



Faculty of  
Pharmaceutical  
Medicine

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

# Guidance on completing the Specialty Adviser's PMST Training Site Assessment Form

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## 1. The purpose of PMST training site assessment form

The purpose of the Specialty Adviser's (SA's) PMST training site assessment form is to ensure that potential and 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 SAs read ['Promoting excellence: standards medical education and training'](#) before they complete the assessment form and to refer to the document on an ongoing basis.

## 2. Completing the assessment form

The SA must complete one form for each:

- existing training site that she or he oversees; and
- pharmaceutical medicine organisation that is being assessed for its suitability to be approved as a training site.

The self-assessment form will normally be available online. The SA can access the form by visiting our website at [www.fpm.org.uk](http://www.fpm.org.uk).

We are using four of the six standards of quality from [Health Education England's \(HEE\) quality framework](#) in the assessment form, which are the same as the four themes in the GMC's ['Promoting excellence: standards for medical education and training'](#).

The SA must tick either "Yes" or "No" for each question. If the SA answers "No" to any of the questions, they must enter a reason(s) for the answer and agree an action plan with the existing or potential training site. If a SA is assessing a potential training site that has an action plan, we will not submit a training site approval application to the GMC until:

- 1) we receive written confirmation from the potential training site that the action plan is completed; and
- 2) we are satisfied that the pharmaceutical medicine organisation has met the requirement(s) of the domain(s).

The SA must submit their completed self-assessment form. The Specialty Training Manager may ask the SA to resubmit their form if its incomplete.

### 3. Things to consider when completing the assessment form

The SA should refer to the standards and requirements in the GMC's ['Promoting excellence: standards for medical education and training'](#) and use these as the basis for assessing whether their training site has met the four standards. The SA might wish to contact the training site's point of contact (PoC) and request documentary evidence from them or arrange an annual meeting with the relevant personnel at the training site to review their activities before completing the assessment form.

SAs can conduct meetings with their training sites by videoconference particularly during the COVID-19 pandemic and while regional and national restrictions are in place. The SA will need to contact their training site directly to schedule a videoconference.

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

The table below lists 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 training sites should perform
<b>Learning environment and culture</b>	<ul style="list-style-type: none"> <li>- Professional development policy that supports pharmaceutical medicine trainees and specialty training in pharmaceutical medicine specifically.</li> <li>- An induction programme for doctors newly enrolled on to the PMST programme.</li> <li>- Protected time for learning policy to support doctors attend courses relevant to the PMST programme and preparation to sit the Diploma in Pharmaceutical Medicine examination.</li> <li>- Protected time for the pharmaceutical medicine trainee to meet with their educational supervisor or an associate educational supervisor as frequently as required by the PMST curriculum or their training programme.</li> </ul>
<b>Educational governance and leadership</b>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- A system in place for the pharmaceutical medicine trainee, educational supervisor or associate educational supervisor to raise concerns about training.</li> </ul>
<b>Supporting and empowering doctors in training</b>	<ul style="list-style-type: none"> <li>- Policies on health and wellbeing, bullying and undermining, reasonable adjustment to support pharmaceutical medicine trainees with disabilities.</li> <li>- Provide pharmaceutical medicine trainees with study leave.</li> <li>- Occupational health service.</li> </ul>

## 5. How we will use the assessment form

We are responsible for quality managing the delivery of the PMST programme and reporting to the GMC that training sites are supporting their trainees, educational supervisors (ES) and associate educational supervisors (AESs). We will use the SA's completed assessment form to check that the training is meeting the mandatory standards and requirements set by the GMC and HEE.

We will do this by triangulating the information entered on the form with information we receive from the training site's self-assessment form and the GMC's reports on its national training survey and the Annual Review of Competence Progression (ARCP) data for pharmaceutical medicine. We may ask the SA to visit their training site to agree action plans to address any issues that we might identify following our analysis of the information above. We might also arrange a deanery visit to the training site.

## 6. Appendix – Specialty Adviser’s PMST training site assessment form

Training site	Answer
Name of Specialty Adviser	Text
Name of training site	Text
Training site address	Text
Training site personnel met	Text
<b>Standards of quality</b>	
<b>1. Learning environment and quality</b>	
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
<b>2. Educational governance</b>	
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 trainees are involved in patient safety incidents.	Yes   No with free text
<b>3. Supporting and empowering pharmaceutical medicine trainees</b>	
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

<b>4. Supporting and empowering educational supervisors and associate educational supervisors</b>	
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 appropriately supported to undertake their roles.	Yes   No with free text
<b>Action plan</b>	
The SA must complete and agree an action plan with the training site if the SA answers “No” for one or more the standards.	The action plan must be uploaded to the form before submission.
<b>Declaration</b>	