



The School of Pharmacy  
University of London



# **A Start up Guide to Tutoring and Supporting Work-based Learning**

Delivered by The School of Pharmacy, University London on  
behalf of the London Joint Programmes Board

Version 1: February 2010



## Contents

Page	Chapter
2	The Joint Programmes Board
3	Philosophy and Aim of the Post Graduate Diploma in General Pharmacy Practice
4	Programme Structure
5	Programme Outline
6	Training Centre Links with JPB
7 – 8	Role of Practice Tutor
9	Role of Educational Facilitator
10	Role of DAP Lead
11 – 13	Timetable of Events (for Practice Tutor)
14	Assessment Tools
15	Assessment Feedback
16	Special Circumstances
17 – 18	Support for Practice Tutors and Educational Facilitators
19 – 20	Checklist for Practice Tutors and Educational Facilitators



---

## The Joint Programmes Board

---

The Joint Programmes Board (JPB) is a brand name that represents the partnership between the NHS pharmacy services and nine local Schools of Pharmacy. The collaboration ensures that the training of pharmacists meets the modern requirements of the NHS to be “fit for practice” in order to provide consistently high quality patient care.

Our job is to improve the quality of patient care by ensuring the supply of pharmacists who are educated, trained and motivated to play their part in a first class modern health service.

We aim to do this in a way that is responsive to the Government's national objectives for health and social care, the local context in which these pharmacists work, and the changing needs and expectations of the patients they serve.

This document is designed to provide guidance for Practice Tutors and Educational Facilitators at accredited hospitals in the London JPB region. The document is not exhaustive but will provide valuable support and clarity on where to find further information. Also note that the contents of this document are subject to change with developments in the programme and updated versions will be released in due course.

We would advise all Practice Tutors, Educational Facilitators and Lead Trust Tutors to read this document in full and then complete the checklist provided on pages 19 and 20.



---

## Philosophy and Aim of the Post Graduate Diploma in General Pharmacy Practice (PG Dip GPP)

---

The safe and effective use of medicines within both primary and secondary care is paramount for effective acute and chronic disease management. Pharmacists have a clear role to play in medicines management and the prescribing agenda, which necessarily means a modern and effective post-registration training programme.

This novel programme is a progressive approach to practitioner development and ensures that pharmacists acquire the competencies needed to practice in a safe and effective way. This programme links to [Agenda for Change](#) and the relevant [Knowledge and Skills Framework](#) so that individuals are supported to achieve the relevant gateway competencies.

The aim of the Postgraduate Diploma in General Pharmacy Practice is to equip practitioners with the core skills and competencies they require to provide pharmaceutical care in a practice setting. The aim of the curriculum is to develop pharmacists who are able to practice at a general level, and consequently embrace clinical, technical, medicines information and patient service elements. The course works on a philosophy of appropriate self-directed work-based learning, therefore, practitioners are expected to take responsibility for managing their learning and achieving the course objectives while being supported by appropriate and effective facilitation by tutors and other senior staff. The ethos and culture of the course is to enhance and develop self reliance and an adult approach to learning in support of continuing professional development.



---

## PG DipGPP Programme Structure

---

The Diploma programme is organised in 4 modules (see table overleaf). Module 1 (60 credits) “Foundations of General Practice” is designed to take place over an 18 month period of primarily work-based learning. Should practitioners wish to exit the programme after successful completion of Module 1 a Post Graduate Certificate in General Pharmacy Practice can be awarded.

Modules 2, 3 and 4 (20 credits per module) are “Defined Areas of Practice (DAPs)” linked with “placements” that can be taken as a clear speciality rotation or a particular focus for a period of time. Each DAP normally takes place over a 6 month period and in conjunction with the PG Cert in General Pharmacy Practice, completion of 3 DAPs constitute the full Diploma award. The full Diploma in General Pharmacy Practice will normally take approximately 36 months to complete following MRPharmS registration.

