**Slide 1 – Workplace Tutor induction event**

Hello and welcome to the workbased tutor induction for the MSc in Clinical Pharmacy at the University of Manchester. My name is Sarah Knighton, and I am the senior academic advisor for this MSc Programme. Through this induction I will be introducing you to your role as a workplace tutor and how you can support your student whilst they undertake this programme.

The induction can take up to one hour to complete. However, you do not need to complete this all in one go and can return to it at any time. This induction is one of the resources that we provide to support you in your tutoring role, and you can dip in and out of it as needed. We hope that it will be a useful resource for you.

This induction utilises a mixture of presentations and interactive activities and links. It’s important to let you know at this stage that one of the interactive activities involves the two sample pharmaceutical care plans that are available on the webpage. If you haven’t had chance to read those already then please do so as you will need to read them in order to complete this induction.

I hope you enjoy this induction.

**Slide 2- Welcome**

In this induction we are going to cover a number of important aspects about the Programme. Firstly, I will welcome you to our school and introduce you to the key members of staff. I will then go on to talk specifically about the programme, how it is structured and how your student will move through the programme. I will also highlight key resources and introduce you to members of the Programme team.

We will then look at your specific role as a workbased tutor before going on to discuss assessments, focusing firstly on the University assessments before then going on to discuss workplace learning and assessments. At this stage I will also briefly discuss the new RPS post-registration foundation pharmacist curriculum and how your tutees studies in this programme can support them to demonstrate achievement of outcomes in this curriculum.

We will then look at how we can support you and you can support your students.

We will finish off with a summary of what you need to do next and an opportunity for you to submit any questions you may have.

**Slide 3 – Welcome to the School**

So, the Division of Pharmacy and Optometry is part of the School of Health Sciences within the Faculty of Biology Medicines and Health at the University of Manchester. The MSc in Clinical Pharmacy is just one of a wide variety of postgraduate programmes that we offer within the school.

Key personal to introduce you to within the school are:

Jenny Silverthorne - who is the Director or the MSc in Clinical Pharmacy Programme

Ellen Schafheulte - who is the Director of Postgraduate teaching for the Division of Pharmacy and Optometry and Andrew Mawdsley – who is the Director of Postgraduate teaching for the School of Health Sciences and also the Clinical Programme Manager for the Clinical Pharmacy Programme

**Slide 4 – Welcome to the Programme**

The MSc in Clinical Pharmacy is a large and diverse programme with students joining us from a wide variety of practice backgrounds. We have pharmacists joining us from hospital pharmacy, community pharmacy, GP practice and PCN roles. We also have a number of international students across the programme. All students on the programme share the same online learning space, and so will get the chance to interact with a wide-ranging population of fellow students, sharing expertise and practice experience.

**Slide 5 – The Programme**

So how does the Programme work? The Manchester programme is unique in its delivery, and its scope of learning units and methods. The Manchester programme is delivered be two routes with learning content shared across both routes. Regardless of the route chosen there is always the opportunity for students to interact with each other online which is really important in providing valuable peer support and shared learning.

So, looking at the two routes in more detail, the first is the online route where learning is delivered fully online and students are supported by academic advisors from the University. Student share exactly the same learning materials but complete all activities online. This is open to pharmacists in all sectors. The second route is the blended route where learning is delivered though a mixture of online activities and face to face study days at the University. This is predominantly undertaken by hospital pharmacists from the North West of England and students are supported by workbased tutors. This is the route that your student has chosen so your student will be known as a blended learner.

So, we are now going to look at some of the key resources and pieces of information you either need to be very familiar with or just aware of. I will flag this up as we go through them.

**Slide 6 – The Workbased tutor handbook**

So, the first of these is the Workbased Tutor handbook. This is a key resource which you will need to be very familiar with. This will have been emailed to you. If you have not received this, then please contact us to request a copy.

The workbased tutor handbook is a very large document which gets updated on an annual basis. It contains all the information you need to know throughout the two years that your student is with us and it is worth spending some time going through this. I am now going to go through some of the key things that it includes, and you can then go through these in more detail in your own time.

