

# **What capabilities are required for facilitators to support student pharmacists effectively during experiential learning (EL) in Scotland? – Part 2**

**Abbreviated title** – Capabilities of EL facilitators – Part 2

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## **Ethical Approval**

Ethical approval was sought from the University of Dundee and was approved (SMED REC Number 20/ 22). Informed consent was obtained from all individual participants included in the study.

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1 **ABSTRACT**

2 **Background:** A key outcome of the changes to the Standards for Initial Education and  
3 Training of Pharmacists in Great Britain is to increase quantity and quality of Experiential  
4 Learning (EL) in the MPharm programme. In a companion paper, the development of a  
5 framework of key capabilities required of EL facilitators (Hamilton et al, 2023) to support  
6 quality EL is described. The aim of this paper was to establish the views of pharmacy  
7 stakeholders on the capability framework, suggestions for further development and  
8 potential uses in practice.

9 **Methods:** Three focus groups were used to gather the views of pharmacy stakeholders with  
10 experience in delivering experiential learning. The focus groups were transcribed and  
11 analysed, using thematic content analysis.

12 **Results:** The themes from the focus group were categorised into five areas (1) Overall views  
13 of the framework; (2) Perceived reasons for descriptors not reaching consensus; (3)  
14 Challenges of using the framework; (4) Potential developments of framework; and (5)  
15 Potential uses of the framework in practice.

16 **Conclusions:** Given the current changes in initial education and training of pharmacists, this  
17 research provides evidence of the value the framework provided on the role of an EL  
18 facilitator while outlining the need for refinements to encourage acceptability by  
19 stakeholders.

20 **KEYWORDS:** Experiential Learning, Education, Supervision, Facilitation, Learning, Workplace  
21 Learning

22 **INTRODUCTION**

23 In Great Britain over the last decade, the initial education and training of pharmacists has  
24 and continues to undergo substantial changes with the redevelopment of Standards for the  
25 Initial Education and Training of Pharmacists (General Pharmaceutical Council [GPhC],  
26 2021). These changes are required to enable pharmacists to take on more enhanced and  
27 advanced roles to support the health and care of patients which is supported by the Scottish  
28 Government strategy for pharmaceutical Care (Scottish Government, 2017).

29 One key evolution is increasing the amount of experiential learning. Experiential learning  
30 (EL) is an educational practice (Kolb, 1984) which is a powerful and proven approach to  
31 learning and teaching based on evidence which highlights that adults learn best through  
32 experience in practice. The benefits of EL within pharmacy education is well documented  
33 (Hendry et al, 2016; Winn & Turner, 2016; Jacob et al, 2021) and demonstrate a key learning  
34 tool in preparing student pharmacists for practice and developing their competence and  
35 confidence.

36

37 Fundamental to the evolution of initial education and training of pharmacists is increasing  
38 the quantity and quality of experiential learning in the MPharm degree. Scottish  
39 Government have committed to supporting the increase of both the quantity and quality of  
40 experiential learning through the introduction of Additional Cost of Teaching in Pharmacy  
41 (ACTp) funding (NHS Education for Scotland, 2023). With the introduction of this funding  
42 NHS Education for Scotland, in collaboration with the two Scottish Schools of Pharmacy  
43 (University of Strathclyde and Robert Gordon University) have a responsibility to ensure  
44 quality experiential learning is available to all student pharmacists studying in Scotland.  
45 Literature emphasises that a key feature of ensuring quality of EL is the facilitator who

46 supervises the student pharmacist during their EL (Jacob & Boyter, 2020a; Jacob & Boyter,  
47 2020b). Therefore, evidence call attention to the need for the facilitator to be trained  
48 appropriately and has a clear understanding of the requirements of the role that they are  
49 undertaking (Jacob & Boyter, 2020b; Jacob et al, 2021).

50 In a complementary article, the process to develop a framework to outline the capabilities  
51 and descriptors required by EL facilitators (Hamilton et al, 2023) is described. Eight  
52 overarching capability areas identified as required by facilitators to support student  
53 pharmacists' EL were the facilitators personal and professional practice, role modelling of  
54 practice, organisation of learning, the learning environment, learning relationships,  
55 facilitation of learning, assessment of learners and development of the facilitator (Appendix  
56 A).

57 To guide the further development of the facilitator capability framework, it is important to  
58 explore the outputs of the Delphi process. Therefore, the aim of this study was to explore  
59 the Delphi participants views on the framework development, the perceived rationale for  
60 inclusion and exclusion of descriptors and provide guidance on the further development and  
61 implementation of the framework.

## 62 **Ethical Approval**

63 The University of Strathclyde and Robert Gordon University confirmed that ethical approval  
64 would not be required for this research. Ethical approval was sought from the University of  
65 Dundee due to the research being completed as part of a Master of Medical Education  
66 (MMED) Course and was subsequently approved (SMED REC Number 20/ 22).