On successful completion of the diploma programme practitioners will be awarded:

1. PG Diploma in General Pharmacy Practice (from the awarding HEI)
2. Statement of Completion of General Pharmacy Practice Training (from JPB and the NHS)



## PG DipGPP Programme Outline

### Regular September Intake

Calendar	Module	Description	Assessment	
			Work-based	Academic Centre
September	DipGPP Induction			
October to March (18 month)	Module 1 Foundations of General Practice (60 credit)	To critically evaluate the drug treatment of general medical and surgical patients in order to provide competent advice on the safe and effective use of medicines.	<ul style="list-style-type: none"> <li>•RITA (@ induction)</li> <li>•RITA (@ 4 months)</li> <li>•RITA (@ 8 months)</li> <li>•RITA (@ 15 months)</li> <li>•GLF (@ 12 &amp; 18 months)</li> </ul>	<ul style="list-style-type: none"> <li>•2 MCQ papers (@ 12 &amp; 18 months)</li> <li>•2 OSCE sessions (@ 12 &amp; 18 months)</li> <li>•2 Portfolio reviews (@ 12 &amp; 18 months)</li> </ul>
<i>Possible PG Certificate award and exit</i>				
April to September (6 month)	Module 2 Defined Area of Practice 1 (20 credit)	To demonstrate systematic and critical understanding of the knowledge and skills required to work independently within a specific area of pharmacy practice.	<ul style="list-style-type: none"> <li>•RITA (@ 3 months)</li> <li>•GLF (@ 6 months)</li> <li>•DAP Lead sign off (@ 6months)</li> </ul>	<ul style="list-style-type: none"> <li>•Literature evaluation &amp; review: written &amp; oral presentation (Sept)</li> <li>•Portfolio review (Sept)</li> <li>•Unseen CbD (Sept)</li> </ul>
October to March (6 month)	Module 3 Defined Area of Practice 2 (20 credit)	To demonstrate a systematic and critical understanding of the knowledge and skills required to work independently within a specific area of pharmacy practice.	<ul style="list-style-type: none"> <li>•RITA (@ 3 months)</li> <li>•GLF (@ 6 months)</li> <li>•DAP Lead sign off (@ 6months)</li> </ul>	<ul style="list-style-type: none"> <li>•Prescribing Audit (abstract &amp; poster presentation) (March)</li> <li>•Portfolio review (March)</li> <li>•Unseen CbD (March)</li> </ul>
April to September (6 month)	Module 4 Defined Area of Practice 3 (20 credit)	To demonstrate a systematic and critical understanding of the knowledge and skills required to work independently within a specific area of pharmacy practice.	<ul style="list-style-type: none"> <li>•RITA (@ 3 months)</li> <li>•GLF (@ 6 months)</li> <li>•DAP Lead sign off (@ 6months)</li> </ul>	<ul style="list-style-type: none"> <li>•Change Management project (written &amp; oral presentation) (Sept)</li> <li>•Portfolio review (September)</li> <li>•Unseen CbD (September)</li> </ul>

