The questions in this section are followed by three responses. For each question **ONE** or **MORE** of the responses is (are) correct. Decide which of the responses is (are) correct. Then choose:

- A** if 1, 2 and 3 are correct
- B** if 1 and 2 only are correct
- C** if 2 and 3 only are correct
- D** if 1 only is correct
- E** if 3 only is correct

Directions Summarised				
A 1, 2, 3	B 1, 2 only	C 2, 3 only	D 1 only	E 3 only

19(Calc). Regarding Proflavine Cream, BPC, which of the following statements is/are true?

- 1** 50 mL contains 1.25 g of yellow beeswax
- 2** 150 mL contains 0.15 g of chlorocresol
- 3** 200 mL contains 134.6 g of liquid paraffin

Question 20(Calc) concerns the following extract from a prescription:

Morphine hydrochloride 20 mg Diazepam hydrochloride 2 mg Alcohol (90 per cent) 0.625 mL Chloroform Water Double Strength 2.5 mL Water to 5 mL

Supply 200 mL

10 mL four hourly as required

Dose may be increased gradually to 30 mL, if necessary

You have the following ingredients in stock and the prescriber has agreed to you using diazepam tablets to make the preparation as it is needed urgently:

- Morphine Hydrochloride BP
- diazepam 5 mg tablets
- Alcohol BP (95%)
- Concentrated Chloroform Water BP

Which of the following is/are the correct amount(s) required to make the preparation prescribed?

- 1** 22.5 mL of Alcohol BP (95%)
- 2** 10 mL of Concentrated Chloroform Water BP
- 3** 16 diazepam 5 mg tablets

END OF QUESTIONS

Now go back and check your work

Royal Pharmaceutical Society of Great Britain

Calculation Paper - Answers

Question	Key
1	B
2	E
3	B
4	D
5	A
6	E
7	C
8	D
9	B
10	D
11	B
12	C
13	D
14	B
15	D
16	E
17	B
18	A
19	A
20	E

Preregistration learning contract

This contract details the agreement between the preregistration tutor and trainee of key aspects of working together. It clarifies what is expected of each party. It should be discussed and signed by both parties at the outset of any training period commencing with a new tutor.

Part One - Tutor's Undertaking

I, (insert your name) make the following commitments to you, (insert trainee's name) for the duration of your preregistration training with me.

I will

- provide and arrange training that will enable you to develop all the skills, attitudes and knowledge defined by the RPSGB's Performance Standards including the RPSGB Code of Ethics
- work with you to identify your individual learning needs
- ensure that we both keep up-to-date with RPSGB requirements and endeavour at all times to meet them
- treat you in a manner that is conducive to your learning. This will include:
 - giving you the opportunity to contribute and put forward your views
 - providing you with appropriate time to study and reflect on your learning (by mutual agreement)
 - being approachable and providing help when asked or referring you to a more appropriate source of help
 - setting targets for you through a process of negotiation with you
 - explaining and repeating explanations as necessary
 - challenging and questioning you to check your understanding
 - encouraging and supporting you when you find situations challenging
- adapting plans as appropriate
- enable you to have access to off-job study days and training events, as appropriate
- inform, support and confer with others involved in your training
- set aside time to review your progress regularly, both informally and formally
- provide you with constructive and honest feedback to aid your development
- provide feedback on your progress to the RPSGB at the set times and in the required manner
- assess you objectively - or arrange for others to do so - in all the Performance Standards specified by the RPSGB based on a range of evidence which you provide to me and taking account of feedback from other people involved in your training
- identify and address my own learning needs in relation to being a tutor
- welcome feedback from you to help me develop my tutoring skills
- endeavour to ensure that, in my absence or when you are working elsewhere, a suitable person is available to support and guide you.

Signature of tutor:

Date:

Signature of trainee:

Date:

Part Two - Trainee's Undertaking

I, make the following commitments for the duration of my preregistration training while being tutored by

I will

- adhere to the rules and regulations of the RPSGB and the organisation I am working for
- acquaint myself with the learning outcomes required by the RPSGB to register i.e. the performance standards and the registration examination syllabus
- take responsibility for my own learning and development by:
 - taking steps to be aware of my own learning style
 - participating fully in the development of my learning plans
 - being pro-active in seeking learning opportunities, in work activities or whilst at training events or study days
 - seeking solutions to problems without necessarily asking you, if the answer might be found elsewhere
 - developing a portfolio of evidence for all the RPSGB performance standards
 - reflecting on my learning and experience
 - identifying my further learning needs and developing targets for myself
 - using the time you or other trainers spend with me to best advantage
- respect and be prepared to learn from colleagues at all levels
- be a reliable and trustworthy member of your pharmacy team
- endeavour to contribute to the overall goals and work targets of the pharmacy team
- admit to not knowing, understanding or being comfortable if that is the case
- be honest in my interactions with you and other colleagues
- receive feedback and use it to help me to develop further
- provide constructive feedback to you, where this may help you to develop your skills as a tutor.

