KSS NHS Postgraduate Deanery for Kent, Surrey and Sussex
Pharmacy

NHS

Practice Supervisors (PS) Framework 2013

Developed by working in partnership with

- NHS pharmacy departments in NHS South East Coast & NHS South Central (H&IOW)
- Joint Programmes Board
- Kings College London
- Waremoss Pharmacy

Innovation and Leadership in Quality Assured Pharmacy Education

Purpose of the Framework

The purpose of the Developing Educational and Practice Supervisors (DEPS) programme is to create an accreditation and QA framework for all pharmacy practitioners involved in facilitating and supervising learning in the workplace. The DEPS framework allows this quality assurance to be extended into the training placements throughout the pharmacy profession. The DEPS programme has produced 3 levels of framework to support pharmacy educators in the following roles:-

- Practice Supervisor
- Educational Supervisor
- Educational Programme Director

This framework has been developed to support **PRACTICE SUPERVISORS**.
"**Practice supervision" in pharmacy** relates to day-to-day responsibility for trainees in the workplace. Roles include being available to discuss problems, teaching and facilitation on-the-job with developmental conversations and regular feedback. This role includes formal assessment of pieces of work/evidence e.g. competence

A "**practice supervisor" in pharmacy** is someone who is selected, appropriately trained and responsible for overseeing a specified trainee's work and providing developmental feedback during a period of training. This role requires appropriate assessment skills. Practice supervisors will support learners to identify opportunities for learning in the workplace and provide supervision of trainees on a day-to- day basis, identifying trainees in difficulty. Practice supervisors are involved in and contribute to a work-based learning culture.

Examples of roles which would be considered to provide practice supervision are:-

- NVQ assessor (A1 qualified)
- NVQ expert witness
- Undergraduate placement supervisor (unless students undertake a substantive placement and return over time to the same educational supervisor)
- Section trainer (pre–reg or diploma or NVQ)
- JPB Diploma DAP lead and educational facilitator
- Pre-registration trainer, including these supervising rotations in Mental Health Trusts and PCTs

Although practitioners can progress along the continuum from Practice Supervisor to Education Supervisor to Education Programme Director, this should be regulated by both their personal development aspirations and the needs of their organisation. It would also be possible for practitioners to maintain one role while developing the next (eg, an ES for one trainee may also maintain a PS role for all trainees rotating through their clinical area). Some practitioners may remain in a PS role but wish to develop their skills above the minimum required. The PS framework caters for this as will be described in the following section.

The advantage of a generic pharmacy practice supervision accreditation is that it should raise standards in the workplace but at the same time reduce the training burden on individuals and employers. At the moment individuals who supervise a range of staff in the workplace may be required to undertake a range of programmes to show that they are fit to fulfil this role. With

this new approach, when practice supervisors prove their generic competence this should be accepted by all programmes. However they will still need to ensure that they understand the programme requirements of their trainees ie preregistration performance standards, Medicines reconciliation assessment criteria, mini- CEX for JPB programmes etc but we would hope this can be provided as a dedicated top up.

How to use the Framework

The framework can be used in 2 ways:-

Mapping yourself to the framework
Firstly it can be used as a stand alone tool for practice supervisors to identify the requisite competencies relevant to their role and to demonstrate competence against criteria by mapping their experience to them. This approach supports self development within the practice supervisor role over time, for example you might only need to reach level 1 (foundation) in a standard for accreditation but you might wish to extend your abilities to level 2 or 3 over time.

Completion of the Practice Supervisors Programme
Alternatively we envisage a large number of practice supervisors who just want to be sure that they are competent to do the job. Practice supervision might be a small but important part of their role and we need to strike a balance between ensuring standards are met without it becoming too onerous a task. To support this group, the Kent Surrey and Sussex Deanery Pharmacy team, in partnership with NHS employers, have developed an online practice supervisors training programme which leads to PS accreditation. The course comprises underpinning theory and practice activities which directly map to the competency framework. It is envisaged that completion of the programme would be adequate evidence of competence in a practice supervisor role. Further information on the SEMMED Practice Supervision Programme is available at http://www.ksspharmacy.nhs.uk/registered-staff/accreditations/practice-supervisor/

Connections with other frameworks and qualifications

A wide range of various frameworks used in pharmacy were consulted and distilled into the final DEPS PS, ES and EPD frameworks. There are strong links with the Advanced Competency Level Framework (ACLF) which are evident throughout all competency sections and will assist pharmacy tutors to map to this framework. Work is currently underway to complete a robust mapping so that accredited PS can use this qualification towards evidence of some elements of the ACLF.