KEY: RITA: Record of In-Service Training Assessment

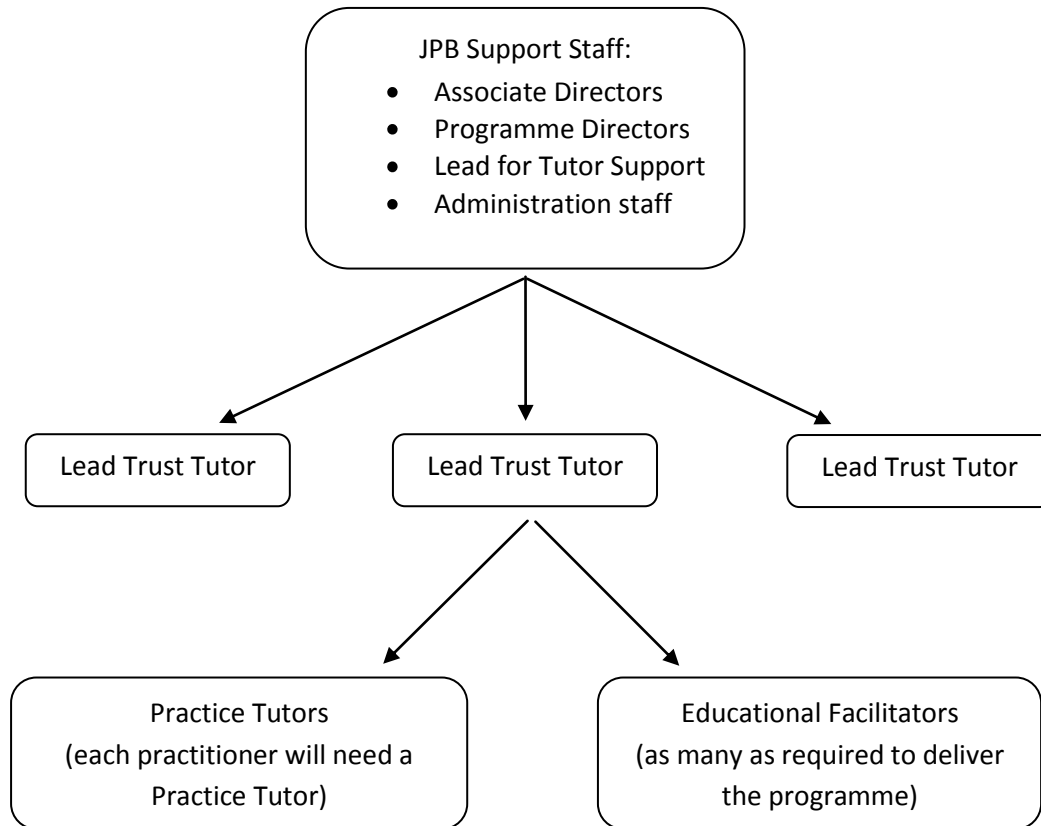
GLF: General Level Framework

MCQ: Multiple Choice Questions

OSCE: Observed Structured Clinical Examination

CbD: Case-Based Discussion

## Training Centre Links with JPB



The flow diagram illustrates the practitioner support network available in the Training Centre and how JPB interacts with Practice Tutors and Educational Facilitators. The Lead Trust Tutor is the link between the Training Centre and JPB. The Lead Trust Tutor is responsible for ensuring that:

- practitioners are exposed to the range of general level experiences required by DipGPP
- each practitioner has a Practice Tutor
- Practice Tutors have suitable experience and training
- practitioners receive an appropriate level of support from Practice Tutors, Educational Facilitators and themselves if necessary.
- their Hospital Trust gains accreditation and maintains accredited Training Centre status.

Any Lead Trust Tutors that are unclear on their role and responsibilities should consult their local Associate Director for further information (see page 18). Useful example material is also provided on the 'Tutor information and resources' course on blackboard, which can provide ideas on building an education and training infrastructure.



---

## Role of the Practice Tutor

---

- Each DipGPP Practitioner is assigned an appropriate Practice Tutor for the duration of the diploma. The role of the Practice Tutor is to monitor the practitioner's progress over the course of the diploma and to support the practitioner's development.
- The following points clarify who should be utilised in the Practice Tutor role:
  - Practice Tutors should have undertaken appropriate tutor training (see page 17).  
Normally this would include the diploma induction and refresher for Practice Tutors and Educational Facilitators and Skills for Diploma Tutors, however, there may be some circumstances where attendance of these courses is not required for example when equivalent training has been received elsewhere and approved by a member of the JPB academic staff.
  - Normally the Practice Tutor should be a senior pharmacist (we would normally suggest Band 8a or above, or a particularly experienced Band 7 practitioner).
  - Where more junior pharmacists are utilised as tutors the training centre must ensure that suitable support and mentoring systems are in place.
  - Where a trainee is asked to act as a tutor but is still registered on the Diploma programme, they should have successfully completed the core module and at least one DAP. It is also appropriate that this decision is discussed with the Training Centre's Associate Director or a member of the JPB academic staff.
- The following notes explain the main roles and responsibilities of the Practice Tutor, if any of the points are unclear we would advise you to approach your Lead Trust Tutor for clarification or ask the advice of your local Associate Director:
  - The role is partially fulfilled via a series of Record of In-service Training Assessments (RITAs). These are meetings that are held regularly throughout the programme (see Practice Tutor's Timetable page 11) and offer an opportunity for the practitioner to provide evidence of competence in the preceding rotations and for the Practice Tutor to highlight any areas for development so that training can be focussed. As part of the RITA process the Practice Tutor determines whether the practitioner is ready to sit the end of module assessments.