67

## 68 **METHODS**

69 To gain stakeholders views about the facilitator capability framework, focus groups were  
70 chosen as literature tells us that the focus groups provide an opportunity to gain insight and  
71 understanding in how the framework would be perceived by stakeholders in practice  
72 (Barbour, 2005).

73 A range of participants were used: pre-registration trainees (now trainee pharmacists in  
74 their Foundation Training Year), pharmacist facilitators, academic pharmacists and health  
75 board education and training leads. Participants were asked in the final round of the Delphi  
76 process for the framework development if they would be willing to participate in a focus  
77 group. All willing participants were emailed and asked to complete the focus group  
78 information sheet and consent form.

79 The focus groups comprised of a cross section of members from each of the stakeholder  
80 groups, where possible, aiming for an optimal six members in each focus group (Stalmeijer  
81 et al, 2014). Three focus groups were undertaken before saturation of patterns and themes  
82 occurred (Barbour, 2007).

83 A discussion guide was developed based on the study aims, to help guide the discussion in  
84 the focus group and ensure consistency across all three focus groups (Stalmeijer et al, 2014).  
85 This facilitated continuity of data collection and ensured meaningful analysis of the data. To  
86 ensure the discussion guide was fit for purpose, it was reviewed by an expert panel  
87 consisting of three experienced academic pharmacists (AP, ACB, BA) with significant  
88 experience in experiential learning. As a final validation process, it was piloted with a small  
89 sample of participants (n=3). These results were not included in the analysis.

90 Due to social distancing restrictions caused by the COVID-19 pandemic, the focus groups  
91 were held and recorded through Microsoft Teams®, with the participants' agreement. The  
92 average duration of the focus group were 60 mins and were facilitated by the lead  
93 researcher (PH). The recordings were transcribed verbatim and analysed, using thematic  
94 content analysis which provided a flexible, systematic and transparent approach to analysis  
95 of the data (Braun & Clarke, 2006). The transcriptions and analysis were reviewed by a  
96 colleague to review and ensure interpreter rigour (Kitto et al, 2008).

97

## 98 **RESULTS**

99 Overall, 17 participants attended one of the three focus groups which ran from November  
100 to December 2020 (Table I). All participants contributed to discussion in the focus group  
101 they attended.

102 Qualitative data from the focus groups were categorised into five major themes: (1) Overall  
103 views of the framework from participants; (2) Perceived reasons for descriptors not reaching  
104 consensus; (3) Challenges of using the framework; (4) Potential developments of  
105 framework; and (5) Potential uses of the framework in practice. Table 2 outlines these key  
106 Themes and Sub-themes with some illustrative quotes.

### 107 **Theme 1 - Overall views of the framework**

108 There was a positive reaction to the development of this framework highlighting that it  
109 provided clarity to stakeholders around the expectations of EL facilitators. Participants  
110 mentioned that facilitators wanted more guidance around their role and this framework  
111 provided this. EL facilitators endorsed the rationale for the framework,

112 *“I think it’s a positive step to have some guidance on the roles and responsibilities of*  
113 *the facilitators. I actually found it quite helpful reading through it. ... it gave me some*  
114 *ideas of other things that I maybe wasn't consciously doing.” [Experiential Learning*  
115 *Facilitator]*

116 And,

117 *“It’s quite nice to have an overview of where the bar is, and where the breadth of*  
118 *that job is. Because if you asked to be a facilitator, you go to Preparation for*  
119 *facilitation of Experiential Learning (PFEL) training and you get some information.*  
120 *But there are things on here that probably I hadn’t thought of, and I bet other*  
121 *facilitators wouldn’t maybe appreciate. So, it just gives you an overview of all the*  
122 *things that they might want to be considering in their practice and how it links into it.*  
123 *I think it’s useful from that point of view to define that.” [Health Board Education and*  
124 *Training Lead]*

125 Many participants appreciated the user-friendly structure of the framework with the  
126 capability domains covering all key aspects of the EL facilitators’ role. Participants  
127 commented that it would be useful to have similar frameworks for other educational  
128 programmes such as pre-registration and post registration programmes.

129 There were some concerns about the size of the framework and that it could be  
130 overwhelming for facilitators. Participants felt that the language of some of the descriptors  
131 put responsibility on the facilitator, whereas the wider pharmacy teams could be used to  
132 facilitate student learning. Participants suggested that this might reduce acceptability of the  
133 framework and result in some pharmacists not taking on the role of facilitator. There was



134 general agreement that the framework could be condensed by combining descriptors,  
135 which could increase engagement with stakeholders.

136

## 137 **Theme 2 – Perceived reasons for descriptors not reaching consensus**

138 Further clarity around why some of the descriptors did not meet consensus in the Delphi  
139 was provided through analysis of the focus groups. Three main reasons were identified.

