

# Practice Supervisors (PS) Framework 2019



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# 1. Purpose of Framework

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 requiring additional support. 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
- NVQ expert witness
- Undergraduate placement supervisor (unless students undertake a substantive placement and return over time to the same educational supervisor)
- Section/rotation/placement trainer

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 in the clinical or practice environment to provide direction and support, discuss problems, teaching and facilitation on-the-job with developmental conversations and regular developmental feedback.

## 1.1 How to use the Framework

The framework can be used in 2 ways: -

### Mapping to the framework

This can be used as a standalone tool for practice supervisors to identify the competencies relevant to their role and to demonstrate competence against criteria by mapping their experience to them and identifying learning needs for their role as a Practice Supervisor (PS).

### The Practice Supervisor Framework (2019)

The Practice Supervisor Framework has been split into 6 clusters:

1. Professional Practice
2. Learning Relationships
3. Planning, Teaching and Facilitating Learning
4. Assessment and Monitoring of Learning
5. Managing Learning Programmes
6. Professional Development

Competencies within cluster 1 **MUST** be met by **ALL** PSs. Clusters 2-6 have competencies which **MUST** be met by those PSs who are registered pharmacy professionals. Pharmacy support staff are advised to discuss this framework with their line managers and/or educational leads to determine appropriate competencies (within clusters 2-6).

The PS may be required to provide evidence to confirm that they have met the criteria within the clusters. This can be completed in a form of a small portfolio (documentation templates available from page 14).

It is recognised that there are practice supervisors who have a senior role within pharmacy education training and development and/or those who would like to extend their abilities over a period; it is recommended that for these group of practice supervisors that they meet the criteria noted with 6.2 (Professional Updating).

### Completion of the Practice Supervisors Programme

A Practice Supervisor Training programme will be commissioned by London and South East Pharmacy. The programme will comprise of 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.

### 1.2 Connections with other frameworks

The Practice Supervisor Framework clusters map to the standards and guidance for education and training developed by the healthcare regulators. This information will be available on the LaSE Pharmacy website soon; the links will provide access to the standards documentation containing profession-specific requirements.

A wide range of various frameworks used in pharmacy were consulted and distilled into the final framework. There are strong links with the Advanced Competency Level Framework (ACLF) which are evident throughout all competency sections and will assist pharmacy educational supervisors to map to this framework.

## 2. Practice Supervisor Portfolio: Documentation

### 2.1 Guidance on building your portfolio

Building a portfolio will help you highlight and evidence your professional skills as a practice supervisor, where applicable. It will also assist you in highlighting additional learning needs for you to expand your skills and knowledge relevant to your role.

The documentation for the portfolio has been kept brief as possible and is aimed at supporting developmental discussions about your role and professional development.

Complete the mandatory assessment grid for the framework from pages 8 – 13.

#### **Mandatory:**

- Complete assessment grid for the framework
  - This will highlight any learning/training needs which can be discussed with your Educational Programme Director/Manager.
  - Declaration of completion

Once you have completed the assessment grid, you can continue to build your portfolio by completing the documents from pages 14-17.

#### **Optional:**

- Document any training which you have undertaken that is relevant to your role
- Note equality and diversity training conducted
- Provide relevant pieces of evidence highlighting your work as a PS
  - Can include
    - data from or actions taken as a result of learner/trainee surveys where available
    - Feedback from colleagues/peers and trainees
    - Work based assessments
    - 360° Appraisals/feedback
    - Personal Development Plan
    - Peer Discussions
    - Revalidation Entries
  - Indicate the cluster that they meet. It may be possible that one piece of evidence may be relevant to more than one cluster and criteria within the cluster(s)
  - If you have already prepared a portfolio, or part of it, for an appraisal, revalidation or other purposes, materials from this can be used, if relevant, to completing this portfolio.

- Evidence relating to third parties must be anonymised so that individuals are not identifiable. Please seek permission for including certain materials or documents if this is necessary.
- Complete a Personal Development Plan (PDP).
  - This will aid your own self development and support annual workplace appraisals.

Section 1: Assessment Grid for the Framework

Cluster	Competency	Met	Comments
<b>1. Professional Practice</b>			
<i>NB: ALL Practice Supervisors MUST be able to demonstrate the competencies within this cluster</i>			
<b>1.1: Expert Skills and Knowledge</b>	1.1.1	Demonstrate practice within a given scope	
	1.1.2	Demonstrate practices within legal, ethical, professional and local policies and procedures	
<b>1.2: Patient Accountability</b>	1.2.1	Take responsibility for, and accept outcomes of, your own decisions and actions	
	1.2.2	Balances the needs of service delivery with education and training	
	1.2.3	Acts in a way to ensure the health, wellbeing and safety of patients at all times	
<b>1.3: Reasoning and judgement</b>	1.3.1	Demonstrate that they can handle a wide variety of problems	
	1.3.2	Demonstrate an ability to use skills to make decisions in complex situations	
	1.3.3	Demonstrate an ability to see situations holistically	
	1.3.4	Recognises priorities when problem-solving and identifies deviations from the normal pattern.	
<b>1.4: Professional autonomy</b>	1.4.1	Takes action based on own interpretation of broad professional polices/procedures and within organisational boundaries where necessary	



