

School of Pharmacy and Biomolecular Sciences

PgCert/PgDip in Clinical Pharmacy for Secondary and Tertiary Care

**Arrangements for Student Support - Responsibilities of Employing Organisations and Liverpool John Moores University**

**Introduction**

Following in the footsteps of medical education, the Postgraduate Diploma in Clinical Pharmacy for Secondary and Tertiary Care advocates workplace-based learning and uses real life cases / tasks to assess students’ achievement of learning outcomes. Therefore, successful completion of the programme requires commitment from the student and support from their employer, Practice Based Tutor (PBT), workplace-based assessors and university-appointed Clinical Liaison Tutor (CLT). This document describes the mechanisms in place for supporting students and the responsibilities of each individual involved in the process. The employer and PBT must sign the declaration form at the end of this document to confirm that they are aware of their roles and responsibilities in ensuring that their student will receive the appropriate support and guidance during their studies. The student submits this declaration with their application form.

**Educational Training Director (ETD)**

Each employing organisation should have a nominated senior member of staff (referred to in this document as an Education & Training Director, although this may not be their official job title) who will provide oversight of support for the student in the workplace (as described on subsequent pages). The Education & Training Director should intervene if the student is not receiving appropriate support by means such as a review of Practice Based Tutor responsibilities, re-allocation of student duties or changes to rotas as appropriate. It is important that the Education & Training Director is employed at a sufficiently senior level within the pharmacy department (i.e. employed at 8a grade or above) to empower them to assume this role. Lead Pharmacists for Education and Training and Clinical Services Managers have often fulfilled this role in the past.

**Facilitating Workplace-based Learning**

Ideally, students will rotate between clinical specialties (every three to four months) during their time on the programme, as this will allow them to establish their role, make a valid contribution to patient care and provide a breadth of experience in the core therapeutic areas. Students that undertake rotations with little or no patient-facing activities or opportunities to offer clinical input will struggle to satisfy some of the assessment requirements. Therefore, students should have at least 90 minutes per day of practice-based time, which includes **all** patient-facing activities, attendance at ward rounds / MDT meetings and completion of workplace-based assessments (WBAs). Students are expected to contribute around eight to ten hours a week of their own time to review and reflect on their progress, undertake the required directed learning activities and complete their assignments; they **should not** expect to be given protected study time to complete these activities during working hours.

Opportunities to attend a consultant / registrar ward round and / or a multi-disciplinary team (MDT) meeting provide excellent opportunities for learning as well as allowing a pharmacist to integrate into the multidisciplinary healthcare team. Whilst there is no specific requirement for students to attend these, the programme team at LJMU strongly encourage such attendance. If students work at specialist Trusts, they would benefit from some experience in a more general hospital at some point during their studies if this is feasible. When reviewing patients they should be encouraged to consider all of a patient’s co-morbidities to give them opportunities to apply the therapeutic knowledge gained to everyday practice.

**Practice-based Tutors (PBTs)**

Usually, students have a single PBT for the duration of the programme. However, if cross-site working is more likely to occur at a Trust, it may be more feasible to allocate a different PBT for each rotation the student undertakes. PBTs need allocating before students enrol on the programme to ensure provision of workplace-based support from the start. PBTs must meet the following criteria:

* Registered Pharmacist with the General Pharmaceutical Council
* A minimum of three years post-registration experience, preferably in the hospital sector
* Good all-round clinical knowledge and practical clinical skills
* Excellent communication skills, both verbal and written
* Ability to work on initiative and as part of a team
* Self-motivating and able to motivate / inspire others
* Commitment to continuing professional development / education
* Good time management and planning skills
* Well-developed critical review skills

If a student’s PBT leaves the Trust, a suitable replacement should be allocated before the PBT leaves and appropriate transitional arrangements made to ensure continuity of support. If a student’s PBT is absent for any prolonged period (i.e. for more than one month), a suitable replacement should be allocated as soon as possible and the new tutor and student appropriately supported through the transitional period.

Practice-based tutors should provide their tutees with mentorship and guidance on developing their clinical practice. The responsibilities of PBTs are to:

* Read the guidance produced by LJMU on conducting WBAs (which will be circulated once an offer has been made)
* Attend training (offered by LJMU) on WBAs and providing feedback (unless previous training in these areas has been completed)
* Conduct workplace-based assessments (WBAs) with their tutee. Students need to complete at least nine workplace-based assessments in their first year – each one takes 15-30 minutes to complete. Other suitably experienced pharmacists may also assess student (see WBAs guidance document)
* Provide specific and prompt feedback on any WBAs completed – ideally this will be the same day, but should be no later than the following day
* Meet with their tutee at least once per month to discuss general progress and identify any difficulties they may be having. Whilst a detailed log of meetigs isn’t requied, a lack of workplace-based assessments in the student’s portfolio may indicate inadequate support from the PBT. If this is the case, the student’s Clinical Liaison Tutor will escalate this to the department’s Education & Training Director
* Approve their tutee’s list of nominated peers for obtaining multi-source feedback
* Proof read written assignments (if requested by their tutee) in advance of the deadline. Since students are required to declare that any submitted assignments are their own work, comments should focus on:
  + Inaccuracies or ambiguities identified
  + Spelling, grammar and punctuation errors
  + Parts of the assignment brief and marking criteria not assessed – e.g. whilst it would be reasonable to point out that the student has not discussed any of the evidence base for a particular area, the PBT should not tell the student which trials they need to refer to
* Act as a role model through demonstrating high quality provision of patient care
* Provide advice on how to logically approach patient management (including the application of evidence-based medicine to clinical practice) and the level of research involved in clarifying and resolving issues
* Aid tutees with their preparation for and participation on ward rounds
* Provide tuition in clinical areas where appropriate. Tutors may identify some of these areas after conducting workplace-based assessments
* Conduct mock OSCEs 2-4 weeks in advance of the summative OSCEs
* Support their tutee in completing study day pre-requisites where necessary
* Escalate performance issues (including a lack of engagement with the programme) to the student’s line manager and Clinical Liaison Tutor
* If they leave their employing Trust part-way through their student’s course of study:
  + Honour any dates for WBAs arranged before they leave – if these clash with annual leave booked during this period, they should be re-arranged
  + Continue the formal monthly meetings with their tutee
  + Meet (before they leave) with the student’s new PBT to discuss the student’s progress to date, assessments due for the current modules and any issues / concerns about the student. Alternatively, these details should be handed over to the Education & Training Director if a new PBT hasn’t been allocated