- 140 • Beyond the facilitator role – Some descriptors were perceived to be the role of the  
141 universities, training providers or the students and not the specific role of the facilitator.

142 These included:

143 “Facilitators comply with professional and their organisations performance management  
144 policies” and

145 “Facilitators serve as a mentor to student pharmacists beyond their EL placement”.

- 146 • Measurable – Some descriptors were believed to be difficult to measure and it was felt  
147 that they were unsuitable for this type of framework. These included:

148 “Facilitators contribute to the development of others as educators” and

149 “Facilitators stimulate the best in each student pharmacist”.

- 150 • Duplication – Participants felt that some descriptors were covered elsewhere in the  
151 framework and the descriptor should be removed. These included:

152 “Facilitators inspire student pharmacists through modelling excellent professional  
153 behaviours”, and

154 “Facilitators stimulate the best in each student pharmacist”.

155

156 **Theme 3 – Challenges of using Framework**

157 There were a number of challenges to using the framework identified. A common challenge  
158 was the time constraint to demonstrate the descriptors as shown by:

159 *“I think in an ideal world, it’s all very good but I think we’re seeing a huge volume of*  
160 *students coming through our hospital, that actually, we’re not having the time to do*  
161 *a lot of these very individualised placements. And it’s, get them through, get them*  
162 *seen, get them something. And our facilitators are not having the time to spend on it*  
163 *that we would like them to have.” [Experiential Learning Facilitator]*

164 Time constraints were mainly due to the workload of facilitators and the short duration of  
165 some placements making it difficult to demonstrate the descriptors. Another challenge was  
166 how different stakeholders interpret the descriptors which could cause a difference in  
167 expectations. Other comments related to how the framework would be applied in practice.  
168 For example, it needs to be user friendly for ease of use and should not increase the  
169 workload of the facilitator.

170

171 **Theme 4 - Potential further developments of framework**

172 A number of suggestions were made to reduce the size of the framework through reduction  
173 in duplication or combining descriptors.

174 Suggestions were made relating to the presentation of the framework such as presenting it  
175 as overall capability domains, separating the descriptors into essential and desirable and  
176 providing illustrators to demonstrate what the descriptor means in practice. All focus

177 groups commented on the importance of providing clarity around the purpose of the  
178 framework and how it should be used.  
179 Ensuring the framework was freely and easily accessible was seen as important. Several  
180 participants commented that due to the ongoing development of EL in Scotland it was vital  
181 to guarantee development of this framework to ensure it evolves as EL evolves.

182

### 183 **Theme 5 – Potential uses of the framework in practice**

184 During the focus groups, participants described potential uses for the framework. These  
185 were:

- 186 • Demonstrate and develop quality in EL placements - As illustrated in the comment  
187 below

188 *“from a student's perspective, I certainly had some very varying levels of quality in EL*  
189 *placement I had. Some were just fantastic and some you could tell you were just*  
190 *almost a nuisance, it felt like. So, I think to standardise the whole thing and bring*  
191 *people up to a certain bar would be really helpful for a student.” [Trainee*  
192 *pharmacist]*

193 This describes the framework as a method of outlining the expectations and setting a  
194 standard for both student pharmacist and facilitator. One comment described it as the  
195 start of a process for developing recognised training practices. Other comments  
196 acknowledged that the framework was useful for organisations participating in EL as it  
197 allowed them to identify and support their employees when undertaking the facilitator  
198 role.

- 199 • Identifying training needs – One use, which was identified in all focus groups, was that  
200 the framework helps facilitators identify their individual training needs. It also helps  
201 organisations identify where there are collective training needs. Some suggestions of  
202 training needs highlighted by the participants were leadership, assessment, clarity of the  
203 university course content and providing feedback.
- 204 • Appraisal and self-assessment tool – Participants noted that the framework would be  
205 useful for self-reflection or appraisal. Some suggested that the framework could be  
206 used as part of a peer review session.

207 Participants highlighted the need for continual investment and support for the facilitators to  
208 ensure that quality continues to evolve as EL develops as illustrated in the quote below:

209 *“We don’t want just something for the here and now because we’re trying to move*  
210 *on and have a better model where they [student pharmacists] are getting more EL.*  
211 *And they are potentially spending more time with the facilitators on an ongoing*  
212 *basis, so it’s building up.” [Academic pharmacist]*

213

## 214 **DISCUSSION**

215 Focus groups are used to help researchers understand the views and social contexts of  
216 individuals who will use the framework in practice. The development of this framework  
217 used multiple research methods which will help ensure acceptability, accessibility, and  
218 accuracy of the resultant framework (Batt et al, 2019; Marrelli et al, 2005). The focus groups  
219 provided a method to explore the participants views of the framework as well as any further  
220 developments and uses in the future.

