

The King's Health Partners
Statement of Teaching Proficiency
for Pharmacy Professionals

The Essential User Guide for Pharmacists

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*'Being an accredited trainer will be a badge of honour
reserved for the very best'¹*

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¹Health Education: England. Our strategic Intent. Leeds: HEE, 2013.

The King's Health Partners' Statement of Teaching Proficiency (STP) for Pharmacy - The Essential User Guide for Pharmacists

The aim of this guide is to help you through the process of obtaining the King's STP.
The following sections can be found in this 'Essential User Guide':

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Thank you for looking into the King's STP and we invite you to apply for it to obtain
recognition of your role in workplace-based pharmacy education.

A. The King's STP process

The King's STP is designed to be simple, constructive and 'light touch', so you shouldn't need specific training to get started. Attending an STP day and reading the STP 'Programme Outline' document is all that you will need. Here's what to do:

1. *Check that you are eligible to apply for the STP*

You must be practising at post-foundation level and have a pharmacy education role, either in the workplace or on a higher or further education pharmacy programme. 'Post-foundation' means that you have broadly demonstrated competence against the Royal Pharmaceutical Society's Foundation Pharmacy Framework.

2. *Apply for the STP and book onto an STP day*

All STP candidates (regardless of experience) must attend an STP day. We will advertise dates through a variety of networks, or you can email us to check availability at pharmacy-stp@kcl.ac.uk. The 'STP day' will be the start of the STP journey for most people, and will provide guidance and answer your questions.

3. *Read through this essential user guide and focus on section D*

- **More experienced supervisors:** If you can already meet some or all of the competencies, do some revision on your previous training or reading. If you have gaps in your reading or training, start planning to fill the gaps
- **Less experienced supervisors:** start by a) locating the recommended reading in appendix 3, and b) planning how to get any relevant training to help you

4. *Start completing the portfolio templates in section D*

5. *WAIT until the STP day for an explanation of how to undertake your peer observations of teaching, which include observations of your teaching practice (portfolio templates 3a and 3b)*

6. *Collate your STP pdf portfolio and submit within 6 months of the STP day*

7. *Start keeping a teaching diary for the duration of your STP. This should be simple and in a format of your choice. Your submission will include a scan of one page of it*

B. King's STP competencies taken from the Royal Pharmaceutical Society (RPS) Advanced Pharmacy Framework

The King's STP is based on the RPS's Advanced Pharmacy Framework (APF) cluster 5 (Education, Training and Development):

<http://www.rpharms.com/faculty-documents/rps-advanced-pharmacy-framework-guide.pdf>

Take a look at cluster 5 and you will see that there are SIX competencies, each at 3 levels. For the King's STP, you will produce evidence at 'Advanced Stage 1' for 3 competencies and 'Advanced Stage 2' for the other 3 competencies. These are summarised in table 1 on the next page. The rationale for this is to use the competency statements that best reflect your role as a supervisor.

The portfolio activities (section D) have been designed to provide evidence for each of the APF competencies. They involve reading selected articles (e.g. Appendix 3), reflecting on them and applying the learning to your teaching practice.

Your STP can be a first step towards Faculty membership. The STP programme leads will be able to advise you on how to proceed with a Faculty application as you put together your portfolio, which includes the other 5 APF clusters.

The format of the RPS Faculty portfolio is different from the STP portfolio and so we can provide guidance on how to translate the STP portfolio into a Faculty format towards the end of the STP programme.

