

## 4000IMPHAR Tutorial Student Outline

You should prepare for tutorials with your personal tutor as outlined.

Although you have tutorials planned in your module timetable you must check the timing of each tutorial with your tutor as they may need to reschedule some due their own commitments.

Tutorial Number	Week Number	Tutorial topic	Aims	What you must do before attending
4.0	1	Meeting tutor	To make general introductions and outline any tutor specific plans for future tutorials To ensure all necessary contact details are exchanged. Check to ensure students are aware of forthcoming priorities. Understand how students should progress individual concerns with tutor	Know where to locate your personal tutor. Advised in week 0 email.
4.1	2	Portfolio and PPDPs	To ensure students understand what is meant by 'lifelong learning' and 'personal professional development' and why they are important. To consider how they can engage with personal professional development from the start of their course.	Think about past experiences of learning and what your needs will be on the MPharm.
4.2	4	Fitness to practice	To help students understand what is meant by being a pharmacy professional and fitness to practice. To ensure all students have completed fitness to practice documents or have a plan to complete promptly.	Think about what Fitness to Practice means
4.3	6	Communicating with others	To provide an opportunity for students to reflect and discuss feedback on their presentation skills. To give an opportunity to explore and discuss the importance of good communication skills.	Think about the communication and the feedback you received following your formative presentation
4.4	8	Individual development review	Receive feedback on existing portfolio and plan entries and guidance for future entries Discuss progress on module so far Identify any underlying issues or concerns	Submit several entries in your Portfolio and think about how you are progressing.

4.5	11	Learning with Level 5 students	To allow students to learn from the experiences of students at a different stage of their course. To share learning on best ways to approach critical aspects of the degree course.	Think about how you have found studying the MPharm so far.
4.6	18	Calculation and numeracy	To discuss development needs following numeracy competency assessment. To consider how numeracy skills can be useful in different circumstances and how they can be maintained.	Check current numeracy performance and think about how you need to develop
4.7	20	Assessment and feedback	To review experiences of assessments so far on programme. Consider the differences between formative and summative feedback. Investigate views on feedback received during the module.	Think about the assessments you have undertaken so far and how you can benefit from associated feedback
4.8	23	Considering the patient	To discuss two philosophies of patient care To consider what learning points they can take from the Patient Experiences of Healthcare Provision activity and apply to future learning activities and their career.	Think about Patient Experience activity and how you will interact with patients
4.9	26	Individual Portfolio and PPDP review	To provide feedback on existing portfolio and plan entries and guidance for future entries. Discuss progress on module so far. Identify any underlying issues or concerns.	Prepare Portfolio for formative feedback ahead of assessment submission.
4.10	28	Planning for summer and beyond	To consider development planning for summer break and L5 To allow reflection on value and use of portfolio and PPDP. To share preparation plans for final exams and any outstanding assessments.	Think about exam preparation and what you intend to do over the summer break and beyond

## Pharmacy Tutorial: Meet your personal tutor (group & individual)

## Tutorial 4.0 week 1

Cluster- Working with others : Links to GPhC outcomes 10.2.3.k & 10.2.5.g	
Timing	Details
5 minutes	<p>The university require early one-to-one tutor meetings for all new students, this tutorial meets the requirement. You may wish to have everyone together initially then have very brief individual sessions at this time or later if more convenient.</p> <p>Ensure register is completed. Go through aims of session.</p> <ul style="list-style-type: none"> <li>To make general introductions and outline any tutor specific plans for future tutorials</li> <li>To ensure all necessary contact details are exchanged</li> <li>Check to ensure students are aware of forthcoming priorities</li> <li>Explain how students should progress individual concerns with tutor</li> </ul>
20 minutes	<p>Check times as timetabled for one hour in module timetable. You may need to be flexible on start time as students may have difficulty locating your office</p> <ol style="list-style-type: none"> <li>1. Introduce yourself and provide contact and meeting arrangement information as appropriate. Ask students to complete the Tutee form on Canvas at <a href="https://canvas.ljmu.ac.uk/courses/21550/pages/tutorials">https://canvas.ljmu.ac.uk/courses/21550/pages/tutorials</a></li> <li>2. Check if any students missed induction</li> </ol> <p>Ask any who did miss Induction to introduce themselves and share LJMU email address</p> <ol style="list-style-type: none"> <li>3. Ask them to explain how they managed with the library exercise they completed recently</li> <li>4. Ask if anyone has any burning questions</li> </ol> <p>This may not produce any response so it may be necessary to ask individually how they are getting on. It may not be possible to answer questions in the session but explain how you will respond.</p> <ol style="list-style-type: none"> <li>5. Advise all students of need to discuss any individual issues via a one to one meeting or equivalent with their personal tutor. Explain they may wish to use the LJMU See My Tutor App for this if you are using the system</li> <li>6. Explain the value of the tutee contact form and how you want it provided (printed and or electronically). Collect any forms students have brought with them and set deadline of Tutorial 1 for final submission.</li> </ol>
5 minutes	<ol style="list-style-type: none"> <li>7. Remind students of key activities they should have undertaken. Logged into email and Canvas. Completed library exercise, Understanding Academic Misconduct Test and the LAByrinth reflection.</li> <li>8. Highlight future activities to look out for: Formative group presentation on group drug information</li> <li>9. Provide reminder of date of next tutorial. Default slot 27/9/18 9am. Explain you will be monitoring Learner Digital Engagement, marks and attendance to identify at risk students.</li> </ol>
<b>Total: 30 minutes</b>	