We are also in contact with the GPhC to ensure that we are able to map our framework and programme to forthcoming education and tutor standards.

Gail Fleming

On behalf of the DEPS team

1. Expert Professional Practice				
No	**Competency**	**Competency Levels Descriptors**		
		Foundation (level 1)	**Excellence (level 2)**	**Mastery (level 3)**
1.1	Expert skills and knowledge	Demonstrates general pharmaceutical knowledge in core areas Is able to plan, monitor, advise and review general pharmaceutical care programmes for patients in core areas	Demonstrates specialist pharmaceutical knowledge in defined areas(s) Is able to plan, manage, monitor, advise and review specialist pharmaceutical care programmes for patients in defined area(s)	Advances the knowledge base in defined area(s) Advances specialist pharmaceutical care programmes for patients in defined area(s)
1.2	Patient care responsibilities	Is accountable for the delivery of a pharmacy service to patients whom they themselves directly provide pharmaceutical care	Is accountable for the delivery of a pharmacy service to a defined group of patients	Is accountable for direct delivery of the pharmacy service for the defined area(s)
1.3	Reasoning & judgement including: • Analytical skills • Judgment skills • Interpretation skills • Operational appraisal • Flexibility	Demonstrates ability to use skills in a range of routine situations requiring analysis or comparison of a range of options Recognises priorities when problem-solving and identifies deviations from the normal pattern	Demonstrates an ability to use skills to make decisions in complex situations where there are several factors that require analysis, interpretation and comparison Demonstrates an ability to see situations holistically	Demonstrates an ability to use skills to manage difficult and dynamic situations Demonstrates an ability to make decisions in the absence of evidence or data or then there is conflicting evidence or data
1.4	Professional autonomy	Is able to follow legal, ethical, professional and organisational policies/procedures and codes of conduct	Is able to take action based on own interpretation of broad professional policies/procedures where necessary	Is able to interpret overall health service policy and strategy, in order to establish goals and standards for others in defined area(s)

2. Learning Relationships				
No	**Competency**	**Competency Levels Descriptors**		
		Foundation (level 1)	**Excellence (level 2)**	**Mastery (level 3)**
2.1	Communication including an ability to: • Motivate • Negotiate • Empathise • Reassure • Listen • Direct • Advise And: • Network skills • Presentation skills	Demonstrates use of appropriate communication to gain the co-operation of individual other supervisors and learners Demonstrates ability to communicate effectively where the content of the discussion is explicitly defined	Demonstrates use of appropriately selected communication skills to gain co-operation of small groups of students or other supervisors, senior colleagues etc. in issues such as programme / teaching evaluation and feedback Demonstrates an ability to communicate where the content of the discussion is opinion based or depends on particular educational theories (for example), that may not be taken for granted by all	Demonstrates ability to present complex sensitive or contentious information to large and/or mixed audiences of stakeholders Demonstrates an ability to communicate difficult or controversial issues of theory and / or policy in ways that are appropriate to different and/or very mixed audiences Presents analysis in critical ways, showing the strengths and weaknesses of different arguments or the benefits/risks/problems of particular treatments/applications etc. and targeting the explanation to the needs of the audience
2.2	Consultation	Demonstrates an ability to work as a member of the educational team Recognises personal limitations and is able to refer to more appropriate colleague	Demonstrates ability to work as an acknowledged member of a multidisciplinary team that includes addressing student learning needs from the different but related perspectives of professional practice and education per se. Accepts consultation for specialist advice of others in the programme team	Works across boundaries to build relationships that depend on sharing information, plans and resources Sought as an opinion leader within educational field at local and regional/national

