

The King's Health Partners
Statement of Teaching Proficiency
for Pharmacy Professionals
Programme Outline¹

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*'Being an accredited trainer will be a badge of honour
reserved for the very best'*²

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¹This programme outline is adapted from The Essential User Guide to Recognition of Trainers in Secondary Care, 2013, with permission from Academy of Medical Educators (AoME)

²Health Education: England. Our strategic Intent. Leeds: HEE, 2013.

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

Programme Outline

The King's Health Partners STP for Pharmacy Professionals draws inspiration from the 'general' STP, a programme offered by King's College London via the King's Learning Institute. However, ours is a distinct and separate programme. For ease, the text in the rest of this document will refer to the King's STP for Pharmacy Professionals as simply the 'STP'.

This document should be read in conjunction with the accompanying 'Essential User Guide', which contains specific details about the process. There will be separate 'Essential User Guides' for pharmacists and pharmacy technicians, with processes for gaining the STP tailored to each profession.

Sections

1. The King's STP in a nutshell?
2. The King's STP – why do we need it?
3. The STP vision – what's the bigger picture?
4. So who is the King's STP for?
5. How does the King's STP work?
6. Frequently asked questions (FAQs)

1. The King's STP in a nutshell

- The STP is a recognition programme for pharmacy workplace supervisors, whether technician or pharmacist; and working in all sectors
- It is accredited by the Royal Pharmaceutical Society (RPS) and based on cluster 5 (education, training and development) of the Advanced Pharmacy Framework (APF): <http://www.rpharms.com/faculty-documents/rps-advanced-pharmacy-framework-guide.pdf>
- It is aimed at pharmacy staff who are 'post-foundation' ('Post-foundation' means that you have broadly demonstrated competence against the Royal Pharmaceutical Society's Foundation Pharmacy Framework – see page 6)
- It can be undertaken by experienced pharmacy supervisors as well as those who are starting their supervisor journey
- The 'STP' involves completing a short electronic portfolio having attended an STP day where you will explore and experience essential topics around teaching and learning in the workplace, including the issues of work-based learning, workplace-based assessment and feedback
- The STP **isn't** a 'train the trainer' programme and won't teach everything that pharmacy supervisors need to know. Instead, it is a recognition scheme, that will allow:
 - Experienced supervisors to record achievement against cluster 5 of the APF, fill any competency gaps, and obtain the STP
 - Signpost newer supervisors to training and resources needed to achieve the STP
- Completion of the STP leads to an award, the 'Statement of Teaching Proficiency' from the Pharmaceutical Sciences Clinical Academic Group, King's Health Partners (KHP). You can also think of this as a form of **accreditation and recognition of your role**

Note: in this document we refer to 'teaching' in its broadest sense, so that it includes 'on the job training,' supervision, tutoring, mentoring, coaching, doing assessments and giving feedback. We also use the term 'workplace supervisor' to identify all the various 'teachers' 'tutors', 'educators' and 'trainers' in the workplace.

2. The King's STP – why do we need it?

- The STP provides pharmacy employers in with an assurance of quality of supervision of pharmacy trainees by accredited supervisors
- The STP allows London Hospitals running the UCL diploma (which is foundation training) to meet RPS 'foundation school' requirements for quality assurance of pharmacy workplace supervisors
- The STP can contribute to a typical career journey of post-foundation pharmacists, the majority of whom will supervise in the workplace
- There is a clear need within pharmacy to 'raise the bar' of standards of workplace supervision and to address any deficiencies in the practice of supervision

The following drivers have also influenced the development of the King's STP:

- A possible integrated MPharm degree which will require appropriate workplace supervisors for increased numbers of clinical placements in the workplace
- The ambition to develop "clinical academic" careers as defined by Health Education England (HEE)³
- The ongoing need to develop the workforce in austere times across all areas of pharmacy practice and clinical care
- The developing role of professional leadership bodies e.g. Royal Pharmaceutical Society (RPS) Faculty, Association of Pharmacy Technicians (APTUK) initiatives

*'Training is patient safety for 30 years'*⁴

³ <https://www.hee.nhs.uk/our-work/developing-our-workforce/clinical-academic-careers>

⁴ Temple J. Time for Training. London: Medical Education England, 2010

3. The STP vision - what's the bigger picture?

In medicine it is a given that doctors 'should be prepared to contribute to teaching and training doctors and students.'¹ For pharmacy to be a clinical profession, pharmacy professionals must engage in a similar way with our own novice practitioners, including MPharm students, pre-registration, foundation trainees, and other qualified pharmacy/healthcare staff. Utilising the full potential of all team members and building skill mix will enable the pharmacy team to work more effectively and efficiently for the benefit of patients.

The King's STP draws on working partnerships between King's Health Partners (KHP), UCL School of Pharmacy and local NHS partners, to recognise pharmacy workplace supervisors. This will help to support work-based learning and assessment for pharmacy staff across all areas of pharmacy practice. Undertaking the King's STP recognises your commitment and contribution to workplace supervision and also identifies how you can further develop an approach to support trainees in the workplace environment. For this reason, our aim is that the STP will help you begin, or support your existing gathering of evidence towards competencies within cluster 5 of the RPS Advanced Pharmacy Framework.