Confirm with line manager that tutorial has taken place. Report any unexplained absences to Year/Level tutor

# Pharmacy Tutorial: Lifelong learning, the portfolio and PPDPs (group)

## Tutorial 4.1 week 2

Cluster- Self management : Links to GPhC outcomes 10.2.5.b & c & d	
Timing	Details
5 minutes	<p>Ensure register is completed. Go through aims of session.</p> <ul style="list-style-type: none"> <li>To ensure students understand what is meant by 'lifelong learning' and 'personal professional development' and why they are important.</li> <li>To consider how they can engage with personal professional development from the start of their course.</li> </ul>
10 minutes	<p>Ask individually what they really think about lifelong learning, CPD, reflection and evaluation and how they manage their development. Honest responses will be more useful than just repetition of material from taught sessions</p>
30 minutes	<p><b>Facilitated discussion</b> – try to get students talking to each other, rather than you – your role is to jump in where they get stuck</p> <ol style="list-style-type: none"> <li>Ask students to consider their current experiences of learning – have these been positive or negative and can they identify any reasons for this. Where only positive or negative examples are generated, the other should be encouraged. Where there are negative experiences students could be encouraged to discuss what would have worked better and why.</li> <li>Ask students to consider their development and whether there are any areas they currently would consider require development and how they know this.</li> </ol> <p>It may be necessary to prompt them to consider experiences of education prior to their degree and experiences outside of their degree. Areas they may want to consider include skills, experience, career planning, subject knowledge and emotional intelligence and they may also consider different ways they could have had feedback on these things.</p> <ol style="list-style-type: none"> <li>Ask students about their next steps, is there anything they are currently finding difficult and what do they intend to do about it. If there is nothing, focus on reflecting on what is working well so that students are using reflection not just as a tool when things go wrong. At this stage it is probably more important for students to get used to following the process of reflection – it can be difficult initially to come up with examples.</li> <li>Ask students how they plan their week usually. Suggest allocating similar hours to self-study as allocated to taught sessions</li> <li>Describe the additional support with Personal Development offered by the Faculty of Science Skills Support Unit (room 144 James Parsons) - students can make one to one appointments with Jamie Fearn to discuss this further at: <a href="http://www.meetme.so/JamieFearn">http://www.meetme.so/JamieFearn</a></li> </ol>
5 minutes	<ol style="list-style-type: none"> <li>Remind students of key activities they should have undertaken: OSLA competency and Numeracy &amp; Chemistry diagnostic tests. Do they need to attend Chemistry sessions or Maths Support? Check against attendance records and available marks</li> <li>Highlight activities they should be working on: Portfolio Competency set. Remind students that entries will be time stamped and they should have spread of date entries as tutors will look at them anytime. Activities can be around lectures workshops, practicals, tutorials and outside university. Warn against last minute entries on deadline day. Discuss formative essay set in week 3</li> <li>Encourage students to write a portfolio entry to help demonstrate outcomes around next tutorial topic and any other topic.</li> <li>Advise all students of need to discuss any individual issues via a one to one meeting or equivalent with their personal tutor. Explain they may wish to use the LJMU See My Tutor App for this if you are using the system</li> <li>Provide reminder of date of next tutorial. Default slot 18/10/18 9am. Explain you will be monitoring Learner Digital Engagement, marks and attendance to identify at risk students.</li> </ol>

**Total: 50 minutes**

Confirm with line manager that tutorial has taken place. Report any unexplained absences to Year/Level tutor