Signature of trainee:

Date:

Signature of tutor:

Date:

Change of training details

[to be sent to the RPSGB as soon as changes are known]



This form should be completed if there is a change to your training placement and/or your tutor/preregistration manager.

Full name of trainee:

Trainee reference code:

Full name and address of training establishment, existing or which you have recently moved from:

Change of placement

Full name and address of new training establishment:

Start date at new establishment:

PLEASE NOTE: All correspondence from the RPSGB, including the *Pharmaceutical Journal*, will be sent to this address. It will take at least 2 weeks from receipt of this form for correspondence to start arriving at this new address so please make arrangements for any mail to be forwarded from your previous training establishment.

Change of tutor

Full name of new tutor:

Date of registration with RPSGB:

Registration no.:

Telephone number:

Date of change:

Change of Preregistration Manager

Full name of new manager:

Registration no:

Signature:

FOR OFFICE USE ONLY

Premises code

Student file updated

Training record sent

Initials

Date

YOUR NEW TUTOR NEEDS TO COMPLETE THE OTHER SIDE OF THIS FORM.

Agreement to tutor a preregistration trainee

I,

(insert your name)

- wish to be involved in developing a future pharmacist and willingly undertake the role of preregistration tutor
- am committed to enabling my trainee to benefit as much as possible from the preregistration year
- agree to observe the RPSGB's requirements and conditions for preregistration training
- have - or will take steps to develop - the necessary skills to be a tutor (see competencies in the tutor information booklet)
- confirm that my name has never been removed from the Register of Pharmaceutical Chemists and that I am not currently under investigation by the Statutory Committee*
- have been working for at least three years in Great Britain in the sector of practice in which I am acting as tutor*
- will sign a learning contract with my trainee (see sample in tutor workbook)
- will provide and arrange training to enable my trainee to develop all the skills, attitudes and knowledge defined by the RPSGB's training programme and registration examination syllabus
- will inform, support and confer with others involved in training or supervising my trainee
- will use the workbook provided by the RPSGB
- will undertake and record my continuing professional development to ensure that I identify and address my own learning needs
- will further develop my tutoring skills using reflection on my past experiences of tutoring or training, and using feedback from my trainee and others about my development needs as a tutor
- will notify the RPSGB (in writing or by e-mail) if I relinquish the tutoring of any trainee during his/her preregistration year

* *If you are unable to sign either or both these statements, please delete and provide details on a separate sheet of paper.*

Signed:

Date:

Progress report

Trainee's full name:	<input type="text"/>	Trainee reference code:	<input type="text"/>
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Name and address of training premises	<input type="text"/>
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Tutor's full name:	<input type="text"/>	Tutor's registration No.:	<input type="text"/>
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Date of report:	<input type="text"/>	Number of training weeks completed to date:	<input type="text"/>
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Has someone other than the trainee's tutor completed this report?
If YES, please complete the following three boxes.

Name of person completing the report:	<input type="text"/>
---------------------------------------	----------------------

Position:	<input type="text"/>
-----------	----------------------

Reason for the tutor not completing the report:	<input type="text"/>
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Comments on your trainee's progress with the Performance Standards, Examination Syllabus and calculation questions to date:

<input type="text"/>

Do you feel that any problems, work-related or personal, have affected your trainee's performance? If YES, please give details (if the trainee is happy for them to be divulged):

<input type="text"/>

Further comments can be made on an extra sheet of paper if necessary

NOTE:
Please attach a copy of the assessment summary

Number of days absence of trainee since commencing preregistration training

Annual leave

Sickness absence

Other (please specify)

For this stage in her/his preregistration year, how do you feel about your trainee's overall performance?

My trainee's progress is excellent/very good/good (delete as applicable)

My trainee is making satisfactory progress

My trainee needs to make improved progress in some areas

My trainee needs to make substantially improved progress or it is unlikely that s/he will be ready to register at the end of her/his 52 week training period

Any other comments by tutor (or other person completing this report)?

Signature of tutor (or other person completing this report)

Any comments by trainee?

Signature of trainee

Trainee reference code (please repeat)

NOTE:
Please attach a copy of the assessment summary

Assessment summary

Trainee's full name:	<input type="text"/>	Trainee reference code:	<input type="text"/>
Tutor's full name:	<input type="text"/>	Tutor's registration No.:	<input type="text"/>

Tutor :- Please date and sign when an aspect or aspects of the performance standards have been achieved by your trainee. **ONLY MAKE ENTRIES ONCE THE PERFORMANCE STANDARD HAS BEEN COMPLETED.** Over the year this will be a cumulative record of the performance standards your trainee has achieved so far. **Copy** and send it to RPSGB with each progress report.