Cluster	Competency	Met	Comments
<b>2. Learning Relationships</b>			
<b>2.1: Communication</b>	2.1.1	Demonstrate the ability to effectively communicate with a range of stakeholders.	
	2.1.2	Maintains good interpersonal relationships with trainees and colleagues	
<b>2.2: Widening participation and inclusion</b>	2.2.1	Understand their role within equality and diversity	
	2.2.2	Encourages participation through provision of equality of opportunity and acknowledgement of diversity	
<b>2.3: Teamwork</b>	2.3.1	Demonstrate ability to work as an acknowledged member of the team.	
	2.3.2	Recognises personal limitations and refers to appropriate colleagues	
<b>2.4: Motivational</b>	2.4.1	Demonstrate the ability to motivate individuals	
	2.4.2	Take responsibility for their practice	
	2.4.3	Demonstrate leadership to the people that they work with	
	2.4.4	Demonstrate resilience and determination and build confidence in others	
	2.4.5	Provide a positive role model through demonstration of exemplary professional behaviour and relationships	
	2.4.6	Demonstrate ability to effectively mentor others within the team and/or services	

Cluster	Competency	Met	Comments
<b>3. Planning, Teaching and Facilitating Learning</b>			
<b>3.1: Planning</b>	3.1.1	Plans training that is relevant to the specific practice setting	
	3.1.2	Contributes to the development and design of specific experiences in the work place setting that are directed to the goals and needs of individuals	
	3.1.3	Contributes to the design of teaching and the organisation of placements to ensure that the trainees need, and abilities are met to the set targets of their training programme	
<b>3.2: Learning Environment</b>	3.2.1	Creates a physical and interpersonal climate to allow the trainee to feel comfortable for learning to take place in the practice setting	
	3.2.2	Accommodates trainee needs, difference, ability, culture, level etc. in planning teaching, giving feedback and addressing their training needs	
<b>3.3: Teaching resources and support</b>	3.3.1	Demonstrate use of effective resources	
	3.3.2	Uses a range of appropriate teaching interventions in clinical settings	
	3.3.3	Able to utilise and develop new and existing resources to facilitate learning	
	3.3.4	Ensures that specific teaching within practice setting is delivered	
<b>3.4: Guidance</b>	3.4.1	Supports the trainee to develop an ability for self-directed learning	
	3.4.2	Can sign post trainees to information and resources to support their learning and training programme goals	
	3.4.3	Encourages trainee to access additional formal learning opportunities such as study days and training events	
	3.4.4	Encourages and maintains the confidence of trainees	
<b>3.5: Developing High Quality Programmes</b>	3.5.1	Contributes to the development of the learning programme	
	3.5.2	Able to make recommendations to ensure quality is maintained	
	3.5.3	Supports others to develop quality	
	3.5.4	Contribute to the development and assurance of the quality of training procedures	

Cluster	Competency	Met	Comments
<b>4. Assessment and Monitoring of Learning</b>			
<b>4.1: Individuals and curriculum</b>	4.1.1	Uses information about the trainees' prior learning experience, knowledge, curriculum and achievements	
	4.1.2	Allows the trainee, when competent, to take responsibility and provide appropriate care for patients	
	4.1.3	Ensures that trainee understands the importance of providing person-centred care	
	4.1.4	Involve trainee in service improvement	
	4.1.5	Provide direct guidance on work when necessary	
<b>4.2: Assessment and Record Keeping</b>	4.2.1	Contributes to developing the criteria for assessing knowledge, skills and practice	
	4.2.2	Provides guidance for others in the use of these criteria	
	4.2.3	Conducts assessment on trainee using a range of tools available i.e. work based assessments	
	4.2.4	Confirm training has been delivered to the trainee	
	4.2.5	Maintains appropriate records of student's performance	
	4.2.6	Provides records and feedback to others in the team when called to do so	
<b>4.3: Feedback</b>	4.3.1	Provides developmental feedback, verbally and written, to trainee	
	4.3.2	Gives clear written or oral advice concerning how the quality of work or performance can be improved	
	4.3.3	Reflects and evaluates own supervisory practice through trainee feedback and peer observations and discussions	
<b>4.4: Assessment methods</b>	4.4.1	Helps trainee to identify the most appropriate types of assessment to meet their learning needs	
<b>4.5: Identifies special educational needs</b>	4.5.1	Identifies special needs and acts to bring circumstances, issues or problems to the attention of others in the team	
<b>4.6: Monitoring Progress</b>	4.6.1	Can conduct monitoring of learning for trainee during their training period	
	4.6.2	Identifies learning needs and sets educational objectives with the trainee and their educational supervisor	
	4.6.3	Identifies poor performance against specific criteria and acts to address this	