- The Practice Tutor will also complete a GLF assessment at regular intervals throughout the programme (see Programme Outline on page 5). It is expected that evidence provided by the practitioner and feedback from educational facilitators will facilitate this process.
  - The Practice Tutor may, or may not, have contact with the practitioner in particular rotations (depending on the Tutor's role in the department) and may therefore have a direct role in facilitating the individual's learning acting as an Educational Facilitator.
  - The Practice Tutor may also assess the practitioner using the work-based assessment tools such as mini-CEX, CbD, MRCF although it is desirable for a range of people to assess the practitioner so that the Practice Tutor is not the sole assessor of their Tutee.
  - It is important to emphasize that the diploma has a philosophy of self-directed learning therefore the Practice Tutor is not expected to primarily "teach" the practitioner but is expected to encourage the development of a self-directed approach, providing support and facilitation throughout the tutor-practitioner relationship. We recognise that newly-qualified band 6 pharmacists may need to be provided with some practical information, e.g. prior to starting on-call commitments.
- To undertake the role outlined above, a Practice Tutor should be in regular contact with their practitioner and arrange a series of formal meetings with the tutee to monitor progress and provide guidance. The frequency of meetings should be in line with local Trust policy and guidance, as well as considering the needs of the individual practitioner, i.e. a worried practitioner may need more frequent input.



---

## Role of the Educational Facilitator

---

- Each Training Centre will draw on the expertise of staff to serve as Educational Facilitators. These are usually senior colleagues who often oversee an element of the trainee's practice during a particular rotation or DAP.
- Educational Facilitators are not all necessarily pharmacists; senior technicians can fulfil this role. The Trust Lead Tutor should agree and allocate appropriate staff to fulfil the Educational Facilitator role.
- The role of Educational Facilitators is to support the practitioner in the following ways:
  - Provide day-to-day supervision
  - Facilitate the practitioners in achieving the learning outcomes associated with the rotation
  - Undertake Diploma assessments where appropriate
- The Educational Facilitators should provide regular and timely feedback to the practitioner as well as the individual who serves as the trainee's Practice Tutor so that development can be monitored and training targeted where appropriate.



---

## Role of the DAP Lead

---

- The DAP Lead will typically be a lead pharmacist for a clinical specialty or the section head of a service area.
- Their role includes working with the Lead Trust Tutor in developing the DAP outline and obtaining approval of the DAP from JPB prior to a practitioner starting.
- The DAP Lead is responsible for deciding which DAP task the practitioner completes, taking into consideration the current DAP placement and previous tasks fulfilled. The practitioner may require some support in preparing and completing the DAP task. The task will either be a therapeutic review, prescribing audit or change management project. Please note that JPB strongly recommends that the change management task is undertaken in the 3<sup>rd</sup> DAP.
- During the DAP, the DAP Lead will facilitate the practitioner in meeting their learning outcomes and will provide feedback to the practitioner and Practice Tutor on progress. The DAP Lead should also be involved in the RITA assessment and should provide feedback to the Practice Tutor to inform the process.
- The DAP Lead may be required to undertake Diploma assessments with the practitioner where appropriate.
- The DAP Lead must meet with the practitioner prior to the DAP assessments to discuss whether the learning outcomes have been met. If so then the appropriate section of the DAP sign off form can be completed and the form signed by the DAP Lead.



**PG Diploma in General Pharmacy Practice**

**Timetable of Events (for Practice Tutors)**

**Year 1**

<b>Time</b>	<b>Practice Tutor Activity</b>	<b>Detail of Activity</b>	<b>Approximate Practice Tutor time involved</b>
<b>Module 1: Foundations of General Practice</b>			
1 month	Meet with Tutee	<ul style="list-style-type: none"> <li>- Complete Form A (educational agreement)</li> <li>- Check understanding of diploma (self-directed learning) and assessment tools</li> <li>- Confirm access to Blackboard (e-learning)</li> </ul>	30 mins
4 months RITA	Meet with Tutee	<ul style="list-style-type: none"> <li>- RITA – complete either Form B or C</li> <li>- Check portfolio of evidence</li> <li>- Agree date for 8 month RITA</li> </ul>	60 – 90 mins
6 months mini-PAT	<ul style="list-style-type: none"> <li>- Agree list of assessors with tutee</li> <li>- Receive mini-PAT results from JPB</li> <li>- Meet with Tutee</li> </ul>	<ul style="list-style-type: none"> <li>- Email Tutee to confirm meeting date</li> <li>- Prepare mini-PAT feedback (may let tutee see results in advance of meeting if appropriate)</li> <li>- Discuss mini-Pat results</li> </ul>	5 mins 15 mins
8 months RITA	Meet with Tutee	<ul style="list-style-type: none"> <li>RITA – complete either Form B or C</li> <li>Check portfolio of evidence</li> <li>Inform JPB and Lead Tutor of decision to forward for exam</li> </ul>	60 – 90 mins
12 months Assessments	Complete 12 month GLF before portfolio review. Review portfolio content and complete appropriate sign-off form.		60 mins
12 months mini-PAT	<ul style="list-style-type: none"> <li>- Agree list of assessors</li> <li>- Receive mini-PAT results from JPB</li> <li>- Meet with Tutee</li> </ul>	<ul style="list-style-type: none"> <li>- Email Tutee to confirm meeting date</li> <li>- Prepare mini-PAT feedback (may let tutee see results in advance of meeting if appropriate)</li> <li>- Discuss mini-Pat results with tutee</li> </ul>	5 mins 15 mins

