



Faculty of
Pharmaceutical
Medicine

*Advancing the science and practice of pharmaceutical medicine
for the benefit of the public*

Guidance on completing the PMST Training Site Self-Assessment Form

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1. The purpose of the PMST training site self-assessment form

The purpose of the PMST training site self-assessment form is to ensure that potential or existing GMC-approved training sites for the Pharmaceutical Medicine Specialty Training (PMST) programme:

a) can deliver/are delivering the requirements of the curriculum for their pharmaceutical medicine trainees;

b) can fulfil/are fulfilling the General Medical Council's (GMC's) mandatory standards and requirements for specialty training, which are contained in ['Promoting excellence: standards for medical education and training'](#); and

c) can fulfil/are fulfilling the GMC's mandatory standards and requirements for recognising educational supervisors (ES), which are available on the GMC's ['Recognition and approval of trainers'](#) web page.

We strongly recommend that the training site's point of contact (PoC) reads the GMC's ['Promoting excellence: standards medical education and training'](#) before they complete the self-assessment form and to refer to the document on an ongoing basis.

2. Completing the self-assessment form

The training site's PoC must complete the self-assessment form. The PoC can be one of the following people at the training site, for example the:

- medical director;
- director or manager of the human resources or training department; or
- administrator responsible for overseeing the training site's delivery of the PMST programme.

The self-assessment form will normally be an online form, which the PoC can access on our website at www.fpm.org.uk. The training site must contact us at pmst@fpm.org.uk as soon as possible if their PoC has changed so that we can update our records.

We are using four of the six standards of quality from [Health Education England's \(HEE\) quality framework](#) in the self-assessment form. However, PoC's should also refer to the GMC's ['Promoting excellence: standards for medical education and training'](#).

The PoC must tick either "Yes" or "No" for each question. If the PoC has answered "Yes" to any of the questions, they may be asked to provide documentary evidence to support their response. We may ask the training site to send us copies of the documentary evidence as part of our ongoing quality management of the PMST programme. If the PoC answers "No" to any of the questions, they must enter a reason for the answer. We may ask one of our Specialty Advisers (SAs) to meet the PoC or appropriate personnel to agree an action plan.

The PoC must submit their completed self-assessment form online. The Specialty Training Manager may ask the PoC resubmit the form if it is incomplete.

3. How we will use the self-assessment

We are responsible for managing the quality of the PMST programme and reporting to the GMC on training sites' delivery of the PMST programme and support they give to their trainees, educational supervisors and associate educational supervisors. We will use the completed self-assessment form to:

- inform our decision to send an application to the GMC to approve a pharmaceutical medicine organisation as a training site for the PMST programme; or
- check that an existing training site is meeting the GMC's standards and requirements set out in ['Promoting excellence: standards for medical education and training'](#) as part of our ongoing quality management of the PMST programme.

When we monitor existing training sites, we will triangulate the information that is entered on the self-assessment form with information we receive from the training site's SA, the results from the GMC's reports on the national training survey and Annual Review of Competence Progression (ARCP) data for pharmaceutical medicine. We may ask the training site's SA to visit the site to agree action plans to address any issues we have identified following our analysis of the information above or arrange a deanery visit to the training site.

4. How a training site can demonstrate it is meeting the four standards of quality

Please see below a table that contains a list of examples of the types of activities that a training site should perform. The list is not exhaustive.

Standards of quality	Examples of the types of activities
Learning environment and culture	<ul style="list-style-type: none">- Professional development policy that supports pharmaceutical medicine trainees and specialty training in pharmaceutical medicine specifically.- An induction programme for pharmaceutical physicians newly enrolled on to the PMST programme.- Protected time for learning policy to support pharmaceutical medicine trainees to attend courses relevant to the PMST programme and preparation to sit the Diploma in Pharmaceutical Medicine examination.- Protected time for the pharmaceutical medicine trainees to meet with their educational supervisor or an associate educational supervisor as frequently as required by the PMST curriculum or their training programme.

Standards of quality	Examples of the types of activities
Educational governance and leadership	<ul style="list-style-type: none"> - A system in place to make sure pharmaceutical medicine trainees have appropriate supervision and have access to an educational supervisor or an associate educational supervisor. - A system in place for the pharmaceutical medicine trainee, educational supervisor or associate educational supervisor to raise concerns about training.
Supporting and empowering doctors in training	<ul style="list-style-type: none"> - Policies on health and wellbeing, bullying and undermining, whistleblowing protection, reasonable adjustment to support pharmaceutical medicine trainees with disabilities. - Provide pharmaceutical medicine trainees with study leave. - Occupational health service.
Supporting and empowering educational supervisors and associate educational supervisors	<ul style="list-style-type: none"> - Educational supervision role included in job plan.