2.3	Widening participation and inclusion	Demonstrates an awareness of the basic issues of social inclusion	Contributes to developing strategies for meeting the needs of different individuals from different cultural, educational and social backgrounds Monitors equal opportunities, special needs and other issues in the widening participation context and takes steps that actions are taken when needed	Develops strategies for meeting the needs of different individuals from different cultural, educational and social backgrounds Is accountable for promoting equal opportunities
2.4	Individuals and curriculum	Is aware of and uses the stated goals/targets of the learning programme and takes steps to ensure that these are understood by particular students Endeavours to ensure that the work-place experience is relevant for meeting goals/targets of the learning programme Uses information about the student's prior knowledge, experience and curriculum	Contributes to the design of teaching and the organisation of placements to ensure that student's needs and abilities are matched to their goals and targets of the curriculum. Takes steps to ensure that individual's previous learning experience and achievements are matched to each new work-place setting	Designs teaching and organises placements to ensure that student's needs and abilities are matched to their goals and targets of the curriculum. Takes steps to ensure that individual's previous learning experience and achievements are matched to each new work-place setting
2.5	Supports progression	Takes step to relate the expected skills, knowledge and behaviours to the individual educational level	Develops strategies for moving students from one level of learning and competence in the work place to another	Shapes educational policy at a regional or national level

3. Assessment and Monitoring of Learning				
No	**Competency**	**Competency Levels Descriptors**		
		Foundation (level 1)	**Excellence (level 2)**	**Mastery (level 3)**
3.1	Testing	Makes critical judgments about knowledge, skills etc. against given standards	Contributes to developing the criteria for assessing knowledge, skills etc. Provides guidance for others in the use of these criteria	Develops the criteria for assessing knowledge, skills etc. Provides guidance for others in the use of these criteria
3.2	Records	Maintains appropriate records of student's performance and provides the records to other in the team when called to do so	Contributes to the development and assurance of new record keeping process	Leads on record keeping processes - determining the types of data that will be recorded as well as the ways that data will be collected, stored and managed etc
3.3	Feedback	Gives instruction and subsequent feedback on student performance Suggests new ways of practising that can lead to significant gain in new competence Grades work or performance against set criteria Gives clear written or oral advice concerning how the quality of work or performance can be improved	Provides feedback that relates to a variety of information sources including complex aspect of the curriculum and wider learning context Helps the learner to orientate to learning objectives/targets and suggest ways in which their work/performance can become more critical and/or reflective	Makes a regional/ national contribution to the wider debates of feedback mechanisms, processes, strategies/technologies etc.
3.4	Signs-off against specific achievement targets	Signs-off standardised competence achievements with reliability and rigour	Contributes to the development and assurance of the quality of signing off procedures Supports others in developing the necessary skills and ability to sign off competence	Develops and assures the quality of signing off procedures Supports others in developing the necessary skills and ability to sign off competence

3.5	"Embeddedness"	Links assessment to goals/targets of the learning programme	Contributes to the developing, testing and monitoring of specific assessment tasks in the context of the goals/targets of the learning programme Makes recommendations for changes to increase the quality, assurance and learning impact of specific assessments	Develops, tests and monitors specific assessment tasks in the context of the goals/targets of the learning programme Makes recommendations for changes to increase the quality, assurance and learning impact of specific assessments
3.6	Negotiation	Gives guidance and advice to students where alternative assessment tasks can be used interchangeably	Helps students identify the most appropriate types of assessment as a match to their learning styles, academic and professional literacy	Designs and develops negotiated assessment strategies through research or policy debate and in ways that informs practice locally, regionally or nationally
3.7	Identifies special educational needs	Identifies special needs and takes action to bring particular circumstances, issues or problems to the attention of others in the team	Actively seeks to address issues of special needs and individual difference: informs others and gives the learner advice/support towards the rights, entitlements etc as well as to resources information etc. that can help them	Is accountable for meeting all duties of care towards those with special educational needs.
3.8	Criteria	Explains the given assessment criteria in clear and explicit ways	Actively supports students in developing their grasp of specific assessment criteria and understanding the potential relations between one assessment and another	Accountable for the rigour and quality of assessment criteria, student or programmes handbooks etc. Develops research, scholarship and/or policy for assessment

