
BOARD NOTICES • RAADSKENNISGEWINGS

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SOUTH AFRICAN PHARMACY COUNCIL

STANDARD FOR TUTOR TRAINING PROGRAMMES

The South African Pharmacy Council hereby publishes for implementation the *Standard for Tutor Training Programmes* in terms of Section 33(g) of the Pharmacy Act, 53 of 1974, read together with Regulation 42 of the *Regulations relating to pharmacy education and training* (GNR 1156, published on 20 November 2000).

SCHEDULE:

Standard for Tutor Training Programmes

In this notice "the Act" shall mean the Pharmacy Act, 53 of 1974 (as amended), and any expression to which a meaning has been assigned in the Act shall bear such meaning.



VM TLALA
REGISTRAR

Address: 591 Belvedere Street, Arcadia, Pretoria, 0083,
Private Bag X40040, Arcadia, 0007. Telephone: 0861 7272 00

STANDARD FOR TUTOR TRAINING PROGRAMMES

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1. DEFINITIONS

Assessor¹: means any pharmacist registered by Council in accordance with criteria determined and published for this purpose by Council to measure outcomes of pharmacy education and training.

Council¹: the South African Pharmacy Council (SAPC).

In-service training¹: means the training undertaken by a Pharmacist's Assistant (Learner Basic) or Pharmacist's Assistant (Learner Post-Basic) under the direct personal supervision of a tutor at a pharmacy approved by Council for purposes of such training.

Internship¹: means the practical training undertaken by a Pharmacist Intern in terms of a contract under the direct personal supervision of a tutor in a pharmacy approved by Council for purposes of such training or at an institution registered as a provider of a qualification in pharmacy.

Pharmacist's Assistant¹: means a natural person registered in one of the following categories:

- (a) Pharmacist's Assistant (Learner Basic);
- (b) Pharmacist's Assistant (Basic);
- (c) Pharmacist's Assistant (Learner Post-Basic); or
- (d) Pharmacist's Assistant (Post-Basic).

Pharmacist Intern¹: means a person registered as such and who is undergoing an internship.

South African Pharmacy Council (SAPC): the regulator established in terms of the Pharmacy Act, 53 of 1974, to regulate pharmacists, pharmacy support personnel and pharmacy premises in South Africa.

Tutor¹: means a pharmacist approved by Council to supervise the internship of a Pharmacist Intern or the in-service training of a Pharmacist's Assistant.

2. PURPOSE AND RATIONALE OF THE PROGRAMME

Purpose:

The learning programme is for those pharmacists wishing to register as a tutor to supervise the internship of a Pharmacist Intern or the in-service training of a Pharmacist's Assistant.

The purpose of the qualification is to prepare and fully equip a pharmacist who is eligible to serve as a tutor with the knowledge and skills required to fulfil the role of tutor.

Rationale:

A pharmacy tutor is a practising pharmacist who serves as a role model for a Pharmacist Intern and/or during the in-service training of a Pharmacist's Assistant. In addition to serving as a role model, the tutor will be required to participate in the mentoring of, structuring of the programme, and the assessment of the intern and/or Pharmacist's Assistant.

¹ Definition sourced from: South African Pharmacy Council. (2000). *Regulations relating to pharmacy education and training*. GNR1156 of 20 November 2000. Accessed at: [https://www.sapc.za.org/media/default/Documents/Pharmacy_Education_Training%20\(2000\).pdf](https://www.sapc.za.org/media/default/Documents/Pharmacy_Education_Training%20(2000).pdf)

The quality of internship/in-service training is dependent on the tutor. In order to provide consistency in the internship/in-service training experience, it is essential that tutors are suitably qualified, experienced and prepared for their role as mentors, role models and educators of interns and/or Pharmacist's Assistants. The tutor should be supported and provided with the necessary knowledge and skills for the successful performance of their multifaceted role as a tutor.

The provision of training to tutors has been shown to improve the perceived ability to provide feedback, assess progress and manage a trainee who is not achieving the required progress². Additionally, the assessment of the learning component of a training programme provided to tutors was considered by the tutors to be one of the most useful sections of the training programme, and is associated with an improvement in self-rated competence post training³. This supports the need for a training programme aimed at tutors.

3. LEARNING ASSUMED TO BE IN PLACE

Admission Requirements:

Minimum of a Bachelor of Pharmacy degree or recognised equivalent.

4. PROGRAMME RULES

Participants must be registered with the South African Pharmacy Council as practising pharmacists.

5. EXIT LEVEL OUTCOMES

1. Understand, interpret, and apply legislative requirements and provide guidance relating to pharmacy internship, in-service training of Pharmacist's Assistants and the role and responsibilities of a tutor (2 hours).
2. Develop and apply applicable teaching and mentoring strategies (3 hours).
3. Know and apply appropriate learning strategies for learners with different learning styles (2 hours).
4. Design and monitor a training programme relevant for each intern/Learner Pharmacist's Assistant (2 hours).
5. Utilise relevant assessment and feedback techniques (2 hours).
6. Manage complex situations encountered as a tutor, including effective time management (2 hours).
7. Integrate reflective practice into daily activities as a tutor (2 hours).

² Davison, K., Bullen, K. and Ling, J. (2019). Pre-registration pharmacist tutor training: a pilot study. *The Clinical Teacher* 16: 47-52.

³ Knott, G., Crane, L., Heslop, I. and Glass, B. (2018). Design and evaluation of a pharmacist tutor training programme. *Pharmacy Education* 18(1): 189-196.