So, there are:

The tutor requirements, key roles and responsibilities which I would encourage you to read as soon as possible. This does include the workbased tutor agreement and workplace agreement which are present as appendices which you need to return to us.

It has full descriptions of the units or modules your students are going to study and how these are assessed. Within each unit description you will notice that we have also highlighted what the workbased tutor is expected to do for example case-based discussion, observation of practice or a progress meeting. Accompanying this is a general summary of how you can support you student when they are undertaking both clinical and non-clinical units.

It also has a lot of information about the workplace assessments that are required and supporting tools and templates. We have also updated the information around the RPS Post-Registration Foundation Pharmacist curriculum and outcomes to reflect the new curriculum which was launched in August 2021.

There are details about the progress meetings required and templates for these meetings are available as appendices. Most of these forms are the student’s responsibility to handover to you but we have included copies in the handbook for your information.

There is also some useful information about the support we can offer you and important contact details so that you can get in touch with us if required. We will discuss this again later in the induction but just to reiterate here that we do always encourage you to contact us if you have any questions.

So, the workbased tutor handbook is really vital for you as a tutor and something that you will become very familiar with. Just to let you know that students also have their own student handbook which again contains all the information they need to know about the programme and has a similar layout to your handbook. The students also receive a programme handbook which details programme details and University regulations in more detail.

**Slide 7 - Blackboard**

So, the next thing that is useful for you to be aware of is Blackboard which is our virtual learning environment. This is where all our learning is hosted, and this is what your student will be using throughout the programme. Now as a tutor you will not have access to Blackboard but I thought it would be useful for you to have some information about what Blackboard looks like and what your student has access to.

So, all students have access to the Virtual common room. This contains pretty much everything they need to know about navigating the University and navigating the programme and what they need to do if they need some help. It contains copies of the student handbook and programme handbook.

They also are able to access all the forms and templates they need plus upload records of the meetings they have with you.

It also contains staff details and contact details so that it is easy for them to find who they need to contact if they have a query.

Alongside the virtual common room students will also have access to their individual modules, of which they study two per Semester.

The learning within units is divided up into weekly folders. Learning is supported in many different formats including videos, eLectures, interactive activates and recommended reading. Links to reading lists and journals are within Blackboard.

Blackboard has discussion boards within individual units and the virtual common room where students can interact with each other and University staff. There are also links to webinars and other online activities.

There is also lots of support with using Blackboard and students can contact IT if they have any queries or concerns.

You may find it helpful during your meetings with your student to both go on to Blackboard together to answer any questions they may have.

This is probably also a good point to mention that the students will have a postgraduate Manchester email address for the duration of the time that they are on the Programme. We advise them to check this regularly as the University will send emails and Blackboard communications to this email address and not any personal email addresses. Please remind them to check their University email account regularly.

**Slide 8 – Study days and timetable**

So, as I am sure you are aware as a blended learner your student will have to attend study days. Each module has two study days, and this means that as your students do two modules per Semester then they will be required to attend four study days in total each Semester. Just to reiterate that study days are compulsory for students on the blended learning route and it is very important the student attends. Therefore, in your role as tutor it’s important to liaise with senior managers back at base hospitals about annual leave negotiation for students and the importance of them attending study days. If your student wants to take annual leave it’s also important they factor any study days in to this and ensure that they have made appropriate arrangements. Where possible we will try to facilitate swaps across study days but due to capacity constraints this may not always be possible. We will try to accommodate where we can, but it is not an automatic right so just wanted to let you know about that. We would advise students to get in touch with the Programmes team and unit lead as soon as they are aware that there may be an issue.

**Slide 9 – The Units**

So, this next slide shows a representation of how your student moves through the Programme, So we have four compulsory units or modules in year one. These are predominantly clinical modules and introduce students to clinical practice, building in knowledge, skills, and experience that they have gained to date. This is also supported by an evidence-based practice unit which teaches students skills around how to evaluate best practice though looking at the evidence. So, for Year 1 every student studies these four units in the order on the slide here – that is Foundations of clinical pharmacy and MOT1 in Semester 1 and Evidence based practice and MOT2 in Semester 2. This really gives them the grounding before choosing to specialise in year 2. So, for year 2 we have a number of optional units. Now some of these units are just for hospital pharmacists, for example Specialist medicines optimisation and therapeutics. This covers topics such as critical care. The other units can be studied by students whatever their background. As a workbased tutor we ask you to support your student to choose their second year units, highlighting what may be useful for them in both their current role and also their future career. What we find for hospital pharmacists is that the specialist medicines optimisation unit and the leadership and management unit are particularly important for their future career.