221 Focus groups were chosen rather than interviews as they encourage further discussion  
222 between group members and help engage quieter group members in the process (Vaughn  
223 et al, 1996). Using mixed stakeholder focus groups helped to facilitate ideas and benefitted  
224 with stakeholders from one group considering the framework from a different stakeholder’s  
225 perspective. However, it is important to recognise that the mixed group could have  
226 influenced an individual participant’s contribution. Therefore, it was important for the  
227 facilitator of the focus groups to create a safe environment for discussion (Stalmeijer,  
228 McNaughton, & Van Mook, 2014).

229 One key theme identified was clarity that the framework provided of the role of an EL  
230 facilitator. This was felt to benefit EL facilitators in their role and support design of training  
231 programmes to develop future EL facilitators.

232 Several themes emerged for development of the framework; the first related to the size and  
233 perceived overlap of some of the descriptors in the framework. The main concern was that  
234 the framework felt burdensome and added to their already heavy workload. Suggestions to  
235 reduce duplication and overlap will keep the framework concise and increase the  
236 acceptability and engagement. Leadership skills, providing feedback and standards of a  
237 pharmacy professional were areas of duplication that could be used for refinement. Other  
238 suggestions regarding groupings of “essential” and “desirable” descriptors merits further  
239 discussion to ensure ease of use and engagement from stakeholders. Some descriptors were  
240 removed as they were perceived as being difficult to measure, limiting the stakeholders’  
241 understanding of the descriptors and making application in practice challenging. Such  
242 confusion to application in practice risks a lack of engagement with the framework. Further  
243 iterative consultation with a wider group of stakeholders will help to refine the framework,

244 increasing the acceptability and future engagement. This approach was used by Srinivasan  
245 et al (2011) and Barry et al (2012) to increase validity in their framework.

246 A challenge to both engagement with, and implementation of, this framework related to the  
247 time available to undertake the role of facilitator with the associated workload. This is a  
248 common challenge for supervising learners in practice (Kilminster et al; 2007; Knott et al,  
249 2020), highlighting the need to balance the development of facilitators with workload  
250 demands. Developing a culture where the whole pharmacy team view the supervision of  
251 learners to be a key part of their job is essential to support ongoing development. Further  
252 consultation with stakeholders is essential to identify the most appropriate methods of  
253 implementation of the framework to maximise engagement and use among facilitators. Use  
254 of a framework can lead to efficient use of educational resources and enable facilitators to  
255 tailor their development to their specific requirements (Srinivasan et al, 2011; Tofade et al,  
256 2015).

257 Another concern around implementation, related to the communication of the framework  
258 to the current workforce. This underlines the value of ensuring that the framework was  
259 accessible to all facilitators and EL stakeholders. More importantly, stakeholders outlined  
260 the importance of providing the context for using the framework with clear instructions of  
261 how it should be used. Outlining the benefits and relevance of this work to facilitators  
262 should encourage their engagement. Regular communication with facilitators during the  
263 initial implementation will be important in identifying any issues.

264 During the focus groups, participants felt that the current training for EL facilitators covered  
265 many of the areas in the framework but highlighted that some additions to the current  
266 training package would be of benefit such as developing the facilitators leadership skills,

267 providing feedback to students and workplace-based assessments. While further training in  
268 these areas would be of benefit, there needs to be further research to determine the full  
269 extent of these needs.

270 The main area that participants outlined as a development need related to the facilitators  
271 having greater understanding of the structure of the university courses, the level of skills  
272 that pharmacy students should have when undertaking EL and the learning outcomes to be  
273 achieved while on EL. Due to the current diverse nature of the curriculum at the two  
274 Scottish schools of pharmacy, this has the potential to cause confusion around what is  
275 expected during EL. Standardisation of the learning outcomes for EL would help to increase  
276 clarity around the requirements of EL and help streamline training in this area.

277 Several potential uses for the framework were outlined. Defining the expectations of the  
278 facilitator is helpful in the recruitment and development of new facilitators as it provides  
279 them with an overview of the role and clarity before committing to host a student  
280 pharmacist. It also provides organisations hosting students with an improved  
281 understanding of the role, assisting them in identifying most appropriate pharmacists to  
282 train as EL facilitators.

283 Evidence from the literature suggests the framework is useful for the development, analysis  
284 and assessment of pharmacists undertaking the role of a facilitator (Batt et al, 2019).

285 Subsequently, through effective utilisation and application of the framework, organisations  
286 have a structure to ensure meaningful appraisal and identification of personal development  
287 plans for facilitators.

288 This framework can be employed to enable organisations to identify common training  
289 requirements, feeding into the initial training and subsequent upskilling of facilitators. This

290 as a common use and efficient method of using resources for the development of  
291 facilitators (Srinivasan et al, 2011; Walter et al, 2018).

292 Future applications include using the framework to provide recognition of facilitators who  
293 have demonstrated capabilities. This is in line with a similar process for recognising medical  
294 trainers in undergraduate medical education through evidence mapped against aspects of  
295 the Academy of Medical Educator (AOME) competency framework (Napier & Khogali, 2019).  
296 This would allow the production of an approved list of competent EL facilitators in Scotland,  
297 with formal recognition of their input into the development of student pharmacists.