6. ASSOCIATED ASSESSMENT CRITERIA

Assessment Criteria for Exit Level Outcome 1:

- 1.1. List and apply the rules for the approval of tutors and premises for the training of Pharmacist Interns and Pharmacist's Assistants.
- 1.2. Explain the legislative requirements and provide guidance relating to the general requirements and conditions for the training of Pharmacist Interns and Pharmacist's Assistants.
- 1.3. List and apply the scopes of practice of Pharmacist's Interns and Pharmacist's Assistants.

Assessment Criteria for Exit Level Outcome 2:

- 2.1. Define formal and informal learning in the context of internship and in-service learning.
- 2.2. Describe formal and informal learning opportunities applicable to internship and in-service training.
- 2.3. Define and compare coaching and mentoring.
- 2.4. Explain mentoring techniques.
- 2.5. List and describe role model behaviours.

Assessment Criteria for Exit Level Outcome 3:

- 3.1. Identify and describe different learning needs and styles.
- 3.2. List and describe learning strategies.
- 3.3. Apply relevant learning strategies to specific learning needs and styles.

Assessment Criteria for Exit Level Outcome 4:

- 4.1. Identify and describe the training needs and requirements for a Pharmacist Intern in the various sectors permitted for internship.
- 4.2. Identify and describe the training needs and requirements for Pharmacist's Assistants in the various sectors permitted for in-service training.
- 4.3. Apply knowledge of the training needs for Pharmacist Interns and Pharmacist's Assistants' in-service training by designing relevant training programmes.
- 4.4. Describe methods that can be used to monitor training progress.

Assessment Criteria for Exit Level Outcome 5:

- 5.1. Demonstrate an understanding of current educational techniques relevant to workplace-based learning.
- 5.2. Describe and apply methods that can be used for the assessment of workplace-based competency.
- 5.3. List and describe appropriate techniques for providing feedback on workplace-based assessment.

Assessment Criteria for Exit Level Outcome 6:

- 6.1. Describe strategies for effective interpersonal relationships in the workplace.
- 6.2. List and describe challenges that may arise during tutor-intern interactions.
- 6.3. Apply knowledge of effective interpersonal relationships and educational strategies in the resolution of complex situations encountered as a tutor.

Assessment Criteria for Exit Level Outcome 7:

- 7.1. Define and describe the principles of reflective practice.
- 7.2. Apply reflective practice to activities as a tutor.

7. CRITICAL CROSS-FIELD OUTCOMES

- (i) Identify, analyse and solve problems related to the role and responsibilities of a tutor.
- (ii) Work effectively with others as a member of a team of health care professionals in serving as a tutor for Pharmacist Interns and during in-service training for Pharmacist's Assistants.
- (iii) Collect, analyse, organise and critically evaluate information in serving as a tutor for Pharmacist Interns and during in-service training for Pharmacist's Assistants.
- (iv) Communicate effectively using visual and/or language skills in the modes of oral, written and/or practical presentation in a sustained discourse.
- (v) Use science and technology, including informatics, in pharmacies effectively and critically, showing responsibility towards the environment and the health of others by promoting ethical conduct in all contexts.
- (vi) Promote public health and education on public health matters while serving as a tutor for Pharmacist Interns and during in-service training for Pharmacist's Assistants.

8. INTERNATIONAL COMPARABILITY

In several countries where tutors supervise Pharmacist Interns, prospective tutors are required to complete a tutor training programme prior to registration as a tutor.

The Pharmacy Board of Australia advises prospective pharmacy tutors to complete an Australian Pharmacy Council accredited training programme prior to seeking registration as a supervising pharmacist for Pharmacist Interns. One of the accredited training programmes is a programme developed by the Pharmacy Guild of Australia Pharmacy Academy. The preceptor (tutor) training programme consists of four modules:

- Module 1: Understanding requirements.
- Module 2: Establishing the learning relationship.
- Module 3: Learning in the workplace.
- Module 4: Managing the intern over time.

The Council of the Pharmaceutical Society of Ireland requires all prospective tutors to complete a tutor training programme prior to registration as a tutor. The required training can be undertaken as a self-directed online course or through the attendance of a training webinar.

The Royal Pharmaceutical Society (United Kingdom) requires pharmacist supervisors for foundation phase trainees (pre-registration training equivalent to internship in South Africa) to have received relevant training in workplace-based learning, assessments and feedback. Essential outcomes from such training should include:

- (i) Overview of the Foundation Pharmacy Framework and Programme.
- (ii) Roles & Responsibilities of Foundation pharmacists & Tutors.

- (iii) Assessment in the workplace (workplace-based assessment tools and record of in-training assessment).
- (iv) Delivering feedback in the workplace.
- (v) Dealing with difficult situations – what resources and support/lines of referral are available.
- (vi) Portfolio building.

Additional outcomes that would be desirable are:

- (i) Identifying different learning needs and styles.
- (ii) Developing your coaching style.
- (iii) Peer observation of teaching.
- (iv) Reflective Practice E Support for Tutors.
- (v) Recognition for the role of Tutor.

9. MODERATION OPTIONS

Formative assessments must be internally moderated while summative assessments must be externally moderated.

Moderators must be registered pharmacists with at least three years' experience in the pharmacy education environment.

10. QUALIFICATIONS AND EXPERIENCE OF PRESENTERS/FACILITATORS

Presenters/facilitators must be registered with the SAPC and have at least three (3) years' experience as a tutor. Providers accredited by Council will provide the support.

11. CRITERIA FOR THE REGISTRATION OF ASSESSORS AND MODERATORS

Assessors and moderators must be registered as practising pharmacists, with three (3) years' experience as a tutor and be registered as assessors with the SAPC.

12. NOTES

Competence must be achieved in all modules in the learning programme. This learning programme is a requirement for approval by Council as a tutor. Successful completion of this learning programme does not entitle the learner to approval as a tutor. All other Good Pharmacy Practice requirements for approval as a tutor must also be fulfilled.