**Slide 10 - The Team**

So, moving on to introduce you to the team here at Manchester. So, we have a large team from a diverse background. We have staff who are senior academics. We have a number of staff who are both nationally and internationally renowned for their clinical expertise and staff who working in a variety of different sectors of practice. We also have a number of research staff from the University who can bring that experience and expertise to the students.

As discussed at the start of the induction then Jenny Silverthorne is our Programme director. She is responsible overall for the Programme and leads on its delivery. Jenny also acts as unit lead for certain units within the Programme.

Andrew is the Clinical Programme manager. He works with Jenny on Programme management, leads the clinical strand of the programme and like Jenny also acts as a unit lead for certain units.

Then there is me, Sarah. My role is to act as senior academic advisor, supporting both workbased tutors and university based academic advisors for the Programme. I am you first point of contact for any queries you may have. I also act as RPS liaison and can answer any questions about the Foundation programme.

**Slide 11 – The Team**

Looking at the wider team them we have a number of unit leads from all areas of practice and I have included a small selection on the slide here. We have clinical unit leads who join us from NHS practice, academic unit leads who train our students in evaluating evidence and we have researchers who train our students in research methods. Your students will meet these members of staff plus a range of clinicians who come and work with us and share their expertise. Each unit will have at least one unit lead and details about the individual unit lead will be found on the unit. The virtual common room also has more staff details.

**Slide 12 – The Team**

And finally, to introduce the remaining members of the team. We are supported by a Programme support team who provide all the administrative support for us. They can be contacted on the generic clinical pharmacy email address which is listed here. We currently have Laura Hill and Emma Sturgess as our Postgraduate Taught Programme administrators. They can help with extensions, interruptions, what to do if your student is ill and generally navigating the University systems so please do get in touch with them using the Clinical Pharmacy email address is required. These contact details are also in the Tutor handbook.

And finally, we have our eLearning technologists Helen Davies and Steve Ellis who have worked incredibly hard to develop Blackboard and make sure our online learning provision is as responsive and intuitive as we can make it and provide lots of support in the ongoing development and successful running of the Programme.

**Slide 13 – Your role as WBT**

So, hopefully from this induction, you can see how important your role as a workbased tutor is, and how you are key to your students’ success, supporting them throughout the programme and helping them to develop and apply their learning in the workplace. The role is a recognised role and highly valued by the University.

So, when you are starting with a student there are a few things that we need to do and these are essentially agreements between yourself, the student and us at the University. We are going to go through these now,

We have the learning contract, the workplace agreement, workplace tutor agreement and the progress meetings.

**The learning contract**

The learning contract is for both the workplace tutor, and the learner, to agree and negotiate learning needs, development opportunities, issues such as study leave, exam dates, and ultimately to define each other’s expectations and roles.

The template for the contract is an appendix in the handbook and it outlines student commitments and tutor commitments. The University have set agreements which must be in place, however this can also be tailored to satisfy your own arrangements as tutor and student and there is space at the bottom of the learning contract for you to add additional agreements in.

Completing the learning contract is also a good opportunity for both tutor and student to plan the semester, particularly progress meeting dates, case-based discussion dates, observation in practice dates and consultation skill assessment dates.

You are required to meet with the learner one week before the programme starts to discuss the learning contract. The student must then upload this into Blackboard in week 1 of semester 1. This meeting will constitute progress meeting 1. The learning contract will be revisited before semester 2, and again in year 2.