### 298 **Strengths and Limitations**

299 A strength of this study that it involved both Scottish Schools of Pharmacy and practitioners  
300 from different practice settings from throughout Scotland. Another strength was using  
301 three different methods to develop the framework which provided rigor to the  
302 methodology and provided clear acceptability of the framework in practice. This sequential  
303 mixed method approach was used in previous projects to explore, interpret, and refine the  
304 outcomes of the initial phase of research (Barry et al, 2012; Dewolfe et al, 2010).

305 Due to the low numbers of participants for the focus groups, it was impossible to align focus  
306 groups to specific stakeholder groups. This might have resulted in bias due to the power  
307 relationship with some of the different stakeholder groups (Stalmeijer et al, 2014). This was  
308 minimised by the moderator (PH) facilitating the discussion to ensure each participant  
309 contributed.

### 310 **Further Research**



311 Further work is required to refine the framework to ensure its acceptability to stakeholders  
312 and maximise engagement. A pilot study with a sample of EL facilitators from a variety of  
313 sectors of practice, regions and experience will allow validation of the framework's content,  
314 structure and acceptability and identify areas for further development.

315 Undertaking further research to identify how current facilitators and student pharmacists  
316 perceive their experience of EL will allow comparison with the capabilities in the framework.  
317 This will support the quality management of EL as well as directing further education for  
318 facilitators, enhancing their development and increasing the quality of EL provided.

319 Based on the outcomes, it is clear that stakeholders had different views on some of the  
320 capabilities. Further research to clarify how the stakeholder groups view the framework and  
321 role of an EL facilitator and the differences in the views of stakeholder groups would provide  
322 a better understanding of the EL facilitators role.

323 Knott et al (2020) highlights the varied composition of facilitator training programmes in  
324 America and the lack of evidence relating to evaluation and effectiveness of these  
325 programmes. Further research should be undertaken to evaluate the effectiveness of any  
326 training to develop areas of this framework.

327

328

329

## 330 **CONCLUSIONS**

331 Building quality in EL is an important aspect of developing the initial education and training  
332 of pharmacists in the future. A key aspect of building quality in EL is to support the

333 development of facilitators. This study provided an opportunity to explore participants  
334 feedback on the framework and identify areas for its further development.

335 A significant theme from the focus groups was that stakeholder's appreciated the clarity and  
336 understanding that the framework provided on the role of EL facilitators. It was also clear  
337 that further refinements are required to ensure acceptability with regards to the structure  
338 and reduction of duplication in the framework. The framework would also support  
339 identification of training requirements for facilitators and provide a structure for training  
340 providers to support the development of facilitators. Through the focus groups the  
341 framework also helped participants to highlight training requirements of facilitators such as  
342 Leadership, Assessment strategies and a better understanding of university courses.

343 Due to the implementation of the General Pharmaceutical Council's revised Standards for  
344 the Initial Education and Training of Pharmacists and the increasing time spent in EL across  
345 the UK, this research provides a timely support to the development of EL facilitators  
346 supporting EL.

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431 **FIGURES/TABLES**

432 *Table 1 - Demographics of Focus Group Participants*

	<b><i>Focus group participant numbers</i></b>
<i>Pre-registration Pharmacists</i>	<b>2</b>
<i>Experiential Learning Facilitator</i>	<b>6</b>
<i>Academic Pharmacist</i>	<b>5</b>
<i>Health Board Education and Training Lead</i>	<b>4</b>
<b><i>Total</i></b>	<b>17</b>

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434 *Table 2 - Themes, sub theme and Illustrative quotes from Focus group discussion*