3.9	Guidance	Sign-posts students to information, resources and other people for advice on their academic choices, development paths etc.	Guides learners in their academic choices and reflection on their learning plans Helps students identify their strengths, weaknesses, goals etc.	Designs and assures programme level learner support Develops research, scholarship and/or policy for assessment
3.10	Implementation	Monitors learning beyond simple recall of information using a variety of assessment strategies	Uses assessment data to inform strategic decision making about future assessments strategies Guides students towards study approaches that lead them to their own development / achievement	Creates frameworks or methods for assessment and their quality assurance at a programmes level Carries out research that is used to inform assessment strategy at a regional/national level
3.11	Quality	Acts in compliance with all quality guidance Reflects on own strengths and weaknesses and seeks advice, training and development as necessary	Contributes to the development on new quality measures Helps others to develop quality	Is accountable for monitoring the quality of assessment in both the programmes context and/or the context of professional or regulatory systems Deals with (or ensures appropriate delegation) of cases requiring special attention and develops/implements systems for doing so

4. Managing Learning Programmes				
No	**Competency**	**Competency Levels Descriptors**		
		Foundation (level 1)	**Excellence (level 2)**	**Mastery (level 3)**
4.1	Module design	Ensures that specific teaching modules are delivered, supported and where necessary tested in accordance with educational guidelines and quality assurance procedures	Ensures and supports the creation/design of modules in context of goals/targets of the learning programme Links teaching and assessment in the educational design process Draws on knowledge of educational theory and practice to create learning experiences that are potentially rich	Creates/designs modules in context of goals/targets of the learning programme Links teaching and assessment in the educational design process Draws on knowledge of educational theory and practice to create learning experiences that are potentially rich
4.2	Planning specific education and training interventions	Designs teaching/instruction to meet given standards/outcomes	Is creative in the linkage between specific lesson plans, module or programme design and development of a specific element of the curriculum Uses data to make informed decisions and to help others develop programmes	Carries out research into teaching design that is used to help develop practice at a regional/national level.
4.3	Deals with poor performance	Identifies poor performance against specific criteria and brings to the attention of others	Takes action to address poor performance, identifies strategies for increasing learning effectiveness and ensures that others are informed as appropriate	Designs policy / programmes to enhance performance Implements new training and development to address poor performance Gives support to others in dealing with performance and takes responsibility for resolving troublesome cases

4.4	Manages placements	Ensures that placements are appropriate to the student's previous educational experience and attainment	Contributes to the development of working relations with other supervisors to ensure that the student experience of placement is enhanced by deliberation action to integrate local learning with the targets of the curriculum Help students to relate the experiences and learning gained form one placement setting to another	Develops working relations with other supervisors to ensure that the student experience of placement is enhanced by deliberation action to integrate local learning with the targets of the curriculum
4.5	Information and learning resources	Shares information with learners and colleagues about resources and services	Contributes to the development of materials, products and systems (including technology systems) from the external environment to meet the needs of colleagues and other supervisors Carries out research at local level documenting issues of materials, services technologies etc. and patterns of learning use	Ensures materials are in place relevant for student groups. Shares information with learners and colleagues about resources and services
4.6	Implementation	Demonstrates understanding of national educational policies and the priorities of the team in this context	Prepares and contributes to the responses of the team to national priorities	Shapes the responses of the team to national priorities
4.7	Teaching resources and support	Demonstrates understanding of the process of effective resource utilisation	Demonstrates ability to effectively manage resources	Demonstrates ability to reconfigure the use of available resources Develops and extends existing resource allocation models/systems