# Pharmacy Tutorial: Professionalism : Fitness to practice (group)

## Tutorial 4.2 week 4

Cluster- Professionalism : Links to GPhC outcomes 10.1.c & 10.2.3.j & 10.2.5.a	
Timing	Details
5 minutes	<p>Ensure register is completed. Check what portfolio entries have been made. Go through aims of session.</p> <ul style="list-style-type: none"> <li>To help students understand what is meant by being a pharmacy professional and fitness to practice</li> <li>To ensure all students have completed fitness to practice documents or have a plan to complete promptly</li> </ul>
10 minutes	<p>Ask individually what they understand by Professionalism as it applies to pharmacy students</p> <p>Honest responses will be more useful than just repetition of material from taught sessions</p>
30 minutes	<p><b>Facilitated discussion</b> – try to get students talking to each other, rather than you – your role is to jump in where they get stuck.</p> <ol style="list-style-type: none"> <li>Ask students to discuss how they found completing the various Fitness to Practice documents required of them</li> </ol> <p>The purpose of the tutorial is not merely to provide a checklist but to encourage the group to help each other with practical advice and information.</p> <ol style="list-style-type: none"> <li>Ask why they think the General Pharmaceutical Council require a Fitness to Practice process</li> </ol> <p>Try not to provide an answer yourself but rather encouragement development of suggestions.</p> <ol style="list-style-type: none"> <li>Ask what harm could come to a <b>member of the public</b> if a pharmacist or student did not complete Fitness to Practice procedure</li> </ol> <p>Try to ensure students do mention the fact that ill health, dishonesty etc. must be implicit otherwise public may be harmed by individual pharmacist.</p> <ol style="list-style-type: none"> <li>Ask what harm could come to the <b>pharmacy profession</b> if a pharmacist or student did not complete Fitness to Practice procedure</li> </ol> <p>Try to ensure students do mention the fact that ill health, dishonesty etc. must be implicit otherwise pharmacy profession may be harmed by individual pharmacist.</p> <ol style="list-style-type: none"> <li>Ask what happens if a student or pharmacist fails to comply with any of the Fitness to practice procedures</li> </ol> <p>Ensure group are aware of Fitness to practice sanctions with ultimate being removal from programme or register</p> <ol style="list-style-type: none"> <li>Ask how group are progressing with Understanding Academic Misconduct test. Need to obtain 100%</li> </ol>
5 minutes	<ol style="list-style-type: none"> <li>Remind students of key activities they should have undertaken: Formative presentations. Numeracy workshop.</li> <li>Highlight activities they should be working on: Healthy Living campaign Coursework set week 5. Numeracy formative and practice tests. Possibly placement allocations. Entries in portfolio before next tutorial. Formative lab report. Revision test 1</li> <li>Encourage students to write a portfolio entry to help demonstrate outcomes around next tutorial topic or any other topic</li> <li>Advise all students of the need to discuss any individual issues via a one to one meeting or equivalent with their tutor</li> <li>Provide reminder of date of next tutorial. Default slot 29/10/18 2pm. Explain you will be monitoring Learner Digital Engagement, marks and attendance to identify at risk students.</li> <li></li> </ol>
<b>Total: 50 minutes</b>	

Confirm with line manager that tutorial has taken place. Report any unexplained absences to Year/Level tutor