Note: Practice Tutor time commitment is an *approximate guide* and may vary according to local circumstances and individual practitioners/ Practice Tutors



**PG Diploma in General Pharmacy Practice**

**Timetable of Events (for Practice Tutors)**

**Year 2**

<b>Time</b>	<b>Tutor Activity</b>	<b>Detail of Activity</b>	<b>Approximate Practice Tutor time involved</b>
15 months RITA	Meet with Tutee	RITA – complete either Form B or C together Check portfolio of evidence Agree date for 18 month GLF completion	60 – 90 mins
18 months Assessments	Complete 18 month GLF before portfolio review. Review portfolio content and complete appropriate sign-off form.		60 mins
18 months mini-PAT	- Agree list of assessors with tutee - Receive mini-PAT results from JPB  - Meet with Tutee	- Email Tutee to confirm meeting date - Prepare mini-PAT feedback (may let tutee see results in advance of meeting if appropriate) - Discuss mini-Pat results with tutee	5 mins  15 mins
<b>Module 2: Defined Area of Practice 1 (DAP1)</b>			
21 months RITA	Meet with Tutee (may be undertaken in conjunction with DAP Lead)	RITA – complete either Form B or C together Check progress with DAP LOs and DAP task Check portfolio of evidence Agree date for GLF completion	60 – 90 mins
24 months Assessments	Complete GLF before portfolio review	Check DAP lead has signed off completion of DAP LOs Agree date for 27 month RITA	60 mins
24 months mini-PAT	- Agree list of assessors - Receive mini-PAT results from JPB  - Meet with Tutee	- Email Tutee to confirm meeting date - Prepare mini-PAT feedback (may let tutee see results in advance of meeting if appropriate) - Discuss mini-Pat results with tutee	5 mins  15 mins

Note: Practice Tutor time commitment is an *approximate guide* and may vary according to local circumstances and individual practitioners/ Practice Tutors



**PG Diploma in General Pharmacy Practice**

**Timetable of Events (for Practice Tutors)**

**Year 3**

Time	Tutor Activity	Detail of Activity	Approximate Practice Tutor time involved
<b>Module 3: Defined Area of Practice 2 (DAP2)</b>			
27 months RITA	Meet with Tutee (may be undertaken in conjunction with DAP Lead)	RITA – complete either Form B or C together Check progress with DAP LOs and DAP task Check portfolio of evidence Agree date for GLF completion	60 – 90 mins
30 months Assessments	Complete GLF before portfolio review	Check DAP lead has signed off completion of DAP LOs Agree date for 33 month RITA	60 mins
30 months mini-PAT	- Agree list of assessors with tutee - Receive mini-PAT results from JPB  - Meet with Tutee	- Email Tutee to confirm meeting date - Prepare mini-PAT feedback (may let tutee see results in advance of meeting if appropriate) - Discuss mini-Pat results with tutee	5 mins  15 mins
<b>Module 4: Defined Area of Practice 3 (DAP3)</b>			
33 months RITA	Meet with Tutee (may be undertaken in conjunction with DAP Lead)	RITA – complete either Form B or C together Check progress with DAP LOs and DAP task Check portfolio of evidence Agree date for GLF completion	60 – 90 mins
36 months Assessments	Complete GLF before portfolio review and complete final diploma sign-off form.	Check DAP lead has signed off completion of DAP LOs Final GLF sign off	60 mins