The STP Portfolio templates are available to complete as fill-able PDF forms all of which have a space limit

Table 1: King's STP competencies from the APF

Theme	Descriptor	Level
5.1 Role model	Understands and demonstrates the characteristics of a role model to members in the team and/or service.	1
5.2 Mentorship	Demonstrates ability to effectively mentor others within the team and/or service.	2
5.3 Conducting education and training	Demonstrates ability to assess the performance and learning needs of others. Demonstrates ability to plan a series of effective learning experiences for others.	2
5.4 Professional development	Facilitates the professional development of others.	2
5.5 Links practice and education	Participates in the delivery of formal education programmes	1
5.6 Educational policy*	Demonstrates an understanding of current educational policies relevant to working areas of practice.	1

Use the rest of this essential user guide to go through EACH competency and:

1. Check if you have met this previously in your teaching practice or not
2. If not, ensure that you gain experience and knowledge to meet it– the resources and ideas in this essential user guide will help
3. Gather evidence that you can use to complete the templates**
4. Complete the templates, other than 5.3. You will be briefed on the STP about how to tackle 5.3

* An 'educational policy' can be interpreted widely, ranging from GPhC pre-reg policies to local policies issued by universities running foundation training (diplomas). Ask for help if unsure.

** As described in the Programme Outline document, we do not need to physically see the evidence that you gather. The STP portfolio is assessed on the basis of your written reflections of the learning you undertake and the experience you gain from doing the STP. We trust you to gather the necessary evidence yourself.

C. The King's STP day

The purpose of the King's STP day is to help you with:

1. Getting to grips with the STP
2. Understanding key subjects e.g. educational theories, workplace-based learning, assessment and feedback, peer observation, role-modelling and mentoring
3. Putting your portfolio together
4. Questions and troubleshooting
5. Networking opportunities and peer support

The typical structure of the King's STP day is:

9.30 to 10.15am -	Introduction to the STP
10.15 to 11.00am -	Educational theories
11.00 to 11.15am -	Break
11.15am to 12.30pm -	Workplace-based learning / assessment and feedback
1.30 to 2.30pm -	Peer observation of teaching
2.30 to 2.45pm -	Break
2.45 to 3.45pm -	Mentoring and role-modelling
3.45 to 4.30pm -	Q&A

D. King's STP portfolio sections 1-6

King's STP portfolio template: 1

APF Competency 5.1: Role model Advanced Stage 1:

Understands and demonstrates the characteristics of a role model to members in the team and/or service.

Instructions: Read an article about role modelling. Some training sessions may cover elements of role modelling. Then work through the rest of this template:

State here your reading or training undertaken

List in point form, your key learning from your reading and/or training

Summarise how you have applied your learning in the workplace/training environment. Consider the following in your summary:

- Include any feedback that you have been given about your role modelling behaviours
- Describe what you think that you do to demonstrate good role model behaviours
- How do you think about role-modelling differently, and what things you do or pay attention to that you didn't before, however big or small?

King's STP portfolio template: 2

APF Competency 5.2: Mentorship Advanced Stage 2:

Demonstrates ability to effectively mentor others within the team and/or service

Instructions: Think of a situation where you used mentoring processes.

1. You do NOT have to be formal mentor
2. You could find a peer mentor from the King's STP day

Consider how you have 'effectively' mentored in this situation and follow the rest of the template:

State here any background reading or training undertaken

List in point form, your key learning from your reading and/or training

Briefly describe the mentoring situation you have chosen for the King's STP

How did you 'effectively' mentor? Use the 'mentoring checklist (Appendix 1) in this essential user guide to help you

King's STP portfolio template: 3a

APF Competency 5.3: Conducting Education & Training

Advanced Stage 2 (FIRST STATEMENT):

Demonstrates ability to assess the performance and learning needs of others.

Instructions: Find a peer to observe you carrying out an assessment on a learner. Use and complete the 'STP Peer Observation Proforma for Teaching and Assessment' proforma (Appendix 2), scan it into your portfolio; and complete the rest of this template.

Examples may include an anonymised appraisal or a WPBA tool such as a Case-based Discussion, mini-CEX, etc.