5. Appendix – PMST training site self-assessment form

Training site and point of contact	Answer
Name of training site	Text
Training site address	Text
Name of point of contact	Text
Job title	Text
Main telephone number of point of contact	Numerical value
Main email address of point of contact	Email address format
Why are you completing this form?	We want to become a training site We want to retain our status as a training site We want to relinquish our status as a training site
Why does your organisation want to relinquish its status as a training site?	We have no trainees We do not support PMST The organisation was dissolved
Pharmaceutical medicine trainees	
Number of pharmaceutical medicine trainees based at the training site	Numerical value
Number of pharmaceutical medicine trainees without a GMC-approved educational supervisor	Numerical value
Approved educational supervisors and associate educational supervisors	
Number of GMC-approved educational supervisors	Numerical value
Number of approved associate educational supervisors	Numerical value
Training locations	
Enter other locations within the organisation that a pharmaceutical medicine trainee can train.	Free text.
Standards of quality	
1. Learning environment and quality	
Pharmaceutical medicine trainees are in an environment that delivers safe, effective, compassionate care that provides a positive experience for service users.	Yes No with free text

The learning environment is one in which education and training is valued and pharmaceutical medicine trainees are treated fairly, with dignity and respect, and are not subject to negative attitudes or behaviour.	Yes No with free text
There are opportunities for pharmaceutical medicine trainees to be involved in activities that facilitate quality improvement (QI), improving evidence-based practice (EBP) and research and innovation (R&I).	Yes No with free text
There are opportunities to learn constructively from the experience and outcomes of service users, whether positive or negative.	Yes No with free text
The learning environment provides suitable educational facilities for both pharmaceutical medicine trainees, educational supervisors and associate educational supervisors, including space, IT facilities and access to quality assured library and knowledge.	Yes No with free text
The learning environment promotes inter-professional learning opportunities.	Yes No with free text
2. Educational governance	
The educational governance arrangements measure performance against the quality standards and actively respond when standards are not being met.	Yes No with free text
The educational leadership uses the educational governance arrangements to continuously improve the quality of education and training.	Yes No with free text
The educational governance structures promote team-working and a multi-professional approach to education and training where appropriate, through multi-professional educational leadership.	Yes No with free text
Education and training opportunities are based on principles of equality and diversity.	Yes No with free text
There are processes in place to inform the appropriate stakeholders when performance issues with pharmaceutical medicine trainees are identified or pharmaceutical medicine	Yes No with free text

trainees are involved in patient safety incidents.	
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3. Supporting and empowering pharmaceutical medicine trainees	
Pharmaceutical medicine trainees receive educational and pastoral support to be able to demonstrate what is expected in their curriculum or professional standards to achieve the learning outcomes.	Yes No with free text
Pharmaceutical medicine trainees are supported to complete appropriate summative and formative assessments to evidence that they are meeting their curriculum, professional standards or learning outcomes.	Yes No with free text
Pharmaceutical medicine trainees feel they are valued members of the healthcare team within which they are placed.	Yes No with free text
Pharmaceutical medicine trainees receive an appropriate and timely induction into the learning environment.	Yes No with free text
Pharmaceutical medicine trainees understand their role and the context of their placement in relation to care pathways and patient pathways.	Yes No with free text
4. Supporting and empowering educational supervisors and associate educational supervisors	
Those undertaking formal education and training roles are appropriately trained as defined by the relevant regulator or professional body.	Yes No with free text
Educational supervisors and associate educational supervisors are familiar with both the 2010 (amended 2014) and 2021 PMST curricula.	Yes No with free text
Educational supervisor and associate educational supervisor performance is assessed through appraisals or other appropriate mechanisms, with constructive feedback and support provided for role development and progression.	Yes No with free text
Formally recognised educational supervisors and associate educational supervisors are	Yes No with free text

appropriately supported to undertake their roles.	
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Declaration	
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The point of contact will be prompted to sign one of two declarations depending on the answer s/he gave to the question why they are completing the form.	
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