**The workplace agreement**

So, the workplace agreement is also in an appendix in the handbook and this is between the workplace and the University. Here we need somebody from the workplace for example in the Lead Education and Training role to confirm the workplace will support the student to undertake the blended learning course, that students are able to negotiate to take time off to attend study days and exams, that appropriate structures are in place to observe the student in practice and carry out workplace-based assessments and that any concerns are raised if you have them. This needs to be signed and emailed back to us by the start of the Semester.

**The workplace tutor agreement**

This is an agreement between yourselves as workbased tutors and us at the University. It covers the key aspects of working together and expectations. It gives us assurances that you are ready to be a workplace tutor, you have read the requirements, that you are committed to supporting your student, understand the programme and the learning outcomes and your role. It outlines your commitment to performing workplace-based assessments and meetings and that if you have any concerns you will escalate them to us. Again, this needs to be signed and emailed back to us by the start of the Semester.

For both the workplace agreement and the workplace tutor agreement there is also a space on Blackboard for your student to upload copies so please ensure they have signed copies and do this.

**Progress meetings**

These are formal meetings between you and your student. You are required to meet with your student at least eight times per academic year; four meetings in semester one, and four meetings in semester two. Semester 1 is September to December so it’s four meetings within this time period. Semester 2 is February to May and it’s another four meeting during this time period. The two year planner indicates when these meeting should happen i.e. what particular weeks of the Semester and we have tied this in with formative and summative assessment dates and feedback. It’s really up to you and your student to negotiate the specific meeting times but we recommend sticking with the weeks as specified where possible.

These meetings have a set agenda and, in the handbook, there are templates for each of the Progress meetings that you will have with your students. However, they are also flexible to the needs of the tutor and student relationship. The progress meetings provide the opportunity to monitor the students’ progress, resolve and issues or queries and support the learner with their studies.

Students are required to write the minutes of the meetings. There are also actions such as scheduling future meeting dates, observations of practice and case based discussion. Again, each Progress meeting template will have specific tailored advice for that time point.

Following each progress meeting we ask that students upload the completed meeting notes to Blackboard. Students have full details of this and how to do it. The main thing to remember is that there are four of these per Semester.

**Workplace based assessments**

I have also listed here workplace-based assessments which I will be coming on to talk about later.

**Slide 14 – Assessments**

So, next we will move on to look at some of the assessments in the Programme.

So, for all the clinical units across the Programme then students will be expected to write pharmaceutical care plans for patients who they have seen in their practice. This can be within both year 1 and 2. Again within the tutor handbook then there is detail regarding which units utilise Care Plans.

On the screen you can click in to look at the Pharmaceutical Care Plan template and the mark scheme that we use, and it is worth familiarising yourself with these documents.

It should be noted at this point that we do provide a lot of support and guidance for students around writing PCPs. As well as the template and mark scheme previously seen they also have access to these sample PCPs within the Virtual Common room. On individual units there is also often additional examples of PCPs relating to that unit. Students also have access to a short eLecture on Pharmaceutical Care Plans which they can rewatch at any time point in the Programme. Care Plans are also usually discussed during the interactive webinars with the opportunity for students to raise questions and seek clarification as needed. Students also complete a formative peer review Care Plan marking exercises during their medicines optimisation units in year 1. The opportunity to act as an assessor of a fellow students written Care Plan often gives them valuable and useful insight in to Care Plans.

We now have a couple of marking exercises for you to have a go at. On the next page you will have a go at reviewing Care Plans, grading them and giving feedback

It is important to understand what good Care Plans look like. Students will present these to you as case based discussions and you will be giving them formative feedback which will hopefully help them develop their clinical skills and improve their Care Plans. Within the tutor handbook we have highlighted within individual units when you need to do these formative case based discussions with your student.

**Slide 15 - Quiz slides for the two samples**

**Slide 16 – Assessments**

So, in addition to Pharmaceutical Care Plans then for the first unit that the complete in Semester 1 of Year 1 (Foundations in Clinical Pharmacy) then students are also required to produce a Clinical Skills Portfolio. For this they collect evidence throughout the Semester. We have a copy of the Clinical Skills Portfolio guidance here and again some sample items from the Clinical Skills Portfolio. As with the Care Plans, we do provide advice and support to students on the Clinical Skills Portfolio and this information is accessible to them on the unit.