Cluster-Working with others: Links to GPhC outcomes 10.1f & 10.1g & 10.2.5.g	
Timing	Details
5 minutes	<p>Ensure register is completed. Check what portfolio entries have been made. Go through aims of session.</p> <ul style="list-style-type: none"> <li>To provide an opportunity for students to reflect and discuss feedback on their presentation skills.</li> <li>To give an opportunity to explore and discuss the importance of good communication skills.</li> </ul>
10 minutes	<p>Students have delivered a short presentation and received feedback on the group performance in the week 3 Formative presentation session.</p> <p>Ask individual students how well they thought they worked as a team and what they thought of the feedback received</p> <p>Honest responses will be more useful than trite statements</p>
30 minutes	<p><b>Facilitated discussion</b> – try to get students talking to each other, rather than you – your role is to jump in where they get stuck</p> <ol style="list-style-type: none"> <li>Ask students how they feel about receiving both positive and critical feedback</li> </ol> <p>Try to allow students to see benefits of both.</p> <ol style="list-style-type: none"> <li>Ask students what aspects of their team working or dynamics they would change for future assignments.</li> </ol> <p>Allow open discussion and encourage building on any themes discussed.</p> <ol style="list-style-type: none"> <li>Ask students what makes effective communication</li> </ol> <p>Encourage a wide range of responses.</p> <ol style="list-style-type: none"> <li>Ask students who pharmacists communicate with in the course of their work.</li> </ol> <p>Encourage a wide range of responses.</p> <ol style="list-style-type: none"> <li>Ask students what forms of communication are important to pharmacist.</li> </ol> <p>Try to encourage link to some activities they have undertaken or will undertake in module.</p> <ol style="list-style-type: none"> <li>Ask students to discuss what communications skills they need to improve and how they can improve them</li> </ol> <p>Signpost students to lectures and workshops for more specific communication skill advice. The Graduate Skills Centre is also a useful resource.</p>
5 minutes	<ol style="list-style-type: none"> <li>Remind students of key activities they should have undertaken: Possible placements for some students. Feedback from poster drafts. Revision test 1. Numeracy competency preparation.</li> <li>Highlight activities they should be working on: Formative lab report, preparation for Cells and Macromolecules formative test Thursday week 6, consolidation of law information for practicals and competency. Portfolio entries, don't leave until deadline day. Numeracy assessment week 8</li> <li>Encourage students to write a portfolio entry to help demonstrate outcomes around next tutorial topic or any other topic</li> <li>Advise all students of need to discuss any individual issues via a one to one meeting or equivalent with their personal tutor.</li> <li>Provide reminder of date of next tutorial. Default slot 12/11/18 2pm (so they can work on portfolio in Directed Study Week) but will need additional slot to meet all tutees. Remind tutees that they will be discussing portfolio entries so they need to revisit their entries prior to the tutorial. <b>Tutor will need to review portfolios in advance.</b> Explain you will be monitoring Learner Digital Engagement, marks and attendance to identify at risk students.</li> </ol>
<b>Total: 50 minutes</b>	

Confirm with line manager that tutorial has taken place. Report any unexplained absences to Year/Level tutor

## Pharmacy Tutorial: Personal and professional development plan. How to begin with PPDP (individual)

## Tutorial 4.4 week 8

Cluster- Professionalism: Links to GPhC outcomes 10.2.5.a & b & c & d	
Timing	Details
2 minutes	<p>Ensure register is completed. Check what portfolio entries have been made. Go through aims of session.</p> <ul style="list-style-type: none"> <li>• Provide feedback on existing portfolio and plan entries and guidance for future entries</li> <li>• Discuss progress on module so far</li> <li>• Identify any underlying issues or concerns</li> </ul>
13 minutes	<p>The tutorial is a one to one session and should only take 15-20 minutes. If it becomes apparent more time is needed arrange an additional meeting. You will need to have studied <a href="#">portfolio</a> and <a href="#">PPDP</a> entries in advance.</p> <p><b>One to one discussion</b> – try to get students talking to you, rather than you talking to them</p> <ol style="list-style-type: none"> <li>1. Ask student how they are finding the course so far.</li> </ol> <p>Discuss how students are finding the transition from school to university. If you have assessment mark information encourage discussion of this also. Discuss attendance record. Ensure student is aware of assessment pass/fails via Canvas</p> <ol style="list-style-type: none"> <li>2. Ask how the student is progressing with PPDP and portfolio entries.</li> </ol> <p>Try to bring out benefits the student has already gained from making entries to encourage engagement with the Personal and Professional Development process.</p> <ol style="list-style-type: none"> <li>3. Outline any areas where entries could be improved in order to gain more benefit from the effort invested.</li> </ol> <p>Indicate what more is required in order for you to be persuaded that criteria have been demonstrated and reflection has been useful.</p> <ol style="list-style-type: none"> <li>4. If appropriate direct tutees to Student Wellbeing and other resources to manage anxiety before assessments. See <a href="https://www.ljmu.ac.uk/students/supporting-your-study/health-and-wellbeing">https://www.ljmu.ac.uk/students/supporting-your-study/health-and-wellbeing</a></li> </ol>
5 minutes	<ol style="list-style-type: none"> <li>5. Remind students of key activities they should have undertaken: Possible placements for some students. Completed Cells and Macromolecules formative test. Formative essay from Week 4 and reviewed feedback</li> <li>6. Highlight activities they should be working on: Health campaign poster. Presentation coursework week 12 deadline. Preparation for formative Revision tests in weeks 10 and 12. Preparing Student-Patient questions</li> <li>7. Encourage students to write a portfolio entry to help demonstrate outcomes around next tutorial topic and any other topic.</li> <li>8. Advise all students of need to discuss any individual issues via a one to one meeting or equivalent with their personal tutor.</li> <li>9. Provide reminder of date of next tutorial. Default slot 6/12/18 4pm with Level 5 students. Explain you will be monitoring Learner Digital Engagement, marks and attendance to identify at risk students.</li> </ol>
<b>Total: 20 minutes per student</b>	