4.8	Educational risk	Demonstrates ability to identify and resolve educational risk issues according to policy/protocol	Is responsible for developing risk management policies/protocols for the team, including identifying new risk management issues	Is accountable for developing risk management policies/procedures, including identifying and resolving new risk management issues
4.9	Managing educational team performance	Follows professional and organisational policies/procedures relating to performance management Refers to colleagues for guidance	Is accountable for performance management of their educational team[1]	Contributes to debates external to the organisation about quality assurance and performance
4.10	Change	Manages change in pre-determined directions and according to strict guidelines	Manages change in uncertain or unpredictable contexts	Sets the agenda for change and develops systems/policies of managing it
4.11	Project Management	Demonstrates understanding of the principles of project management	Contributes support to successful project management at team level.	Demonstrates the ability to successfully manage a project
4.12	Strategic Management	Demonstrates ability to think 4-12 months ahead within a defined area. Plans the work programme to align with strategy. Demonstrates understanding of formal structures	Demonstrates ability to think over a year ahead within a defined area. Demonstrates understanding of culture and climate and ability to plan with the whole of the organisation in mind	Thinks long -term and sector wide. Takes the long-term perspective. Demonstrates understanding of organisational politics changes in the external environment.

[1] The Educational team comprises of any person who has educational responsibility for a trainee during part of their programme of study. e.g. PS and ES during Dispensary rotation

5. Teaching and Learning Practice				
No	**Competency**	**Competency Levels Descriptors**		
		Foundation (level 1)	**Excellence (level 2)**	**Mastery (level 3)**
5.1	Planning	Plans instruction that is relevant to the specific practice setting	Locates practice learning experiences in the broader context of learning programmes	Develops research methods/instruments and collects data for research in to work based and work place learning issues so that these in form policy and effectiveness models as well as the development of educational theory/practice at regional/national level
5.2	Responsive	Identifies and responds to learner needs	Contributes to the development and design of specific experiences in the work place setting that are directed to the goals and needs of individual learners	
5.3	Professional vocabulary	Acts as a role model for the use of vocabulary and professional conversation that is appropriate to the specific organisational context and to use with specific and/or defined audience groups	Acts as a role model for professional conversation Is active in bringing “ways of saying” or “ways of practicing” to the students attention and is able to help them identify what is salient, useful, safe etc.	
5.4	Organisational contexts	Knows about and/or knows how to access information about organisation, community resources and issues, relevant laws and regulations	Is able to draw the students attention to particular ways of using information and resources in an organisational context	Helps to develop new expert models or new ways of teaching the otherwise implicit values and practices of the profession Helps to develop the values of the professional Pharmacy community and the community of Pharmacy educations at a regional/national level Helps to develop hew educational vocabulary for Pharmacy learning
5.5	Theoretical	Knows about the recognised educational theories that underpin work-place learning and Pharmacy education in general	Demonstrates an understanding of work place learning theory in its curriculum context and uses this for teaching and instructing individuals	

5.6	Interpersonal	Demonstrates a knowledge of the factors that affect learning potential in its interpersonal context	Creates a physical and interpersonal climate for learning in the practice setting	Develops research into education and work based learning/practice at a regional/national level
5.7	Environment	Uses the educational environment in intended ways, drawing on available information, resources and settings to enrich the learning experience	Creates a physical and interpersonal climate for learning in the practice setting	Develops programmes/policies and/or research into interpersonal issues in higher education context and/or organisational learning
5.8	Learning styles	Is aware of learning style issues and takes steps to address them	Actively assesses learners' needs. Accommodates learners' needs, difference, ability, culture, level etc. in planning teaching, giving feedback and addressing learner needs	Carries out research of learning environments that has impact at an organisational/ regional/national level
5.9	Professional updating	Demonstrates basic knowledge of educational theory and practice Engages with own professional development	Demonstrates knowledge of educational theory and practice Demonstrates commitment to reflective and reflexive education Uses learning research data to inform decision making Uses local learning data to make decisions about lesson plans, curriculum etc. Engages with own professional development in critical, reflective and reflexive ways	Develops models, methods, instruments and theories about learning styles, motivations, approaches to studying etc. Collects, assesses, evaluates and reports data that is linked to used to create policy at organisational/programmes level and in the educational research community at a regional/national level