	4.6.4	Responds efficiently to issues and concerns raised regarding trainee and/or learning environment		
	4.6.5	Is aware of and can access available support for trainees in difficulty		
	4.6.6	Follows professional and organisational policies/procedures in relation to performance management		
	4.6.7	Identifies strategies for increasing learning effectiveness and ensures that others are informed as appropriate		

Cluster	Competency	Met	Comments
<b>5. Managing Learning Programmes</b>			
<b>5.1: Facilitating Learning</b>	5.1.1	Draws on basic knowledge of educational theory and practice to create learning experiences	
	5.1.2	Demonstrate understanding of governance in the educational setting	
<b>5.2: Manages placements</b>	5.2.1	Help trainees to relate the experiences and learning gained from one placement setting to another	
	5.2.2	Demonstrate the ability to identify risks according to procedures and policies and escalate	
<b>5.3: Information and learning resources</b>	5.3.1	Shares information with trainees and colleagues about resources and services	
	5.3.2	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	
<b>5.4: Strategic Management</b>	5.4.1	Demonstrate ability to think 4-12 months ahead within a defined area.	
	5.4.2	Demonstrate understanding of the range of different training programmes being supported within the practice environment	

Cluster	Competency	Met	Comments
<b>6. Professional Development</b>			
<b>6.1: Strategic context</b>	6.1.1	Demonstrate understanding of the needs of stakeholders and practice which reflects local educational policy.	
	6.1.2	Advocates a culture of organisational learning to inspire future and existing staff	
<b>*6.2: Professional updating</b>	6.2.1	Knows about the recognised educational theories that underpin work-place learning and Pharmacy education in general	
	6.2.2	Demonstrate an understanding of work place learning theory in its curriculum context and uses this for teaching and instructing individuals	
	6.2.3	Demonstrate knowledge of educational theory and practice	
	6.2.4	Demonstrate commitment to reflective and experience education	
	6.2.5	Uses local learning data to make decisions about lesson plans, curriculum and training	
	6.2.6	Engages with own professional development in critical, reflective and experiential ways	
	6.2.7	Address own learning and training needs and take action to improve own practice	

**Declaration of Completion**

I (*name of PS*) .....(*print name*) confirm that I have met the criteria noted within the Health Education England London and South East Pharmacy Practice Supervisor Framework (2019).

I (*name of EPD/Manager*) .....(*print name*) can confirm that .....(*name of PS*) has submitted evidence to meet the criteria noted within the Health Education England London and South East Pharmacy Practice Supervisor Framework (2019).

PS signature ..... EPD/Manager signature ..... Date .....

Section 2 Personal Information

<b>Name</b>	
<b>Profession/Department</b>	
<b>Workplace Address</b>	
<b>Contact e-mail address</b>	
<b>Contact telephone number</b>	

Brief description of your role as a practice supervisor

Brief description of additional educational roles i.e. teaching, assessing and facilitation of training.

Length of time conducting Practice Supervisor Role:

Details of equality and diversity training:

### Section 3 Training Courses and Developmental Activities

Using the grids chart below, note any activities (i.e. short course, e-Learning, events attended) that you have undertaken in relation to your role as a practice supervisor

Date Completed	Description of course/activity undertaken	Framework Cluster (please indicate)					
		Professional Practice	Learning Relationships	Planning, Teaching and Facilitating Learning	Assessment and Monitoring of Learning	Managing Learning Programmes	Professional Development
		1	2	3	4	5	6

### Section 4 Evidence

Use this section to list evidence of good practice (i.e. reflective accounts, observations, discussions etc) that you are submitting to build your portfolio. Note which sections of the practice supervisor framework that these evidence meets. Each evidence should be signed as complete by your allocated Educational Supervisor and or EPD/Line Manager.

Date Completed	Brief description of evidence	Framework Cluster (please indicate)					
		Professional Practice	Learning Relationships	Planning, Teaching and Facilitating Learning	Assessment and Monitoring of Learning	Managing Learning Programmes	Professional Development
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>



**Section 5 Personal Development Plan**

This section can be used as part of your review (annual appraisal); include information referencing the Practice Supervisor Framework in relation to your role.

The aim of a PDP is to document a process of self-analysis, personal reflection and honest appraisal of your strengths and weaknesses. This will allow you to evaluate the training you have received and identify additional learning/training needs.

<p><b>What strengths have you identified?</b></p>	
<p><b>What areas for further development have you identified?</b></p>	
<p><b>How will you address/action these areas?</b></p>	
<p><b>What resources/support will you need to complete these action points?</b></p>	
<p><b>How will you know if you have achieved the goals that you have set yourself?</b></p>	
<p><b>What are your target dates to complete these?</b></p>	

### Acknowledgements

We would like to thank the contributions to the frameworks noted within appendix 1, the content of which is built upon within this document and members of the Practice Supervisor Training Group.

#### **Members of the Practice Supervisor Training Working Group Included:**

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### Resources (websites and documents)

Health Education England London and South East Pharmacy. 2018. *Developing Education and Practice Supervision*. [ONLINE] Available at: <https://www.lasepharmacy.hee.nhs.uk/training-1/supervisor-training/deps-frameworks/>. [Accessed 20 September 2018]

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