Note: Practice Tutor time commitment is an *approximate guide* and may vary according to local circumstances and individual practitioners/ Practice Tutors



---

## Diploma Assessment Tools

---

- A range of assessments are used by JPB including work-based, written and oral. The purpose of employing a range of assessments is to ensure that practitioners possess the appropriate knowledge and skill base to practice safely and effectively. The Diploma assessment tools are:
  1. Mini Clinical Evaluation Exercise (mini-CEX)
  2. Mini Peer Assessment Tool (mini-PAT)
  3. Case Based Discussion (CbD)
  4. Medication Related Consultation Framework (MRCF)
  5. Record of In-service Training Assessment (RITA)
- Assessments can be undertaken by a range of staff in the department provided they feel qualified to judge a practitioner's performance. For maximum learning potential it is required for a practitioner to experience a variety of assessors, including a range of seniority, so that different opinions and experiences can be shared.
- Training Centre staff are encouraged to undertake training sessions (see page 17) that will help explain the Diploma assessment tools and provide support on giving feedback.
- The JPB have developed two training DVDs that aim to provide an overview of the assessment tools. Please contact the JPB admin team if your Lead Trust Tutor is unable to provide you with a copy of either DVD:
  1. "Training in the Assessment Tools" – covers the mini-CEX, CbD, mini-PAT and RITA
  2. "Medication Related Consultation Framework" DVD
- The final assessment tool used by the JPB is the General Level Framework (GLF). Use of the GLF is currently not included in the DVDs, however, further information can be found on the CoDEG website [www.codeg.org](http://www.codeg.org)
- The assessments are designed to capture different aspects of the practitioner's ability. Each assessment should be carried out on a number of occasions and copies held in the practitioner's portfolio of evidence. The portfolio should be available to the Practice Tutor for review at each RITA and will be reviewed by an academic at defined intervals throughout the programme (see Practice Tutor Timetable page 11 and Programme Outline page 5 for details).
- Further information on the Diploma assessment tools, including an assessment handbook, can be found on the "Tutor Information & Resources" course on Blackboard or under the "Evaluation Tools" tab on the JPB website [www.jpbsoutheast.org/evaluationtools](http://www.jpbsoutheast.org/evaluationtools)



---

## Assessment Feedback

---

Feedback plays an important part in the development of practitioners and it is important that tutors and facilitators provide feedback effectively. The purpose of this section is to provide some tips on giving effective feedback. Feedback may be required immediately in response to a single assessment such as mini-CEX or CbD or may be an overview of performance over a period of time for example the RITA or mini-PAT.

1. Be clear in your own mind what the take home message should be.
2. Prepare in advance and consider how the feedback may be received.
3. Consider possible action plans but give the practitioner the opportunity to devise their own action plan.
4. Ask the practitioner what they felt about the assessment.
5. If feedback is negative ask about “distractors” i.e. problems in or out of work that may affect performance.
6. If there are “distractors” remember that performance may not improve until these are dealt with.
7. Try to include some positive feedback but remember point number 1.
8. Do not overload the practitioner with information, feedback can be given over more than one session. Allow time for practitioner to reflect and think about an action plan then arrange to meet again in a day or two to discuss again.

In addition to the above pointers, we would encourage all tutors to attend the JPB “Skills for Diploma Tutors” training session that covers giving feedback and using the developmental feedback model (see page 17 for further details).



---

## Special Circumstances

---

Occasionally a Dip GPP practitioner does not progress through the programme as hoped and specific problems are identified. A Practice Tutor is responsible for monitoring a practitioner's progress through the programme and should highlight any concerns to the Lead Trust Tutor and the JPB via the RITA process.

A Form C RITA should be completed by the Practice Tutor if specific problems are identified, such as lack of completed work, failure to meet the required standard, a lack of commitment on behalf of the trainee or where the trainee simply requires more support or closer supervision. Form C is a recommendation for targeted training and should list the specific areas where the practitioner's performance is unsatisfactory as well as stating a brief action plan to overcome each problem/difficulty.

A single Form C RITA shouldn't be perceived as a serious problem and may simply reflect insufficient evidence being present to the Practice Tutor. However, if the issues highlighted are considered to be sufficiently serious as to threaten patient care, then the Practice Tutor should also activate and follow the Training Centre's formal poor performance guidelines. This may be particularly relevant if more than one Form C RITAs have been issued in a row.