State here any reading or training undertaken

List in point form, your key learning from your reading and/or training

Briefly summarise how you have applied your learning in the workplace/training environment, which will be further explained in your completed 'STP Peer Observation Proforma for Teaching and Assessment'

King's STP portfolio template: 3b

APF Competency 5.3: Conducting Education & Training

Advanced Stage 2 (SECOND STATEMENT):

Demonstrates ability to plan a series of effective learning experiences for others.

Instructions:

1. Find a peer to observe you carrying out a teaching session. Use and complete the 'STP Peer Observation Proforma for Teaching and Assessment' proforma (appendix 2), scan it into your portfolio; and complete the rest of this template.
2. Please keep a teaching diary during your STP in a format of your choosing. It should contain the following headings: *Who has the learning need? What is the learning need? How will you address the learning need? Reflections on how it went*

State here any reading or training undertaken

List in point form, your key learning from your reading and/or training

Summarise how you have applied your learning in the workplace/training environment

Additional evidence: Scan the most recent page of your teaching diary into your portfolio along with a) this template b) the STP Peer Observation Proforma for Teaching and Assessment

King's STP portfolio template: 4

APF Competency 5.4: Professional Development Advanced Stage 2:

Facilitates the professional development of others

Instructions: Review what you have put in your STP portfolio for APF competencies 5.1, 5.2 and 5.3. Identify how one of your activities has facilitated the professional development of someone else and follow the rest of this template.

State here any background reading or training undertaken

Which evidence from competencies 5.1, 5.2 or 5.3 contributed to the professional development of someone else? Briefly describe how

Outline briefly how has the practice of the person helped changed as a result of your input?

King's STP portfolio template: 5

APF Competency 5.5: Links Practice and Education Advanced Stage 1:

Participates in the delivery of formal education programmes¹

Instructions: Identify a formal education programme that you participate in. This may be a pre-registration or foundation programme for pharmacists or pharmacy technicians. Or an educational programme for counter assistants or pharmacy technicians. Feel free to think outside the box.

State here your role in the formal education programme that you participate in (e.g. trainer, tutor, assessor, mentor)

Briefly describe here what you DO in this role

Reflections:

Briefly consider how effectively you think that you use the workplace as a learning environment

Observe how effectively the philosophy of work based learning is applied in your workplace and comment briefly below

King's STP portfolio template: 6

APF Competency 5.6: Educational Policy Advanced Stage 1: (*see note on page 5)

Demonstrates an understanding of current educational policies relevant to working areas of practice (see the resources in the essential user guide for examples).

Instructions: Find an educational policy that governs an educational role that you hold. Annotate the policy with comments relating to how you ensure that your educational practice meets its requirements

State here which educational policy you have chosen to review

How is this relevant to your educational practice?

Any brief comments on the policy you have reviewed? E.g. do you agree with it or disagree? Does it leave any unanswered questions? Is it achievable?

E. Expectations of your portfolio & how this is assessed

We have designed the STP to be 'light touch' both in terms of the work required from you and the assessment involved. What this means in practice is as follows:

- We provide the STP Portfolio templates for you to complete, rather than asking you to design a portfolio
- The templates are fill-able PDF forms, which have a maximum space allowance to stop you writing too much!
- The STP Peer Observation Proformas for Teaching and Assessment are also available as fill-able PDF forms but we will also accept scanned copies of these, as well as a scanned extract of your teaching diary (see template 3b)

Once you have all available files, please email them to us at pharmacy-stp@kcl.ac.uk and one of the programme leads will then assess it against a pre-determined checklist (see appendix 4).

F. What next?

Having submitted your portfolio, we will aim to assess it within three months and notify you of the outcome as soon as possible afterwards of the decision.

Our decisions will be ratified by the STP exam board who will then issue the STP Certificate. Exam boards are held approximately twice each year, so there is likely to be a significant gap between achieving the STP, which we notify you of, and receiving your certificate.

We hope that every STP candidate will use their evidence to make an RPS Faculty application. We are happy to stay in touch with STP candidates to provide support for this by signposting and advising.