<b>Theme</b>	<b>Sub Theme</b>	<b>Illustrative Quote</b>
<b>Overall views of the framework</b>	Positive Views	<ul style="list-style-type: none"> <li>• “It represents a really good dissection of the qualities and skills and attributes that you're expecting from a facilitator...” (EL Facilitator)</li> <li>• “It’s a really positive move and I think it’s really good to lay out exactly what is required of the facilitators.” (Academic Pharmacist)</li> <li>• “...it’s quite nice to have an overview of where the bar is, and where the breadth of that job is.” (Educational Lead)</li> </ul>
	Structure	<ul style="list-style-type: none"> <li>• “...What I quite like about it, is the way it’s broken down into the different groups of criteria. I thought that made it a little bit more user-friendly because it is quite overwhelming at first, just with the list of all the different factors...” (Academic Pharmacist)</li> </ul>
	Concerns	<ul style="list-style-type: none"> <li>• “I think, that comes through on it, which you’re seeing about coming to it as a new facilitator, I’m not sure that you would necessarily jump in, given your other work commitments.” (EL facilitator)</li> <li>• The only concern that I have is that some of the descriptors that we looked at are suggesting that you need to be a particularly experienced pharmacist and inputting into specific areas of practice” (Academic Pharmacist)</li> </ul>
<b>Rationale for Descriptors not meeting Consensus</b>	Beyond the Facilitators role	<ul style="list-style-type: none"> <li>• “...prepare for their assessments and mentor students beyond their EL. That’s not something that I would have considered would be expected of me as an experiential learning facilitator. It’s just a bit beyond the scope, so I can see why that didn’t make the cut.” (EL Facilitator)</li> <li>• “... we wouldn’t expect the facilitators to be referring to various, it just comes back to the university and then we deal with that side of it.” (Academic Pharmacist)</li> </ul>
	Descriptor unable to be measured	<ul style="list-style-type: none"> <li>• “The reason why I probably didn’t rate that was because that’s completely subjective about how you can actually measure that you’ve inspired someone.” (Academic Pharmacist)</li> </ul>
	Language	<ul style="list-style-type: none"> <li>• “I think it was maybe the wording that made... What he's saying we would have a chat and talk about what we're going to do, which is an educational contract, but maybe people thought it was more formal than that and it was a written down thing” (Pre-registration Trainee)</li> </ul>



<b>Challenges</b>	Time constraints	<ul style="list-style-type: none"> <li>• “I think in an ideal world, it’s all very good but I think we’re seeing a huge volume of students coming through our hospital because of our location, that actually, we’re not having the time to do a lot of these very individualised placements. And it’s, get them through, get them seen, get them something. And our facilitators are not having the time to spend on it that we would like them to have.” (Educational Lead)</li> <li>• “...the massive variety in placement links and types, is something maybe that I didn’t consider at first for this. But there’s definitely things here that maybe a half a day’s placement, you’re just not going to get anywhere near. And if somebody was reading this and thinking, wow, I’ve got to do all of this for every student pharmacist that’s coming through, I can see them maybe being a little bit reluctant to take on that role.” (Academic Pharmacist)</li> </ul>
	Interpretation of the Capabilities	<ul style="list-style-type: none"> <li>• “I think one of the challenges is that you’ve got three different perceptions of it. You’ve got the student's perception and you’ve got the university's perception and you’ve got the facilitator's perception of what those phrases mean. And I don’t know how to manage that so that they all mean the same thing to all three people.” (EL facilitator)</li> </ul>
	Providing Context and Dissemination	<ul style="list-style-type: none"> <li>• “On the face of it, it looks like quite a lot, so you’d have to put them in their correct context.” (Educational Lead)</li> <li>• “And it’s important that we get it to the facilitators themselves and it doesn't get trapped at the level above that, where they all think that the facilitators are up to speed with it, but it’s actually not filtering down.” (Academic Pharmacist)</li> <li>• “I think that realistically achieving all of this at any one time is not realistic. So, that would really play into how it was introduced and how it was discussed” (Academic Pharmacist)</li> </ul>
<b>Further Developments</b>	Presentation of the Framework	<ul style="list-style-type: none"> <li>• “I think that you could almost have the capability domains as the, was it eight key, phrases that you want the facilitators to see, and then the descriptors underneath would be examples of what that entails almost.” (Academic Pharmacist)</li> <li>• “I think one of the ways that we can potentially help this process on is maybe with an illustration under the different descriptors, So what this actually looks like.” (EL Facilitator)</li> </ul>
	Reduction in Size	<ul style="list-style-type: none"> <li>• “I think, yes, definitely if they could be condensed it would be less intimidating and a little bit more useful.” (Academic Pharmacist)</li> <li>• “...trying to condense it as much as possible would be a good idea. But we still need to strike a balance between condensing it and leaving things out that are important is obviously a difficult balance to try and strike.” (EL Facilitator)</li> </ul>
	Ongoing development	<ul style="list-style-type: none"> <li>• “I suppose just coming back to the point of looking at it from the here and now versus looking at it in five years. We don’t want just something for the here and now because we're trying to move on and have a</li> </ul>

