

Practice Supervisor Programme Summary

Module	Lesson Overview	Mapping to Practice Supervisor Framework	Delivery Style
MODULE 1: PRACTICE SUPERVISION	<p>□ Introduction to Practice Supervision</p> <ul style="list-style-type: none"> Describe supervision and distinguish between the roles of a Practice Supervisor, Educational Supervisor and an Educational Programme Director Describe the role and key attributes of a Practice Supervisor Understand the importance of acting as a professional role model Reflect on and identify personal strengths and weaknesses in relation to the GPhC Guidance on tutoring and supervising pharmacy professionals 	1.1 Expert Skills & Knowledge 1.2 Patient Accountability 1.3 Reasoning & Judgement 1.4 Professional Autonomy 2.1 Communication 2.2 Widening Participation & inclusion 2.3 Teamwork	Webinar & Audio
	<p>2. Developing your role for Effective Practice Supervision</p> <ul style="list-style-type: none"> Recognise how to develop into an effective Practice Supervisor Comment on your own role in relation to the learning and development of others Explain the importance of a training needs analysis and identify your own personal development needs Understand how to raise concerns in line with local policies i.e. poor performance, safeguarding Understand the trainee's expectations and the importance of learning contracts To understand the trainee's journey including their starting point Generate a Personal Development Plan 	1.1. Expert Skills & Knowledge 1.2. Patient Accountability 1.3. Reasoning & Judgement 1.4. Professional Autonomy 2.1 Communication 2.2 Widening Participation & inclusion 2.4 Motivational 4.1. Individuals and curriculum 4.2. Assessment and record-keeping 5.1. Facilitating learning 5.2. Manages placements 6.1. Strategic context 6.2. Professional updating	Webinar & Audio
	<p>3. Your role in Patient Safety</p> <ul style="list-style-type: none"> Demonstrate an understanding of patient safety principles and Quality Management Systems (QMS) Appreciate the roles of the Educational and Practice Supervisors in enhancing 'Patient Safety' Identify possible risks to a trainee and their placement and act according to local/set policies and procedures Use work-based patient safety incidents to stimulate learning of how both the ES and PS can enhance patient safety through supporting the 'learning and development of others' 	1.1. Expert Skills & Knowledge 1.2. Patient Accountability 1.3. Reasoning & Judgement 1.4. Professional autonomy 2.1. Communication 2.3. Teamwork	Webinar & Audio

MODULE 2: LEARNING AND TEACHING STYLES	<p>4. Mentoring & Coaching</p> <ul style="list-style-type: none"> Define and describe the differences between coaching and mentoring and how they are applied in practice by a Supervisor Outline the models of coaching and mentoring Describe the 'Grow' model Describe the 'Achieve' model 	<p>1.1 Expert skills and Knowledge 2.1 Communication 2.2 Widening Participation & inclusion 3.4 Guidance</p>	Webinar & Audio
	<p>5. Educational Theories</p> <ul style="list-style-type: none"> Outline the educational theories that support effective learning including, Behaviourism, Constructivism, Constructive Cognitivism, Social Constructivism Describe Miller's Triangle and how it is applied to Initial Education Training for Pharmacists and Pharmacy Technicians 	<p>3.1 Planning 4.1 Individuals and curriculum 4.2 Assessment and record-keeping 4.4 Assessment methods</p>	Webinar & Audio
	<p>6. Learning and Teaching Styles</p> <ul style="list-style-type: none"> Describe the different models of learning styles and how they are applied to the trainee. Describe the different teaching styles Outline the strengths and weakness of each teaching style and select the most suitable method to be applied into practice Identify your trainee's learning style and customise training 	<p>2.2 Widening Participation & inclusion 4.1 Individuals and the curriculum</p>	Webinar & Audio
MODULE 3: GIVING EFFECTIVE FEEDBACK	<p>7. An introduction to Giving Effective Feedback</p> <ul style="list-style-type: none"> Consider the different contexts in which feedback can be given Discuss some of the issues involved in giving feedback in today's health education system 	<p>2.2 Widening Participation & inclusion 4.4 Feedback 4.5 Identified Special educational needs</p>	Webinar & Audio
	<p>8. Models for giving Effective Feedback</p> <ul style="list-style-type: none"> Describe models used when giving effective feedback Identify the advantages and disadvantages of the various models for giving effective feedback 	<p>2.2 Widening Participation & inclusion 4.3 Feedback 4.5 Identified Special educational needs</p>	Webinar & Audio
	<p>9. The Principles of Giving Effective Feedback</p> <ul style="list-style-type: none"> Be familiar with the principles of giving effective feedback Give feedback to trainees on performance in a constructive manner, including how the quality of work or performance can be improved. Receive feedback from trainees and explain the importance of this Identify learning opportunities from feedback received and generate a development plan on how this will be met 	<p>4.3 Feedback 4.5 Identified Special educational needs</p>	Webinar & Audio

10. Developing Training Plans and Facilitating Learning

- Generate an individualised training plan for your trainee
- Describe criteria to be considered when planning a training session
- Plan and prepare a training session
- Carry out training in an appropriate environment
- Demonstrate use of appropriate communication to gain the co-operation of learners
- Apply learning and teaching methods suited to both the trainee and the workplace setting
- Actively seek to address issues of special needs giving the trainee support and resources that can help them
- Identify and respond to trainee’s needs during a specified period of training

- 3.1 Planning
- 3.2 Learning environment
- 3.3 Teaching resources and support
- 3.4 Guidance
- 3.5 Developing high quality programmes
- 5.1. Facilitating learning
- 5.4. Strategic management

Webinar & Audio

11. Introduction to Workplace-based Assessments

- Recognise robust work-based assessment opportunities
- Discuss some of the issues involved in work-based training in today’s health education system
- Assess work or performance against set criteria
- Plan work-based assessments and learning objectives with trainees to meet competency requirements

- 4.2 Assessment and record-keeping
- 4.3 Feedback
- 4.4 Assessment methods

Webinar & Audio

12. Assessing Learning & Supporting trainees in difficulty

- Develop an in-depth understanding of the principles of assessment
- Assess work or performance against set criteria
- Link assessment to goals of the training programme
- Identify poor and good performance against specific criteria
- Provide a clear action plan to the trainee with extra support when identified
- Discuss how to raise concerns for poor performance following local and regional guides for trainees

- 4.2 Assessment and record-keeping
- 4.3 Feedback
- 4.4 Assessment methods
- 4.5 Identifies special educational needs
- 4.6 Monitoring progress

Webinar & Audio

Developing as a Practice Supervisor

- Understand the importance of emotional and situational awareness in patient centred care.
- Develop awareness of the impact of trainees cultural and historical backgrounds and how it affects their emotional and situational awareness in practice, and patient care.
- Understand strategies for developing trainees, who have different levels of emotional and situational awareness in practice.
- Understand what resilience is, and how to develop resilience in trainees and educational programmes
- Understand the difference in the stereotypes of the generations and how to identify and ensure inclusion
- Develop strategies for dealing with sensitive trainees

- 1.1 Expert Skills & Knowledge
- 1.5 Professional Autonomy
- 6.1 Strategic context
- 6.2 Professional updating

Live Session