

Appendix two: Assessment Guidance for Facilitators

University of Strathclyde Strathclyde institute of Pharmacy & Biomedical Sciences Guidance notes for student assessment form

1. Student assessment forms – facilitator and pharmacy team member/MDT.

The student assessment forms (facilitator and pharmacy team member/MDT) will consist of student (name and registration number) and assessor details (name only), a tick box grid and a free text box (please see student feedback exemplar). For the facilitator, there will be additional information to complete such as attendance and a declaration that all assessment forms have been completed.

The forms will be hosted on Microsoft® Forms and the links to the forms will be included in the email sent to facilitators with student details as well as the University of Strathclyde Experiential Learning handbook 2024/25.

The student assessment forms must be discussed with the student and completed by the end of the placement.

These feedback forms contribute to the overall student assessment of the GPhC learning outcomes but are not the only assessment of these learning outcomes. Overall assessment includes EL assessment, Being a Pharmacist assignments, OSCEs and reflective portfolios. We require 100% return of the forms after the completion of EL to allow students to discuss feedback with their professional development advisor (PDA), reflect, and complete their reflective portfolios.

This should not be an onerous or time consuming task.

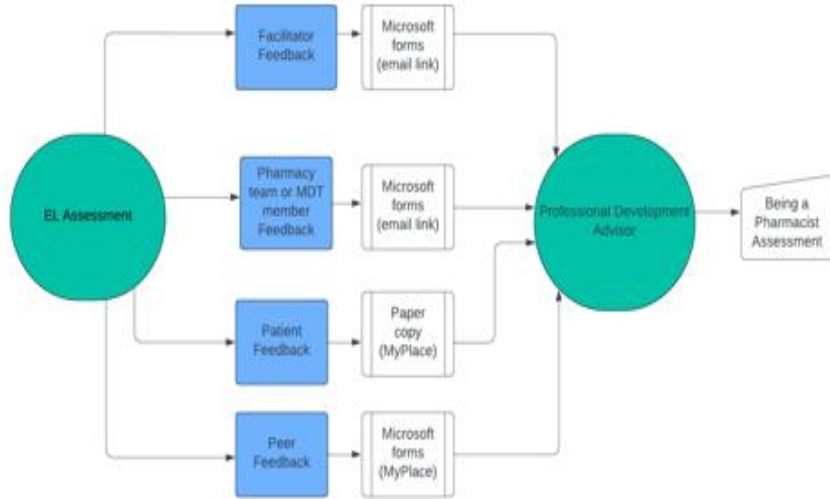
2. Patient Feedback

Students must get a minimum of 1 patient feedback each year. Students will bring a paper copy of the participant information sheet and a patient feedback form for completion during EL. Please discuss this feedback with the student during their placement. The students will upload the patient feedback form onto MyPlace following completion of EL.

3. Peer Feedback

Peer feedback will take place at the University or on experiential learning where there is more than one student at a site. The peer feedback form is the same as the facilitator and pharmacy team/MDT form hosted on Microsoft® Forms. The link for this form will be on MyPlace.

Figure 1: Flow chart showing assessment pathway for experiential learning.



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Student assessment form

Please assess the student's competency against the following eight learning outcomes as specified in the GPhC Standards for Initial Education & Training of Pharmacists (2021). Students must achieve "does" by the end of year 5.

Student name

Registration number

Assessor

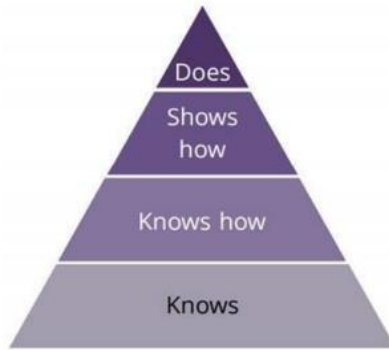
GPhC Learning Outcome	Descriptor	Knows	Knows how	Shows	Does	Not yet observed
1	Demonstrate empathy and keep the person at the centre of their approach to care at all times.					
3	Demonstrate effective communication at all times and adapt their approach and communication style to meet the needs of the person.					
9	Take responsibility for ensuring that personal values and beliefs do not compromise person-centred care.					
10	Demonstrate effective consultation skills, and in partnership with the person, decide the most appropriate course of action.					
16	Apply professional judgement in all circumstances, taking legal and ethical reasoning into account.					
17	Recognise and work within the limits of their knowledge and skills, and get support and refer to others when they need to.					
18	Take responsibility for all aspects of pharmacy services, and make sure that the care and services provided are safe and accurate.					
20	Act openly and honestly when things go wrong and raise concerns even when it is not easy to do so.					

Comments (something the student has done well, something they need to improve)

Assessors name & signature

Date

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Student assessment form Miller's triangle guidance for facilitators



Miller's triangle

Knows

Has knowledge that may be applied in the future to demonstrate competence. To demonstrate this the student would either volunteer information about a condition, system or would be able to discuss it with facilitator or colleague when asked, showing clear understanding.

Knows how

Knows how to use knowledge and skills. Examples of this may include being shown a task and being able to do it with guidance on a few occasions and may need some support to do it.

Shows how

Can demonstrate that they can perform in a simulated environment or in real life. Examples of this may include conducting a medicines history for a medicines reconciliation or Pharmacy First Plus consultation but needing intervention and support to complete it from the facilitator/supervisor on a few occasions, or conducting a polypharmacy review but needing help to identify some issues.