		better model where they are getting more EL. And they are potentially spending more time with the facilitators on an ongoing basis, so it's building up. (Academic Pharmacist)
<b>Uses</b>	Identify Further Development and Training Needs of facilitators.	<ul style="list-style-type: none"> <li>• "I think, for me, it comes back to, it's the whole marriage between the expectations of the facilitator and the expectations of the student themselves, and the agreement between them." (Trainee Pharmacist)</li> <li>• "I probably think that there's more work to be done in terms of allowing facilitators more of an insight into both of the courses. And how the EL fits with both of those courses in terms of some of the curriculum stuff" (Academic Pharmacist)</li> </ul>
	Appraisal tool for facilitators	<ul style="list-style-type: none"> <li>• "I wonder, was it something you were seeing as a self-assessment tool for individuals who are already in the role and maybe forming the basis of an appraisal type process" (Educational Lead)</li> <li>• "I think this framework would be great just to formalise the whole process of EL and lay down our benchmark. And just to say from a student's perspective, I certainly had some very varying levels of quality in EL placement I had. Some were just fantastic and some you could tell you were just almost a nuisance, it felt like. <u>SeSo</u>, I think to standardise the whole thing and bring people up to a certain bar would be really helpful for a student." (Trainee Pharmacist)</li> <li>• "Some people ... still haven't even hosted a student or even been involved in placement. So I think if it was a bit more robust like this at the beginning, then we probably would have the right people involved from the start"</li> </ul>
	Other uses	<ul style="list-style-type: none"> <li>• "Facilitators would transition to pre-registration Training and then in a foundation training. But if we do get to the point that it's seen as a similar framework and usable, then I think that would be good for us implementing it and getting used to it."</li> </ul>

436 **APPENDIX**

437 **Appendix A – Proposed Framework**

Capability Domain	Capability Descriptors
<p><b>A.) Personal and Professional Practice - Facilitators of EL demonstrate personal and professional values in their practice, clearly demonstrating a commitment to the profession</b></p>	<p><b>Facilitators:</b></p> <ul style="list-style-type: none"> <li>comply with the professional standards set by the General Pharmaceutical Council (GPhC)</li> <li>demonstrate a commitment and passion for the profession</li> <li>demonstrate a commitment to continuing professional development</li> <li>demonstrate an open and adaptable attitude</li> <li>demonstrate non-discriminatory behaviour in their practice</li> <li>display leadership qualities within their workplace</li> <li>display confidence in themselves and their practice</li> <li>inspire and motivate others</li> <li>demonstrate honesty and integrity throughout their practice</li> <li>proactively and appropriately address any conflicts or disagreements</li> <li>develop effective leadership and managerial relationships with colleagues and student pharmacists</li> <li>take responsibility for their actions and practice</li> <li>delegate appropriately ensuring adequate support when required</li> <li>provide high quality patient centred pharmacy services</li> <li>display a compassionate and a caring attitude towards their patients</li> <li>resolve issues using effective critical thinking and problem-solving skills</li> <li>ensure the health, wellbeing and safety of patients and student pharmacists at all times</li> <li>incorporate individuals (patients, healthcare providers, student pharmacists) into the decision-making process, where appropriate</li> <li>demonstrate an ability to see situations holistically</li> <li>maintain professional competence in all situations</li> <li>are aware of their own limitations and refer to appropriate colleagues when required</li> <li>engage in quality improvement in their practice and support others in developing quality practice</li> <li>display commitment and enthusiasm to develop others</li> <li>show a genuine interest in the student pharmacist's learning and experience within pharmacy</li> </ul>
<p><b>B.) Role modelling - Facilitators of EL are aware of and act as a role model of the pharmacy profession, demonstrating for student pharmacists the expectations of pharmacy professionals</b></p>	<p><b>Facilitators:</b></p> <ul style="list-style-type: none"> <li>are aware of their position as a role model to student pharmacists</li> <li>demonstrate the standards of a pharmacy professional</li> <li>use current evidence and guidelines to deliver high quality patient care and services</li> <li>display good working relationships with their colleagues and team members</li> <li>demonstrate effective communication with others including patients, health care professionals, pharmacy staff and student pharmacists</li> <li>display positive interprofessional working within the multidisciplinary team</li> <li>display positive interpersonal attitudes and relationships with others</li> <li>display patient centred care in their practice</li> </ul>