Confirm with line manager that tutorial has taken place. Report any unexplained absences to Year/Level tutor



# Pharmacy Tutorial: Peer learning group with Level 5 students (group)

## Tutorial 4.5 week 11

Cluster- Working with others: Links to GPhC outcomes 10.1f&g & 10.2.4.f&g	
Timing	Details
5 minutes	<p>Go through aims of session: Ensure register is completed.</p> <ul style="list-style-type: none"> <li>To allow students to learn from the experiences of students at a different stage of their course.</li> <li>To share learning on best ways to approach critical aspects of the degree course.</li> </ul>
5 minutes	<p>Act as facilitator for this meeting, Explain you will be managing time and prompting the questions but will not be expecting to add to the discussion yourself.</p>
30 minutes	<p><b>Facilitated discussion</b> – try to get students talking to each other by remaining outside the discussions mostly.</p> <ol style="list-style-type: none"> <li>Ask L5 students to explain what they found the most difficult aspect of L4 study. This should be left open to each L5 student as we want to encourage different viewpoints. If not mentioned by the student encourage them to describe how they overcame the difficulty. Encourage L4 students to ask questions.</li> <li>Ask L5 students to explain what they found the most valuable aspect of L4 study. If not mentioned by the student encourage them to describe how this aspect has helped in their own personal development. Encourage L4 students to ask questions.</li> <li>Ask L4 students to explain how they approach coursework in general. Try to discourage a mere listing of activities and try to draw out the tips and behavioural approaches that would be applicable to different types of coursework. Although completing similar coursework to L4 students tasks may not be exactly the same.</li> <li>Ask L5 students to explain how they prepared for their final exams. Encourage discussion about approaches that can be applied to different types of exam as the L4 students will be sitting only two MCQ written exams.</li> <li>Ask L4 students to explain what they have done in order to manage their workload. L5 students can gain insight from successful approaches from less experienced student.</li> </ol> <p><b>Resources:</b> Room large enough to accommodate sensible meeting of two Level tutor groups.</p>
5 minutes	<ol style="list-style-type: none"> <li>Remind students of key activities they should have undertaken: Canvas formative revision quiz in week 10. Public health poster evaluation. Submitted Student-patient Engagement questions.</li> <li>Highlight activities they should be working on. Law competency in week 17. Second chance for numeracy competency in week 17. Revision test 3 on 13/12/18. Health and social care teams workshop pre-work. Patient information leaflet coursework (printed drafts ready for Monday 22/1/19). CareerSmart statement deadline week 18. Numeracy competency #2 if needed</li> <li>Encourage students to write a portfolio entry to help demonstrate outcomes around next tutorial topic or any other topic</li> <li>Advise all students of need to discuss any individual issues via a one to one meeting or equivalent with their personal tutor</li> <li>Provide reminder of date of next tutorial. Default slot L4 24/1/19 9am. Explain you will be monitoring Learner Digital Engagement, marks and attendance to identify at risk students.</li> </ol>
<b>Total: 50 minutes</b>	

Confirm with line manager that tutorial has taken place. Report any unexplained absences to Year/Level tutor