Does

Can act independently and consistently in a complex but defined situation. Examples of this may include always being able to conduct a consultation, under supervision, but without the need for intervention. Always performing prescription checks accurately, dispensing independently with no errors, or simple patient consultation.

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Student feedback form exemplar

Please assess the student's competency against the following eight learning outcomes as specified in the GPhC Standards for Initial Education & Training of Pharmacists (2021). Students must achieve "does" by the end of year 5.

Student name *A Student*

Registration number *2025123456*

Assessor: *A Facilitator*

GPhC Learning Outcome	Descriptor	Knows	Knows how	Shows	Does	Not yet observed
1	Demonstrate empathy and keep the person at the centre of their approach to care at all times.				✓	
3	Demonstrate effective communication at all times and adapt their approach and communication style to meet the needs of the person.			✓		
9	Take responsibility for ensuring that personal values and beliefs do not compromise person-centred care.			✓		
10	Demonstrate effective consultation skills, and in partnership with the person, decide the most appropriate course of action.			✓		
16	Apply professional judgement in all circumstances, taking legal and ethical reasoning into account.		✓			
17	Recognise and work within the limits of their knowledge and skills, and get support and refer to others when they need to.			✓		
18	Take responsibility for all aspects of pharmacy services, and make sure that the care and services provided are safe and accurate.			✓		
20	Act openly and honestly when things go wrong and raise concerns even when it is not easy to do so.					✓

Comments (something the student has done well, something they need to improve, please use specific example(s))

A student has demonstrated a caring and empathetic manner during over the counter consultations with customers in the pharmacy. They undertook several over the counter consultations under supervision where they demonstrated their knowledge and skills. One notable consultation the student demonstrated their knowledge and skills in providing an OTC medication for a patient with hayfever. The student structured their consultation using WWHAM, used open and closed questions to ascertain all necessary information to make the correct diagnosis and treatment plan. The student included the patient in all aspects of the treatment plan and referred to myself when needing a little extra guidance and direction. The student demonstrated professional behaviour throughout and the patient appeared satisfied with the consultation.

A student needs to work on their overall confidence and have more insight into more complex decision making.

Overall, it was a pleasure facilitating A Student on their placement with us and wish them all the best in the future.

Assessors name & signature *A Facilitator*

Date xx/xx/xxxx

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Patient assessment and feedback

Name of trainee pharmacist

Date of interaction:

Please think about your recent interaction with the trainee pharmacist. Please tick one box stating your feelings for each statement. Feedback is essential for the trainee pharmacists' development and will allow reflection and improvement, where necessary. Thank you for completing.

How good was the student pharmacist at....	No, not at all	No, not really	Yes, but not fully	Yes	Yes, completely	Not relevant
Making you feel at ease (introducing themselves, explaining role, being friendly and warm towards you, treating you with respect; not cold or abrupt)						
Really listening (paying close attention to what you were saying, not being distracted as you were talking)						
Being interested in you as a whole person (asking/knowing relevant details about your life, your situation, personalising treatment to you, not treating you as "just a number")						
Fully understanding your concerns (communicating they had accurately understood your concerns and anxieties, not overlooking or dismissing anything)						
Showing care and compassion (seeming genuinely concerned, connecting with you on a human level, not being indifferent or "detached")						
Explaining things clearly (fully answering your questions, explaining clearly, giving you adequate information, checking your understanding, not being vague)						
Helping you to take control (exploring with you what you can do to improve your health yourself, helping you get most of out of your medicines, making you feel "in control" of decisions regarding your health encouraging rather than "lecturing" you)						
Making a plan of action with you (discussing the options, involving you in decisions as much as you want to be involved, not ignoring your views)						

University of Strathclyde
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Patient Information Sheet

Information for patients on providing feedback for student pharmacists.

Why your feedback is important.

You have been asked to provide feedback by a student pharmacist as part of undergraduate pharmacy degree. This degree is four years long and is followed by a year of training in a pharmacy. During this training, they are working alongside a qualified pharmacist but are able to undertake some tasks themselves. An important part of education is that student pharmacists learn about areas where they are doing well and where they could do better. As a patient who has received care or a service from a student pharmacist, your views are extremely important. You can help the supervisor and student pharmacist be sure that they working to level expected. Feedback will be given by multiple patients, so your feedback will remain anonymous.

How can you provide feedback?

If you choose to take part, you will be given a survey to complete. The survey asks questions where you give a rating, it does not ask for any personal details. While we hope you want to take part and help the student pharmacist with their education, you do not have to. You can decide that you would rather not complete and you won't be treated any differently. If you need assistance to complete the feedback, you can take the form home and ask a friend or member of your family to help you. Once you have finished, please return your feedback to the pharmacy. Please ask if you are not told how to return the form. The student pharmacist will receive the feedback from different patients. They will not know who has given feedback so you will remain anonymous.

What to do if you are worried about your experience?

If while completing your feedback you realise that you are extremely unhappy about the care/service received or are very worried about this student pharmacist, please ask to speak to the supervisor. A supervisor (pharmacist) should be available at all times; however, they may be working in a different area of the pharmacy at the time. You should be given the chance to speak to them privately about your concerns.