<p><b>C.) Experiential Learning (EL) Organisation - Facilitators of EL are aware of the requirements of the EL and plans to ensure the student pharmacist maximises the opportunity of the EL</b></p>	<p><b>Facilitators:</b></p> <ul style="list-style-type: none"> <li>plan and provide an appropriate induction as part of the EL</li> <li>have an awareness of the EL goals (student pharmacist's goals, University Learning Outcomes) and student pharmacists' co-produce a plan to meet the goals of the EL</li> <li>provide sufficient learning activities to meet the learning outcomes of the EL</li> <li>ensure a range of learning opportunities to develop the student pharmacist</li> <li>plan training that is relevant to the specific area of practice</li> <li>accommodate and support student pharmacists with any identified additional support needs</li> <li>involve appropriate team members in developing and supporting the student pharmacist</li> <li>plan to provide adequate supervision of the student pharmacist to reduce exposure to risk until competence is demonstrated</li> <li>ensure that they have adequate time to support the student pharmacist</li> <li>ensure adequate support regarding the education and training of student pharmacists within their practice environment</li> <li>demonstrate need to balance education and training with service delivery</li> <li>ensure the required EL documentation is completed throughout the placement</li> <li>ensure continuity of support for the student pharmacist and provide a suitable handover, if required</li> <li>engage with and contribute to the quality management processes associated with EL</li> </ul>
<p><b>D.) Learning Environment - Facilitators of EL prepares and develops an inclusive and supportive learning environment where the student pharmacist can develop</b></p>	<p><b>Facilitators:</b></p> <ul style="list-style-type: none"> <li>display their commitment to a learning culture within their organisation to develop current and future team members</li> <li>prepare the learning environment, including team members, patients and other colleagues prior to EL</li> <li>create and maintain a safe, supportive learning environment where learning is facilitated</li> <li>respond appropriately to any concerns raised about the learning environment</li> <li>ensure a manageable workload on student pharmacists in order to not compromise their learning</li> </ul>
<p><b>E.) Learning Relationships - Facilitators of EL develop and maintain appropriate and positive learning relationships with their student pharmacists</b></p>	<p><b>Facilitators:</b></p> <ul style="list-style-type: none"> <li>should be approachable and accessible to their students</li> <li>establish appropriate professional and social boundaries with their student pharmacist</li> <li>discuss the expectations relating to the EL with the student pharmacist</li> <li>discuss the EL with the student pharmacist to identify their development needs</li> <li>adapt their plan for the EL to reflect the student pharmacists' development needs</li> <li>actively listen to student pharmacists concerns and questions</li> <li>provide ongoing student support and supervision throughout EL through effective communication</li> <li>adapt their facilitation style to the requirements of the student pharmacist</li> <li>communicate clearly with the student pharmacists and ensure that they are understood</li> <li>encourage student pharmacists through acknowledging good practice and providing feedback</li> <li>encourage student pharmacists to reflect on their practice, linking practice to their learning and experiences</li> <li>encourage student pharmacists to question practice and evaluate care provided</li> <li>promote discussion with their student pharmacist, rather than just providing an answer</li> <li>identify any barriers to learning and work to formulate strategies to overcome these</li> <li>demonstrate respect for each student pharmacist and show a compassionate attitude towards them</li> </ul>

<p><b><i>F.) Facilitation of Learning - Facilitators of EL provide and employ different methods to facilitate and encourage the learning of student pharmacists</i></b></p>	<p><b>Facilitators:</b></p> <ul style="list-style-type: none"> <li>make the most of planned and ad-hoc educational opportunities to support their student pharmacist's development</li> <li>provide learning opportunities that incorporate active participation in patient interaction</li> <li>encourage student pharmacists' participation within the pharmacy and multidisciplinary teams</li> <li>organise adequate demonstration and coaching of clinical skills where relevant to area of practice</li> <li>engage in discussions with the student pharmacist to facilitate learning and development of practice</li> <li>contribute to the student pharmacist's development of multitasking and prioritisation skills</li> <li>provide the student pharmacist with responsibility based on their current abilities in line with University Learning Outcomes</li> <li>provide constructive feedback to the student pharmacist that identifies their strengths and areas for improvement</li> <li>provide ongoing unbiased and non-judgemental feedback of the student pharmacist's progress in achieving the EL goals</li> <li>signpost student pharmacists to suitable resources to enhance and support their development</li> <li>utilise and contribute to the development of resources to support student pharmacist's development during EL</li> <li>appropriately identify student pharmacists who are perceived to be struggling and link in with University reporting mechanisms</li> <li>encourage student pharmacists to take responsibility for their actions</li> </ul>
<p><b><i>G.) Assessment - Facilitators provide ongoing monitoring of the student pharmacist learning and assess that the goals of the EL have been accomplished</i></b></p>	<p><b>Facilitators:</b></p> <ul style="list-style-type: none"> <li>are aware of the student pharmacists' level of knowledge, skills, and behaviours at the start of their EL</li> <li>recognise the complexity of tasks and assign tasks appropriately to the student pharmacist based on their knowledge, skills and behaviours</li> <li>provide student pharmacists with increased level of responsibility based on their level of competence in line with University Learning Outcomes</li> <li>ensure that appropriate assessment strategies are used effectively to assess the student pharmacist in line with University Learning Outcomes</li> <li>provide a final evaluation to the university highlighting strengths and areas for development for the student pharmacist</li> </ul>
<p><b><i>H.) Facilitator Development - Facilitators of EL engage in activities to develop themselves as a facilitator</i></b></p>	<p><b>Facilitators:</b></p> <ul style="list-style-type: none"> <li>seek feedback from multiple sources to improve the quality of their educational practice</li> <li>evaluate and self-reflect on the effectiveness of their current practice in supporting student pharmacists</li> <li>develop learning goals to improve their current educational practice based on evaluation, feedback and their reflections</li> <li>engage in appropriate activities to continually develop their educational practice and update their practice accordingly</li> <li>promote and participate in interprofessional learning and activities</li> <li>liaise with other EL facilitators to share practice and develop support networks</li> <li>contribute to the further development of EL for student pharmacists through providing feedback to the university</li> </ul>