---

## Support for Practice Tutors and Educational Facilitators

---

The JPB aims to offer high levels of support for Practice Tutors and Educational Facilitators; this is achieved by a number of strategies outlined below:

### 1. Tutor Training Sessions

The JPB offer 3 formal half-day training sessions that are delivered regularly at the JPB offices in Russell Square and can be delivered locally at Training Centres when the need arises. The courses offered are:

- Diploma induction and refresher for Practice Tutors and Educational Facilitators
- Skills for Diploma Tutors (S4DT)
- Support for DAP Leads

In addition JPB staff can facilitate an informal question and answer session for a Training Centre to help members of staff achieve greater understanding of the PG Dip GPP.

Full details of the above sessions along with booking details can be found on our website at [www.jpbsoutheast.org/tutor-support](http://www.jpbsoutheast.org/tutor-support)

### 2. Shared Resources on Blackboard and Published Articles

The JPB have encouraged Training Centres to share resources and areas of good practice to allow other Training Centres to benefit from their experience and knowledge. A shared resources folder called “Example Material” can be found in the “Tutor Information & Resources” course on Blackboard.

In addition, the JPB and partners have always adopted an evidence-based approach to general educational and practitioner reform processes. These publications have been circulated with the express aim of providing a platform for reform and engagement with all stakeholders. You can view copies from the JPB website at [www.jpbsoutheast.org/publications/](http://www.jpbsoutheast.org/publications/). Of particular importance is the article written about developing a culture of self-directed workplace learning in pharmacy.



### 3. Training Centre Meetings

Open Training Centre meetings take place every couple of months at the JPB offices in Russell Square. Training Centres are advised to send at least one representative to these meetings so that they can disseminate the relevant information to their hospitals and get the opportunity to offer feedback to the JPB.

### 4. Further Information

In addition to the above strategies, there are a number of JPB staff who can be contacted to discuss any issues or questions you might have, these include:

- Local Associate Director – Each Trust that is accredited with the JPB is assigned an Associate Director to help facilitate the smooth running of the Postgraduate Diploma course. Your individual Associate Director should be considered your first point of call with any issues or questions relating to the running of the programme. Please see the JPB website at [www.jpbsoutheast.org/diploma-programme/associate-director-geography/](http://www.jpbsoutheast.org/diploma-programme/associate-director-geography/) to determine who your local Associate Director is.
- JPB Admin Team – please email [admin@jpbsoutheast.org](mailto:admin@jpbsoutheast.org) with any questions regarding programme logistics.
- JPB Lead for Tutor Support – This is [Barry Jubraj](#) who can be contacted by email on [barry.jubraj@jpbsoutheast.org](mailto:barry.jubraj@jpbsoutheast.org) to discuss any tutor support issues that you may have.
- Programme Director {Core Element} – [Roisin Kavanagh](#) can be contacted at [roisin@jpbsoutheast.org](mailto:roisin@jpbsoutheast.org) for specific questions around the Core Element of the programme (first 18 months)
- Programme Director {DAPs} – [Dr Tim Rennie](#) can be contacted by email on [timothy.rennie@pharmacy.ac.uk](mailto:timothy.rennie@pharmacy.ac.uk) for specific questions relating to the Defined Areas of Practice.
- As a final point we would remind you that you could approach medical colleagues for assistance as they will be routinely using almost identical assessment tools.



### Induction Checklist for Practice Tutors and Educational Facilitators

<b>Name</b>	
<b>Hospital</b>	
<b>JPB Role</b> (please delete as appropriate)	Practice Tutor / Educational Facilitator / DAP Lead
<b>Date started JPB role</b>	
<b>Date to complete form</b> (3 months from above)	

This induction checklist is designed to cover the basic knowledge and training you will need as a JPB Practice Tutor, Educational Facilitator or DAP Lead. Please sign to acknowledge completion of an action point and consult your Lead Trust Tutor if you have any questions.

This form should be completed and submitted to your Lead Trust Tutor, for inclusion in the JPB portfolio of evidence, within 3 months of enrolment in position.