G. Appendixes: Resources

The resources in this appendix include the following:

1. Checklist for reflecting on the mentor's skills used during a mentoring meeting for use with competency template 2
2. The 'STP Peer Observation Proforma for Teaching and Assessment'
 - a. For use with competency templates 3a and 3b
3. Required reading organised according to each APF cluster 5 competency. ***If you are familiar with the academic discourse relating to the concepts and ideas that these references address, you may wish to treat this more as a recommended reading list rather than required reading***
4. Template for portfolio assessment

APPENDIX 1

Checklist for reflecting on the mentor's skills used during a mentoring meeting

	Yes	No
Was the meeting structured? i.e. did the mentor follow the GROW model: Goal, options, reality, will		
Was rapport established?		
Was there a clear purpose to the meeting?		
Was an action plan established?		
Did the mentor provide advice ?		
Did the mentor show empathy ?		
Did the mentor provide an appropriate balance of challenge and support ?		
Was the body language appropriate? E.g. eye contact		
Did the mentee achieve new insights or a different perspective on the issue?		
Communication skills		
Who did most of the talking ?		
Which of these types of questions did the mentor use? <ul style="list-style-type: none"> • Open questions • Closed questions • Paraphrasing • Probing questions 		
Note down any questions that were particularly effective		
Did the mentor show that they were listening? e.g. Listening signals (eye contact, nodding and noises) Y/N (please delete as appropriate)		
Mentor personal development		
What went well during the mentoring meeting?		
What didn't go so well during the mentoring meeting?		
What would you do differently next time?		

STP Peer Observation Proforma for Teaching and Assessment

Pre-observation Reflection

(To be completed by the participant before the observation)

Participant name:

Date:

The teaching or assessment activity I'm being observed on:

Describe what the aims and/or objectives are, the type of teaching you're doing (small group tutorial, ward-based one-to-one, assessment, appraisal) and the evaluation process for this teaching activity.

What I want to get out of being observed?

Describe what YOU are hoping to learn from being observed, is there anything specific? Include the environment or context in which your chosen observed teaching activity will take place, and any specific teaching methods you will use.

Signatures:

Observer:

Participant:

Teaching/Assessment Observation Report

(To be completed by the observer)

Observer name:

Date:

Professional relationship to participant being observed:

Commentary on the pre-observation reflection:

Comment on the aims/objectives and teaching methods and as well as any values and perspectives on teaching that are described or implied

Commentary on the teaching/assessment practice observed

If you are observing a peer carry out a workplace-based assessment, see the 'Supplementary Guidance on using Peer Observation of Teaching in Workplace-based Assessment Situations'

Signatures:

Observer:

Participant:

Post Observation Discussion Record

(To be completed by the observer)

Observer name:

Participant name:

Date:

What we discussed (include any agreed actions, both for immediate and future consideration):

This should include a description of the issues you jointly explored, and should include reasons for particular teaching practices and perspectives on what 'good' looks like.

If you are observing a peer carry out a workplace-based assessment, see the 'Supplementary Guidance on using Peer Observation of Teaching in Workplace-based Assessment Situations,' and use the framework for the post-observation discussion

Signatures:

Observer:

Participant:

Post Observation Participant's Reflections*

(To be completed by the participant after the completed observation record has been agreed)

Participant name:

Date:

Describe how you felt about the observation process and the post-observation discussion. Indicate any opportunities you may have to apply what you learned from being observed, and any obstacles that you may have to overcome:

Signatures:

Observer:

Participant:

APPENDIX 3:

APF Competency 5.1: Role model Advanced Stage 1:

Understands and demonstrates the characteristics of a role model to members in the team and/or service

Required reading:

Coulehan J and Williams P C (2001) Vanquishing Virtue: The Impact of Medical Education. *Academic Medicine* 76:598–605 [article available for free online]