¹ AOME (2013) The Essential User Guide to Recognition of Trainers in Secondary Care

4. So who is the King's STP for?

This version of the King's STP is aimed at pharmacists who:

- Are eligible to apply for RPS Faculty membership (i.e. at a post-foundation stage)
- Facilitate (or will facilitate) work-based learning (WBL) and/or provide workplace-based assessments (WPBA)
- Wish to have their status recognised as a workplace supervisor

Examples of workplace supervisors^{5,6} include:

- Pharmacists who have a recognised training role for other pharmacists e.g. as practice supervisors, educational supervisors or educational programme directors (terms used in diploma (foundation) training).
- Pharmacists who tutor and/or train pre-registration pharmacists
- Pharmacists who supervise undergraduate pharmacy students

The King's STP will serve to recognise good practice in WBL and WPBA, as well as helping participants to identify their ongoing development needs. As such, it is especially relevant to the roles outlined above. A future version will also be developed for pharmacy technicians.

⁵ Jubraj B., et al (2010) Say goodbye to clinical tutors: standardising the terminology in education. *Pharmaceutical Journal* 285: 191-192

⁶ <http://www.pharmacyregulation.org/education/pharmacist-pre-registration-training/tutors> (accessed 20.5.14)

The King's STP for pharmacy will provide the following for pharmacy managers and the workplace:

- Quality-assured workplace supervisors
- Appropriate support, facilitation, role-modelling and assessment for learners by accredited supervisors
- A greater emphasis on the importance of workplace education being at the core of pharmacy practice

The King's STP for pharmacy will provide the following for pharmacy professionals who successfully complete it:

- Recognition for their educational and workforce development role
- An initial structure for professional development as a workplace supervisor
- Evidence towards Advanced Pharmacy Framework Cluster 5 competencies
- A foundation for future educational roles

5. Assessment, the King's STP award, and your ongoing professional development

STP portfolios will be assessed by the STP programme leads. Successful participants will receive a King's STP in the form of a Certificate issued by KHP. We hope that you will continue to develop your educational practice through peer observation, personal reflection, portfolio development and RPS Faculty credentialing.

6. Frequently Asked Questions

This all looks like a lot of hard work just to do something I've already been doing for ages. Why should I bother?

- We believe the face-to-face seminars and STP portfolio activities will be thought-provoking, stimulating, rewarding and developmental for all participants regardless of experience
- This is also a chance to have your skills and achievements as an educator formally recognised by the profession, possibly for the first time

- The King's STP will also help you to gather evidence against the Advanced Pharmacy Framework which is used by the RPS Faculty
- Finally, it's not meant to be hard work because the portfolio templates are electronic, there aren't a lot of them, they're easy to fill in, we limit the space for you to type; and STP graduates tell us that the above is true!

I have enough of a clinical and teaching workload without this; I would prefer to concentrate on my clinical practice.

- Good training leads to better practitioners who will provide excellent clinical care – you were a trainee once!
- The STP isn't onerous
- However, the STP isn't compulsory. Only you can decide if you want to participate. If you don't seek recognition you will still be able to train and assess in the workplace (at least for the time being)

I have a teaching qualification or affiliation with a relevant organisation. Should I apply?

- Yes! We still ask you to come to the STP day and complete the portfolio. But the process will be easier for you. The STP programme leads have teaching qualifications but we learned a lot from putting the programme together and we often learn things each time we deliver the STP days

What are the timescales?

Once you've booked onto an STP day (the programme leads advertise them regularly), we ask you to submit your portfolio within six months. Contact us if you get stuck during that time. We aim to assess portfolios within three months of submission and will notify you immediately. A certificate is issued after an exam board that happens twice a year.

I don't understand this business about 'Peer Observation of Teaching'

No problem. We explain it all on the STP day, including when to do it

Why did you design the templates in the way you did?

- To make it easy and manageable for you and for the STP team
- To align to the APF cluster 5, using competency statements that match your supervisory role

Do you need to see supplementary evidence?

Why does the STP team take things on trust in terms of evidence?

The STP is intended to be 'light-touch', so we do not want more than the pdf portfolio to be submitted. Some candidates will have certificates from courses, and some won't have kept them. However, a certificate doesn't necessarily demonstrate competence. We are primarily interested in the reflections on learning that STP candidates record on the templates – we are not focusing so much on proof of course attendance and so on

What if I fail the portfolio?

You can't! Obtaining the STP is about engaging with the process. See the assessment grid in the Essential User Guide. We will give you feedback on your portfolio but will only send it back to you if it is incomplete

How does the STP help me to develop my RPS Faculty portfolio?

The evidence gathered in the STP portfolio templates can be used for your Faculty portfolio. We are working to develop a webinar delivered by STP team at the end of each STP programme to help pharmacists with this. The team will also be happy to stay in touch for advice.

I'm still not sure . . .

Contact us at pharmacy-stp@kcl.ac.uk and let's talk