#### 1. Actions to be completed within 1 week of becoming a PT, EF or DAP Lead:

Action	Reference	Time needed	PT or EF Signature
Register as a PT or EF with the JPB → This will generate JPB Blackboard access	<a href="http://www.jpbsoutheast.org/tutorsupport/">www.jpbsoutheast.org/tutorsupport/</a>	5 minutes	
Read the PT and EF briefing document	<a href="http://www.jpbsoutheast.org/tutorsupport/">www.jpbsoutheast.org/tutorsupport/</a>	15 minutes	
Locate contact details for local Associate Director	<a href="http://www.jpbsoutheast.org/diploma-programme/associate-directors/">www.jpbsoutheast.org/diploma-programme/associate-directors/</a>	5 minutes	
Locate contact details for key JPB staff	<a href="http://www.jpbsoutheast.org/about-jpb/jpb-staff/">www.jpbsoutheast.org/about-jpb/jpb-staff/</a>	5 minutes	
Book a place at the appropriate JPB training courses <sup>(1)</sup> : <ul style="list-style-type: none"> <li>Diploma induction and refresher for PTs and EFs</li> <li>Skills for Diploma Tutors (also useful for EFs)</li> <li>Support for DAP Leads (only necessary for DAP Leads &amp; EFs)</li> </ul>	<a href="http://www.jpbsoutheast.org/tutorsupport/">www.jpbsoutheast.org/tutorsupport/</a> for details of upcoming sessions and book via <a href="mailto:admin@jpbsoutheast.org">admin@jpbsoutheast.org</a>	10 minutes	

(1) Please note that while we appreciate that many of the Practice Tutors and Educational Facilitators are highly experienced in training and mentoring practitioners, we would still encourage participation on the tutor training courses offered. The training sessions are specifically designed to cover the Diploma assessment tools and our unique self-directed learning approach.



**2. Actions to be completed within 1 month of becoming a PT, EF or DAP Lead:**

Action	Reference	Time needed	PT or EF Signature
Gain an appreciation of the JPB assessment handbook as a useful resource	<a href="http://www.jpbsoutheast.org/evaluationtools/">www.jpbsoutheast.org/evaluationtools/</a>	20 minutes	
Read the information provided on tutor support	<a href="http://www.jpbsoutheast.org/tutorsupport/">www.jpbsoutheast.org/tutorsupport/</a>	15 minutes	
Log on to Blackboard and become familiar with the system	<a href="http://www.jpbsoutheast.org/blackboard/">www.jpbsoutheast.org/blackboard/</a>	10 minutes	
Locate current JPB curriculum guides	Found in the "Tutor Information & Resources" course on Blackboard (please note these are updated yearly)	5 minutes	
Locate a copy of the Practitioner Handbook for reference	Spare copies can be provided by JPB if necessary via <a href="mailto:admin@jpbsoutheast.org">admin@jpbsoutheast.org</a>	5 minutes	
Locate example DAP outlines (only necessary for DAP Leads & EFs)	Found in the "Tutor Information & Resources" course on Blackboard	10 minutes	

**3. Actions to be completed within 3 months but preferably before undertaking assessments with a practitioner.**

Action	Reference	Time needed	PT or EF Signature
Watch the JPB DVD "Training in the Assessment Tools"	Your Lead Trust Tutor will have a copy	1.5 hours <sup>(2)</sup>	
Watch the JPB DVD "Medication Related Consultation Framework"	Your Lead Trust Tutor will have a copy	45 minutes <sup>(2)</sup>	

**4. Ongoing Actions:**

Communicate with your Lead Trust Tutor on a regular basis particularly if you have questions about the diploma or concerns about practitioners

Ensure that JPB remain updated with your contact details. Should anything change please complete the PT and EF registration form again located at [www.jpbsoutheast.org/tutorsupport/](http://www.jpbsoutheast.org/tutorsupport/)

Keep up to date with JPB news by regularly checking Blackboard and the JPB website, in particular all PTs and EFs should read the JPB newsletter that is circulated every 3 months via email

**5. Comments (Please highlight any issues that your Lead Trust Tutor should be aware of):**

**6. Lead Trust Tutor Sign Off:**

In my opinion \_\_\_\_\_ is capable of serving as a Practice Tutor and/or Educational Facilitator and/or DAP Lead (please delete as appropriate).

Signed: \_\_\_\_\_

Date \_\_\_\_\_

<sup>(2)</sup> Please note that these times reflect the total time required, however both DVDs can be accessed in shorter (approximately 15 minutes) chapters.