# Pharmacy Tutorial: Clinical & technical skills : Calculation and numeracy (group)

Tutorial 4.6 week 18

Cluster- Clinical & technical skills: Links to GPhC outcomes 10.1d. Working with others 10.1g & 10.2.5.f	
Timing	Details
5 minutes	<p>Ensure register is completed. Check what portfolio entries have been made. Go through aims of session.</p> <ul style="list-style-type: none"> <li>To discuss development needs following numeracy competency assessment.</li> <li>To consider how numeracy skills can be useful in different circumstances and how they can be maintained.</li> </ul>
10 minutes	<p>Students will have the results of the week 1 numeracy diagnostic test and Numeracy competency tests.            Ask students how they felt about the diagnostic and competency numeracy tests.            Be considerate of students who haven't done so well and make a mental note of the ones who are confident and proficient.</p>
30 minutes	<p><b>Facilitated discussion</b> – try to get students talking to each other, rather than you – your role is to jump in where they get stuck.</p> <ol style="list-style-type: none"> <li>Ask students what approaches they have taken in preparing for the competency assessment.</li> </ol> <p>Encourage group to discuss benefits and drawbacks of any approach introduced.</p> <ol style="list-style-type: none"> <li>Ask students what they believe they need to work on to improve their numeracy skills</li> </ol> <p>Some students will be confident because they have passed the competency. Encourage students to consider what they must do to maintain competency in numeracy which will be required for many future tasks.</p> <ol style="list-style-type: none"> <li>Ask students how they will to ensure numeracy competence is attained or maintained</li> </ol> <p>Challenge any discussion that sounds unrealistic or not honest. Check if formative Canvas “Weekend workout” quizzes are being used.</p> <ol style="list-style-type: none"> <li>Ask students what they can transfer from their experience preparing for the numeracy assessment into other tasks they may be set. This should help plan their own future development <b>methods</b></li> <li>Ask students how they will identify future development needs in numeracy and other topics. Helps development <b>planning</b></li> </ol>
5 minutes	<ol style="list-style-type: none"> <li>Remind students of key activities they should have undertaken: Settled back into motivated learning approach following the Christmas break. Reflected on three revision tests. PIL printed for feedback. Health and social care teams workshop pre-work. Numeracy assessment #2 if needed. Reflected on formative lab report. Law assessment #1</li> <li>Highlight activities they should be working on: Checking for placement information. Patient information leaflet coursework submission. Prepare for Student Patient Engagement activity. Practicing labelling skills.</li> <li>Encourage students to write a portfolio entry to help demonstrate outcomes around next tutorial topic or any other topic</li> <li>Advise all students of need to discuss any individual issues via a one to one meeting or equivalent with their personal tutor</li> <li>Provide reminder of date of next tutorial. Default slot 7/2/19 11am. Explain you will be monitoring Learner Digital Engagement, marks and attendance to identify at risk students.</li> </ol>
<b>Total: 50 minutes</b>	

Confirm with line manager that tutorial has taken place. Report any unexplained absences to Year/Level tutor

# Pharmacy Tutorial: Self-management : Assessment and feedback (group)

## Tutorial 4.7 week 20

Cluster- Self management: Links to GPhC outcomes 10.2.5.b & c	
Timing	Details
5 minutes	<p>Ensure register is completed. Check what portfolio entries have been made. Go through aims of session.</p> <ul style="list-style-type: none"> <li>Review experiences of assessments so far on programme.</li> <li>Consider the differences between formative and summative feedback.</li> <li>Investigate views on feedback received during the module.</li> </ul>
10 minutes	<p>The tutorial is aimed at getting students to appreciate the value of attempting formative assessments to aid development. It also should help students appreciate the value of feedback beyond a mere mark. Try to use real examples of assessment experiences students recount.</p>
30 minutes	<p><b>Facilitated discussion</b> – try to get students talking to each other, rather than you – your role is to jump in where they get stuck.</p> <ol style="list-style-type: none"> <li>Ask students what they have thought about the various assessments (competency and coursework) they have completed so far. You may need to prompt memory by referring to “4000IMPHAR Assessment Staff Information Sheet”.</li> </ol> <p>Be aware some students may have performed poorly or extremely well so try to discourage phrases like Ok, I did well/badly by asking a follow up question like “exactly what do you mean by that?”</p> <ol style="list-style-type: none"> <li>Ask students what they understand by the terms formative and summative assessments.</li> </ol> <p>Let each student express their view and only correct mistaken views after all have spoken. Encourage students who have found formative assessments useful by asking them how the assessments helped them.</p> <ol style="list-style-type: none"> <li>Ask students what sort of feedback they have received in the programme.</li> </ol> <p>Encourage students to consider feedback in lectures, practicals and workshops as well as formal feedback following assessment.</p> <ol style="list-style-type: none"> <li>Ask students how they intend to use feedback in the future.</li> </ol> <p>It may be necessary to encourage them to seek out feedback as well as receive unsolicited feedback.</p>
5 minutes	<ol style="list-style-type: none"> <li>Remind students of key activities they should have undertaken: Used CareerSmart to inform future career decisions. Numeracy competency if needing extra attempts. Placement details noted as most should be allocated</li> <li>Highlight activities they should be working on: Using slots where no teaching is scheduled effectively and putting learning into context. Reflecting on Student-Patient Engagement activity. Patient Information Leaflet submission. Preparation for Lab Report. Thinking about how they will act at Integrated Learning Day to gain maximum benefit</li> <li>Encourage students to write a portfolio entry to help demonstrate outcomes around next tutorial topic or any other topic</li> <li>Advise all students of need to discuss any individual issues via a one to one meeting or equivalent with their personal tutor.</li> <li>Provide reminder of date of next tutorial. Default slot 28/2/19 11am. Explain you will be monitoring Learner Digital Engagement, marks and attendance to identify at risk students.</li> </ol>
<b>Total: 50 minutes</b>	