Weissmann P F, Branch W T, Gracey C F, Haidet P, and Frankel R M (2006) Role Modeling Humanistic Behavior: Learning Bedside Manner from the Experts. *Academic Medicine* 81:661–667
[article available for free via Open Athens login, NHS users only]

APF Competency 5.2: Mentorship Advanced Stage 2:

Demonstrates ability to effectively mentor others within the team and/or service

Required reading:

Sambunjak D and Marusic A (2009) Mentoring, what's in a name? *JAMA* 302: 2591-2
[article available for free via Open Athens login, NHS users only]

APF Competency 5.3: Conducting Education & Training

Advanced Stage 2 (FIRST STATEMENT):

Demonstrates ability to assess the performance and learning needs of others

Required reading:

Jubraj B, Innes A and Kavanagh R (2011) Dispel the myths and see the benefits of workplace-based assessments. *The Pharmaceutical Journal* 287:467 [article available for free online]

Carr S (2006) The Foundation Programme assessment tools: An opportunity to enhance feedback to trainees? *Postgraduate Medical Journal* 86:576-579 [article available for free online]

APF Competency 5.3: Conducting Education & Training

Advanced Stage 2 (SECOND STATEMENT):

Demonstrates ability to plan a series of effective learning experiences for others

Required reading:

Khadjooi K, Rostami K, Ishaq S (2011) How to use Gagne's model of instructional design in teaching psychomotor skills. *Gastroenterology and Hepatology from Bed to Bench* 4(3): 116-119 [article available for free online]

Romanelli F, Bird E, Ryan M (2009) Learning Styles: A review of theory, application, and best practices. *American Journal of Pharmaceutical Education* 73(1) Article 9, p1-5 [article available for free online]

APF Competency 5.4: Professional Development Advanced Stage 2:

Facilitates the professional development of others

Required reading:

Finn K, Chiappa V, Puig A and Hunt D P (2011) How to become a better clinical teacher: A collaborative peer observation process. *Medical Teacher* 33:151-155 [article available for free via Open Athens login, NHS users only]

APF Competency 5.5: Links Practice and Education Advanced Stage 1:

Participates in the delivery of formal education programmes.

Required reading:

Jones S C, Safdar A and Jubraj B (2010) Educational Infrastructure: teach a man to fish and you feed him for life. *The Pharmaceutical Journal* 284:45 [article available for free online]

APF Competency 5.6: Links Practice and Education Advanced Stage 1:

Demonstrates an understanding of current educational policies relevant to working areas of practice. See note * on page 5. An example policy could be to review the GPhC Tutor guidance and relate to your educational practice.

Required reading:

Jubraj B (2009) Developing a culture of self-directed workplace learning in pharmacy
The Pharmaceutical Journal 283:47–8
[article available for free online]

APPENDIX 4

Pharmacy Statement of Teaching Proficiency; Portfolio Assessment Template	
STP Participant Name:	Date of submission:
APF Competency	Template complete Yes/No
Role model Advanced Stage 1: Understands and demonstrates the characteristics of a role model to members in the team and/or service.	
Mentorship Advanced Stage 2: Demonstrates ability to effectively mentor others within the team and/or service	
Conducting Education & Training Advanced Stage 2 (FIRST STATEMENT): Demonstrates ability to assess the performance and learning needs of others	*
Conducting Education & Training Advanced Stage 2 (SECOND STATEMENT): Demonstrates ability to plan a series of effective learning experiences for others	*
Professional Development Advanced Stage 2: Facilitates the professional development of others	
Links Practice and Education Advanced Stage 1: Participates in the delivery of formal education programmes	
Educational Policy Advanced Stage 1: Demonstrates an understanding of current educational policies relevant to working areas of practice	
This portfolio is complete (feedback below)	
This portfolio is incomplete (advice for resubmission below)	
Feedback:	
Assessor Name:	Initials/Date:

*must include completed STP Peer Observation Proforma for Teaching and Assessment