6. Academic Leadership				
No	**Competency**	**Competency Levels Descriptors**		
		Foundation (level 1)	**Excellence (level 2)**	**Mastery (level 3)**
6.1	Strategic context	Demonstrates understanding of the needs of stakeholders and practice. Reflects both local and national educational policy	Demonstrates ability to incorporate national educational policy with more specific policies relating to the specific Pharmacy context/community of practice Develops integrated policy to influence organisational and programmes level strategy	Demonstrates active participation in creating educational policy at the regional/national level Carries out and reports research into educational policy at a regional/national level Develops research potential and achievement among others
6.2	Clinical Governance	Demonstrates understanding of the issues of clinical governance in the educational setting	Influences the strategy for addressing issues of clinical governance from within educational training and development	Shapes and contributes to the development of guidelines/policies and/or practice measures for education in and about clinical governance Carries out and reports research into educational policy at a regional/national level Develops research potential and achievement among others
6.3	Vision	Demonstrates understanding of, and contributes to, the vision of the department/educational organisation	Creates vision for future programmes and the development of existing programmes Translates this vision into clear guidance for others	Shares and develops vision at the highest levels of governance, policy and decision making

6.4	Innovation	Demonstrates ability to improve quality within limits of context.	Recognises and implements educational innovation strategies and technologies from the external environment	Takes the lead to ensure innovation produces improvements in educational quality Develops innovative technology/strategy.
6.5	Programme Development	Participates in the review of previous years attainment rates and drop out etc. as well as all quality assurance and enhancement data and develops future strategic plans within the priority frames that are set by others	Develops clear understanding of priorities for quality assurance and enhancement, programmes development etc and develops/implements plans to achieve new plans in line with departmental strategy	Relates goals and actions to strategic aims of organisation and profession
6.6	Motivational	Demonstrates ability to motivate self to achieve goals	Demonstrates the ability to motivate individuals	Demonstrates ability to motivate others in achieving new programmes and/or educational standards

7. Research & Evaluation				
No	**Competency**	**Competency Levels Descriptors**		
		Foundation (level 1)	**Excellence (level 2)**	**Mastery (level 3)**
7.1	Critic Critical Evaluation	Demonstrates ability to critically evaluate and review educational and training literature	Demonstrates application of critical evaluation skills in the context of specialist practice	Is recognised as undertaking peer review activities within the speciality.
7.2	Identifies Gaps in The Evidence Base	Demonstrates ability to identify instances where there is a gap in the evidence base to support practice	Demonstrates ability to formulate appropriate and rigorous research questions within the speciality	Demonstrates ability to design a successful strategy to address research questions within the speciality.
7.3	Develops and Evaluates Research Protocols	Demonstrates ability to describe the core features of educational research protocols	Demonstrates ability to design a rigorous protocol to address previously formulated education research questions.	Demonstrates active involvement in the critical review of education research protocols.
*7.4	Creates Evidence	Demonstrates ability to generate evidence suitable for presentation at local level	Demonstrates ability to generate new evidence suitable for presentation at educational symposium	Demonstrates authorship of primary evidence and outcomes in peer reviewed media.
*7.5	Research Evidence Into Practice	Demonstrates ability to apply research evidence into own practice	Demonstrates ability to apply evidence-based practice within the team	Is able to use research evidence to shape organisational policy/procedure.
*7.6	Supervises Others Undertaking Research	Demonstrates understanding of the principles of research governance	Is able to contribute to research supervision in collaboration with educational research experts.	Is a research project supervisor for postgraduate students.
*7.7	Establishes Research Partnerships	Demonstrates ability to work as a member of the research team	Demonstrates ability to establish new multidisciplinary links to conduct research projects.	Demonstrates ability to show leadership within research teams concerning the conduct of specialist research.

*Core but not mandatory

Organisational Membership

KSS Deanery
JPB London
University of Brighton
Kings College London
Southampton University Hospitals NHS Trust
East Sussex Hospitals NHS Trust
Royal Surrey County Hospitals NHS Trust
East Kent University Hospitals NHS Trust
London Pharmacy Education & Training