Confirm with line manager that tutorial has taken place. Report any unexplained absences to Year/Level tutor

## Pharmacy Tutorial: The patient experience: paternalistic versus patient-centred care (to include discussion of patient experience) (group)

## Tutorial 4.8 week 23

Cluster- Self management: Links to GPhC outcomes 10.2.5 b&c&d plus Clinical and technical skills 10.1d	
<b>Timing</b>	
5 minutes	<p>Ensure register is completed. Check what portfolio entries have been made. Go through aims of session.</p> <ul style="list-style-type: none"> <li>To discuss two philosophies of patient care</li> <li>To consider what learning points they can take from the Patient Experiences of Healthcare Provision activity and apply to future learning activities and their career.</li> </ul>
10 minutes	<p>The tutorial should ideally be driven by the students own suggestions.            Ask students what they want to discuss in the tutorial.            It may be useful to delegate a student facilitator if you feel you have someone in the group capable.</p>
30 minutes	<p><b>Facilitated discussion</b> – try to get students talking to each other, rather than you – your role is to jump in where they get stuck.</p> <ol style="list-style-type: none"> <li>Ask students what they had learned from talking to patients in the Patient Experiences of Healthcare Provision activity. They were asked to reflect on this during the session so you should expect some varied responses. If none are forthcoming ask them to reflect now. Encourage students to think how they will amend their approach to learning because of this activity.</li> <li>Ask students what they understand by paternalistic healthcare. Clinicians may be expected to make the best decisions for the patient. Clinicians are well informed about diagnosis, causes, progression treatment of diseases. Clinicians make decisions without involving patients. Some clinicians may feel threatened when patients have access to alternative sources of information.</li> <li>Ask students what they understand by patient-centred healthcare. The patients are experts also. A patient knows about his or her experience of illness, social circumstances, habits and behaviour, attitudes to risk, values, and preferences. Autonomous means having the freedom to act independently.</li> <li>Explain the course aims to prepare them to deliver patient-centred healthcare. Remind about Standards for Pharmacy Professionals requirement to consider patient first. Try to encourage an atmosphere of action following this and any other learning activity rather than mere knowledge acquisition.</li> </ol>
5 minutes	<ol style="list-style-type: none"> <li>Remind students of key activities they should have undertaken: Patient Information leaflet feedback to inform other written assessments. Aspirin practicals which they should have attended in preparation for lab report.</li> <li>Highlight activities they should be working on: Diagnostic Essay, Lab report coursework (this is a big piece of work), deadline Week 28. OSCE #1. Dispensing assessment week 29, formative MCQ exam in week 29. Overview of competencies and coursework requiring extra attempts. Revision test in week 29. Portfolio deadline in week 29</li> <li>Encourage students to write a portfolio entry to help demonstrate outcomes around next tutorial topic or any other topic</li> <li>Advise all students of need to discuss any individual issues via a one to one meeting or equivalent with their personal tutor.</li> <li>Provide reminder of date of next tutorial. This will be a one-to-one session so individual times need to be confirmed. Default slot 22/3/19 10am. Advise students to prepare portfolios during Directed Study Week. <b>Tutor needs to study portfolio and PPDP entries ahead of this tutorial.</b> Explain you will be monitoring Learner Digital Engagement, marks and attendance to identify at risk students</li> </ol>
<b>Total: 50 minutes</b>	

Confirm with line manager that tutorial has taken place. Report any unexplained absences to Year/Level tutor