As a blended learner then they must also include at least one observation of practice form which you will need to undertake as their workplace tutor. This may be a consultation skills assessment or a direct observation of practice. This is mandatory and you will need to support your student with this. This is then uploaded as an appendix.

Students will also sit exams for MOT1. MOT2 and evidence based practice in Year 1. These will take place during the University exam period and students will receive details about these at the start of each Semester so that they have plenty of time to plan and prepare. They will receive dates and also details on how they will undertake the Exam.

As well as an Exam then Evidence Based Practice also involves a critical appraisal of the evidence, and again more details are provided in the unit and the handbook.

For Year 2 then the assessments vary depending on the individual unit, but methods involved include exams, Care Plans, portfolios, presentations and coursework. The handbook again has details about the assessments and their weighting for individual units.

**Slide 17 – Workplace learning and assessments**

This is a key role as tutor.

In terms of the workplace-based assessment then as the workplace tutor you are involved in overseeing the students workplace based assessments. So, for example, that could include a direct observation of practice or watching the student perform a skill such as medicines reconciliation. Another example is case based discussions, and all of the students are required to present their Care Plans to you as a Case Based Discussion. Further details regarding workplace-based assessments and the required frequency are in the Tutor handbook. At this stage it should be noted that the tools to support workplace-based assessments have been redeveloped by the RPS and we are expecting new tools and templates to be launched in October 2021. They will also be referred to as supervised learning events as opposed to practice-based or workplace-based assessments. Once these new tools and templates have been launched, we will integrate them into this programme and change our terminology accordingly. We will keep you updated about this.

Workplace learning also includes progress meetings. You are required to meet with your student at least eight times per year; four meetings in semester one, and four meetings in semester two.

These meetings have a set agenda (available as appendices in the tutor handbook), however they are also flexible to the needs of the tutor and student relationship. You are required to meet with your student in weeks at set points in the Semester as this coincides with formative and summative assessment dates and feedback. The progress meetings provide the opportunity to monitor the students’ progress, resolve and issues or queries and support the learner with their studies. These meetings also support you as a tutor, developing workplace mentoring skills and it can be helpful for CPD or RPS faculty membership.

Following each progress meeting, students must upload the completed meeting notes to Blackboard.

So, we ask all our learners to map their coursework to the RPS Post-Registration Foundation Pharmacist curriculum outcomes and have developed a mapping tool to support them with this.

**Slide 18 – RPS Post-Registration Foundation Pharmacist Curriculum.**

The RPS launched the new Post-Registration Foundation Pharmacist curriculum in August 2021. The MSc supports learners to build a body of evidence towards each domain of this new curriculum, supporting and directing development in early years’ pharmacists.  Achievement of many of the outcomes in the RPS Post-Registration Foundation Pharmacist Curriculum will be supported by their studies on the programme and the activities and assessments they undertake. We have developed a mapping tool which they can use to support mapping of their individual assessments to the RPS Post-Registration Foundation Pharmacist Curriculum outcomes. We have also mapped each of the units on the Clinical Pharmacy Programme to these outcomes so that they have an idea of what outcomes are potentially achievable when you undertake a particular unit. For those learners on the blended route of the programme then the supervised learning events (previously referred to as workplace assessments) completed in the workplace can also be used as evidence of achievement of certain outcomes.

As the new curriculum has only recently been launched and access to the eportfolio (which forms part of the assessment strategy) is planned for October 2021 then we hope that the process and how learners can use their postgraduate studies to demonstrate achievement of outcomes will become clearer over the coming months. On Blackboard in the Clinical Pharmacy Virtual Common Room, we have set up a section - “RPS Post-Registration Foundation Pharmacist Curriculum Information” and as we receive further information, we will update this area. Your tutee will be able to access this. We would also recommend checking the RPS website regularly for updates - [Post-Registration Foundation Curriculum](https://www.rpharms.com/development/credentialing/foundation/post-registration-foundation-curriculum)

**Slide 19 – Supporting You**

So, that’s really it for the procedural side of things and has hopefully given you a good overview of the Programme, what it entails and what your role is.