Standard	Date	Signature of assessor	Standard	Date	Signature of assessor
A1.1	<input type="text"/>	<input type="text"/>	A4.1	<input type="text"/>	<input type="text"/>
A1.2	<input type="text"/>	<input type="text"/>	A4.2	<input type="text"/>	<input type="text"/>
A1.3	<input type="text"/>	<input type="text"/>	A4.3	<input type="text"/>	<input type="text"/>
A1.4	<input type="text"/>	<input type="text"/>	A4.4	<input type="text"/>	<input type="text"/>
A1.5	<input type="text"/>	<input type="text"/>	A4.5	<input type="text"/>	<input type="text"/>
A1.6	<input type="text"/>	<input type="text"/>	A4.6	<input type="text"/>	<input type="text"/>
A1.7	<input type="text"/>	<input type="text"/>	A4.7	<input type="text"/>	<input type="text"/>
A1.8	<input type="text"/>	<input type="text"/>	A4.8	<input type="text"/>	<input type="text"/>
A2.1	<input type="text"/>	<input type="text"/>	A5.1	<input type="text"/>	<input type="text"/>
A2.2	<input type="text"/>	<input type="text"/>	A5.2	<input type="text"/>	<input type="text"/>
A2.3	<input type="text"/>	<input type="text"/>	A5.3	<input type="text"/>	<input type="text"/>
A2.4	<input type="text"/>	<input type="text"/>	A5.4	<input type="text"/>	<input type="text"/>
A3.1	<input type="text"/>	<input type="text"/>	A5.5	<input type="text"/>	<input type="text"/>
A3.2	<input type="text"/>	<input type="text"/>	A5.6	<input type="text"/>	<input type="text"/>
A3.3	<input type="text"/>	<input type="text"/>	A5.7	<input type="text"/>	<input type="text"/>
A3.4	<input type="text"/>	<input type="text"/>			
A3.5	<input type="text"/>	<input type="text"/>			

DO NOT SEND ORIGINAL

Standard	Date	Signature of assessor
B1.1		
B1.2		
B1.3		
B1.4		
B1.5		
B1.6		
B1.7		
B1.8		
B1.9		
B1.10		
B1.11		
B1.12		

B2.1		
B2.2		
B2.3		
B2.4		
B2.5		
B2.6		
B2.7		
B2.8		
B2.9		

Standard	Date	Signature of assessor
C1.1		
C1.2		
C1.3		
C1.4		
C1.5		
C1.6		
C1.7		
C1.8		
C1.9		
C1.10		
C1.11		
C1.12		

C2.1		
C2.2		
C2.3		
C2.4		
C2.5		
C2.6		
C2.7		
C2.8		
C2.9		
C2.10		
C2.11		

Final declaration by tutor

To be completed by the preregistration tutor at the end of the training year.

(not for joint schemes involving the industry - please use separate declaration)

Full name of trainee:

Trainee reference code:

Full home address of trainee:

I (full name of tutor)

being the preregistration tutor of the above named trainee, based at the following establishment

(full name and address of training establishment)

hereby declare that:

- (i) s/he has demonstrated competence appropriate to a registered pharmacist in all of the Performance Standards required by the RPSGB
- (ii) s/he has a professional attitude and sense of responsibility sufficient for a registered pharmacist
- (iii) s/he will have completed a period totalling calendar weeks of preregistration training

from to (insert dates of full training period)

in accordance with the RPSGB Byelaws Section XX.

- (iv) s/he will have completed a minimum of two calendar weeks Cross sector experience (CSE) or undertaken the equivalent

from to (insert dates)

at (insert details of establishment)

OR - my trainee has not undertaken CSE, but all the Performance Standards have been met. Please initial.

- (v) In my opinion, s/he is able to apply in practice knowledge of the law relating to the practice of pharmacy and is a fit and proper person to be registered as a pharmaceutical chemist.
- (vi) I do not know of, nor have observed, any mental or physical ill-health problems which I believe may compromise his/her ability to discharge properly the duties and responsibilities of a pharmacist. P.T.O.

Signed:

Date:

Registration no.:

In cases where it has not been possible for the tutor (in community pharmacy) to observe the trainee for a sufficient length of time to be able to sign (v), the pharmacy superintendent of the corporate body which has employed the trainee should complete the declaration below.

I	<input type="text"/>	(full name)
being the superintendent pharmacist of		
<input type="text"/>		(name of body corporate)
hereby declare that:		
In respect of the above named trainee, I have not become aware of any mental or physical ill-health problems which I believe may compromise her/his ability to discharge properly the duties and responsibilities of a pharmacist.		
Signature of superintendent pharmacist:		
<input type="text"/>		
Registration no.:		
<input type="text"/>		