# Pharmacy Tutorial: Personal and professional development plan PPDP plus Portfolio review (individual)

## Tutorial 4.9 week 26

Cluster- Professionalism: Links to GPhC outcomes 10.2.5.a & b & c & d	
Timing	Details
2 minutes	<p>Ensure register is completed. Go through aims of session.</p> <ul style="list-style-type: none"> <li>• Provide feedback on existing portfolio and plan entries and guidance for future entries.</li> <li>• Discuss progress on module so far.</li> <li>• Identify any underlying issues or concerns.</li> </ul>
13 minutes	<p>The tutorial is a one to one session and should only take 15-20 minutes. If it becomes apparent more time is needed arrange an additional meeting. You will need to have studied portfolio entries in advance.</p> <p><b>One to one discussion</b> – try to get students talking to you, rather than you talking to them.</p> <ol style="list-style-type: none"> <li>1. Ask student how they are finding the course so far.</li> </ol> <p>If you have assessment mark information encourage discussion of this. Ensure student is aware of assessment pass/fails via Canvas</p> <ol style="list-style-type: none"> <li>2. Ask how the student is progressing with portfolio entries.</li> </ol> <p>Try to bring out benefits the student has already gained from making entries to encourage engagement with the portfolio process.</p> <ol style="list-style-type: none"> <li>3. Outline any areas where entries could be improved in order to gain more benefit from the effort invested.</li> </ol> <p>Indicate what more is required in order for you to be persuaded that criteria have been demonstrated.</p> <ol style="list-style-type: none"> <li>4. If appropriate direct tutees to Student Wellbeing and other resources to manage anxiety before assessments. See <a href="https://www.ljmu.ac.uk/students/supporting-your-study/health-and-wellbeing">https://www.ljmu.ac.uk/students/supporting-your-study/health-and-wellbeing</a></li> </ol>
5 minutes	<ol style="list-style-type: none"> <li>5. Remind students of key activities they should have undertaken: Prepare for OSCE. Planned assessment work as reaching most hectic period. Completed some directed study activities. Reflected on Student-Patient Engagement. Submitted placement forms if already attended.</li> <li>6. Highlight activities they should be working on: ostic Essay, Lab report coursework (this is a big piece of work), deadline Week 28. OSCE #1. Dispensing assessment week 29, formative MCQ exam in week 29. Overview of competencies and coursework requiring extra attempts. Revision test in week 29. Portfolio deadline in week 29</li> <li>7. Encourage students to write a portfolio entry to help demonstrate outcomes around next tutorial topic or any other topic</li> <li>8. Advise all students of need to discuss any individual issues via a one to one meeting or equivalent with their personal tutor</li> <li>9. Provide reminder of date of next tutorial. Default slot week 2/4/19 11am. Explain you will be monitoring Learner Digital Engagement, marks and attendance to identify at risk students.</li> </ol>
<b>Total: 20 minutes</b>	

Confirm with line manager that tutorial has taken place. Report any unexplained absences to Year/Level tutor

## Pharmacy Tutorial: PPDP review - planning for summer - and support with resubmission (if required)

Tutorial 4.10 week 28

Cluster- Self management: Links to GPhC outcomes 10.2.5 b&c&d & Working with others 10.1 f&g 10.2.5 f&g and others	
Timing	Details
5 minutes	<p>Ensure register is completed. On completion submit copy as requested. Go through aims of session.</p> <ul style="list-style-type: none"> <li>Consider development planning for summer break and L5</li> <li>Allow reflection on value and use of portfolio and PPDP.</li> <li>Share preparation plans for final exams and any outstanding assessments.</li> </ul>
10 minutes	<p>You will first need to identify if any students have referral in Portfolio &amp; PDPP competency. If you have referral students ensure they are not stigmatised but included as part of the whole discussion group.</p> <p>Ask students how they have developed during the year</p> <p>Encourage discussion by asking open questions. Ask follow up questions to ensure students try to reflect more fully.</p>
30 minutes	<p><b>Facilitated discussion</b> – try to get students talking to each other, rather than you – your role is to jump in where they get stuck.</p> <ol style="list-style-type: none"> <li>Ask students what they will change in their approach to Level 5 in light of their portfolio entries for Level 4? Try to encourage frank discussion of value of portfolio as an ongoing learning tool rather than just an assessment tool.</li> <li>Ask students how they will develop their PPDP in readiness for Level 5. Allow frank discussion but try to draw out value of setting new useful goals each year.</li> <li>Ask students how they are going to prepare for the final two MCQ exams and any outstanding assessments. Try to encourage discussion of different approaches and value of making a revision plan.</li> <li>Offer support for any students requiring resubmission of Portfolio and PPDP. If necessary arrange further individual sessions.</li> </ol>
5 minutes	<ol style="list-style-type: none"> <li>Remind students of key activities they should have undertaken: All courseworks and competencies completed. Placements completed with forms and surveys submitted.</li> <li>Highlight activities they should be working on: Formative revision tests for Closed and Open Book exams. End of Level 4 Lecture on Tuesday 5<sup>th</sup> April. Exam preparation.</li> <li>Encourage students to write a portfolio entry to help demonstrate outcomes around a tutorial topic or any other topic.</li> <li>Advise all students of need to discuss any individual issues via a one to one meeting or equivalent with their personal tutor.</li> <li>Provide reminder of date for Level 5 start and need to register online. Offer support for any possible referrals. Use marks and absence records to identify at risk students.</li> </ol>
<b>Total: 50 minutes</b>	

Confirm with line manager that tutorial has taken place. Report any unexplained absences to Year/Level tutor