At the University we recognise the importance of the workbased place tutor role. We also realise that this can be quite a challenging role at times, so we have put things in place to try and support you in this role.

So, the first thing to say is that you can obviously contact me at any time and the best way to do this is by email and I will then get back to you as soon as possible. You can also contact our Clinical Pharmacy Programme support team on the Clinical Pharmacy email.

We have scheduled regular catch up meetings with you as the workbased tutor and we have at these at the end of Semester 1 (so in January) and at the end of Semester 2 (which is in July). These are 1 on 1 meetings, usually with myself, but they may be with Andrew or Jenny. We will arrange these at a mutually convenient time and ensure these are arranged well in advance. As these are one on one, we can do these over the phone or virtually using Microsoft teams or Zoom, so whatever you would prefer.

If you have any prolonged period of absence, whether that is planned or unplanned, if possible, can you or your student let us know as soon as possible so we can ensure appropriate arrangements are in place to support your students and we can also provide support to whoever may be covering your role as workbased tutor. Equally if there are any changes on the student’s role, they move Trusts for example, then they need to get in touch with us to inform us of who their new workplace based tutor will be.

We will also run an informal questions and answers webinar at the start of Semester 1 for workbased tutors. This will be done in the evening and so if you have any questions then you can attend this. Details of this will be emailed to you. As I said this will be an informal question and answer session so I will not be presenting anything new, so it may be it’s only 10 minutes, it may be it’s much longer; really dependent on you and if you have any particular queries.

So, the handbook will hopefully have most of the information that you need and can be used to try to resolve any queries that you may have and is very detailed. You can also access this induction at any time, and it has been designed so that you can scroll through and find the section that you want easily. As I said earlier, please also do not hesitate to contact either myself or a member of the Team if you have anything you want to discuss.

We also really value you feedback. It’s really important to us to help us improve the Programme and also support you in your role as workbased tutor so if you have any feedback, please don’t hesitate to contact us.

To support you in your development as a tutor you may want to access the CPPE training and coaching and mentoring training which is feely available from CPPE. All tutors can access the Education and Training unit that we offer here. This can be undertaken as a standalone CPD unit and can be really useful. If this is something you are interested in then please email me,

Insert email address on this slide (mine and CP) and add in about webinar.

**Slide 20 – Supporting Students**

So, sometimes being a workplace-based tutor can be a challenge and so we really appreciate you staying in regular contact with us. If you find, for example, that your student is having difficulties then let us know and we will work with you to try to resolve these difficulties. If its workbased then hopefully local resolution and escalation within your management structures will help resolve the difficulties but it may be useful to let us know about those. If it’s related to their studies then please escalate it to us at the University and we can try to help – so again that’s contacting myself, Jenny, Andrew or on of the Programmes support team. The Programmes support team can be particularly helpful if it’s around procedures such as applying for extensions or mitigating circumstances. The thing to emphasize is that it is better to get in contact with us sooner rather than later. Postgraduate study is different to undergraduate study, and we always encourage our students to be as open and honest with us as possible. We are here to support them and you.

**Slide 21 – Where to start**

So, I appreciate that it’s a lot of information to take in. It is all summarised in the handbook but hopefully this diagram will also help you to understand what is required initially.

Look at the workbased tutor handbook and familiarise yourself with the key sections as highlighted previously.

Ensure there is a workplace agreement in place and that this has been signed and emailed.

Read, sign and email back the workplace tutor agreement

Complete this induction and let us know if you have any questions

Arrange to meet with your student for Progress meeting one, agree and sign the learning contract and ask the student to upload this to Blackboard.

**Slide 22 – Are you ready**

So, we have come to the end of this induction, and I hope it has been useful. Please let us know your feedback and if you have any questions, you can type them in to the boxes on the next slide and we can cover these at the ‘question and answer’ webinar.

To summarise in terms of next steps now you have completed this induction you need to email me both the workbased tutor agreement and the workplace agreement and you need to arrange you first progress meeting with your student.

Good luck in your role as workbased tutor and please do not hesitate to contact us if you have any questions, comments, or feedback.