The programme team recognises the challenges of cross-site working and that service needs may require students to work on a different site to their PBT for prolonged periods (e.g. up to four months). During this time, the contact time between the student and their PBT (or combination of PBT and other workplace-based assessors) can be maintained by:

* The PBT visiting the site where the student is working to conduct workplace-based assessments and monthly meetings
* Suitably experienced (and trained) pharmacists based at the site where the student is working condcuting the required workplace-based assessments
* Using video conferencing facilities (e.g. Skype, Facetime) or the telephone to conduct the monthly meetings – whilst exchanging e-mails is a good way to keep in regular contact it isn’t suitable for these meetings

**Workplace-based Assessors**

Other senior pharmacists conduct WBAs for students enrolled on the programme and must:

* Read the guidance produced by LJMU on conducting WBAs
* Attend training (offered by LJMU) on WBAs and providing feedback
* Honour dates for WBAs with students, or if late cancellation is necessary re-arranging for the earliest mutually convenient date
* Provide specific and prompt feedback on any WBAs completed – ideally this would be the same day, but should be no later than the following day
* Liaise with the student’s PBT if there are any concerns about the student’s performance in any of these assessments

**Clinical Liaison Tutors (CLTs)**

Each student is allocated a CLT that will satisfy LJMU’s Personal Tutoring policy. During the first year of the programme, CLTs will arrange telephone tutorials with their student at various points during the year to discuss themes such as:

* Development of and progress with their personal development plan (PDP)
* Reviewing the student’s portfolio and progress with collecting the evidence required
* Progress with the next assignment
* Feedback for the previous assignment
* Multi-source feedback obtained via the peer assessment tool

The CLT will also monitor student engagement as demonstrated by:

* Completion of self-study packages on Canvas (LJMU’s virtual learning environment)
* Attendance at study days
* Completion of feedback surveys following study days

The student’s CLT will escalate any evidence of insufficient engagement to the student’s PBT and in the severe cases the ETD.

**Practice Improvement Projects**

During the first six months of the 2nd year, all students study the “Improving Healthcare Practice” module, which involves completion of a practice improvement project. Details of the project’s requirements will be circulated approximately one month before the start of the module and it is recommended that topics are identified in August (for September cohorts) or February (for March cohorts). Students submit a proposal to LJMU (for formative feedback) approximately four to six weeks after the start of the module. Therefore, projects should not be changed after students have submitted their proposal unless there are extenuating circumstances, since this can affect the student’s ability to meet the final assessment deadline.

# DECLARATION FORM

Student Name:

Employing Organisation:

**Declaration on behalf of Employer *(to be completed by the Education & Training Director)***

As the senior pharmacist with responsibility for Foundation Pharmacists’ workplace-based education and training, I support the above named student’s application for the

Postgraduate **Certificate** Postgraduate **Diploma** **Masters**

**Support for the student to undertake the programme** (please tick all to indicate agreement)

The department will support the student’s attendance and provide appropriate practice time and responsibilities to enable them to complete the course of study

The student has been assigned a Practice Based Tutor that meets the requirements described in this document and they will be given appropriate support by the department to carry fulfil this role

I agree to ensure that the student is given appropriate support and access to practice-based learning opportunities as set out in the Arrangements for Student Support document. In the event that a student’s PBT is not able to support the student for any prolonged period of time, a new PBT will be appointed and LJMU notified in a timely fashion

**Fees** (please tick the most appropriate option)

The organisation will pay the fees **in** **full,** reclaiming any student contribution directly from the student (if applicable)

**Purchase Order Number**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**(*A new PO number is required for each year of the programme)***

The organisation will pay **a proportion** of the fees (as detailed in the application form)

**Purchase Order Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

The student is responsible for paying **all** fees personally

**Education and Training Director Declaration**

Print Name: E-mail:

Signed: Date:

Position:

**Declaration by Practice Based Tutor**

Name of tutor:

I confirm that I will act as tutor for the above named student and will endeavour to fulfil the roles and responsibilities outlined in the Practice Based Tutor Job Description document. I have provided a copy of my current CV to the student for submission alongside their application.

Signed: Date:

Position: E-mail: