Foundation Pharmacist

Educational Supervisor Orientation Guide





**Foundation Pharmacist Programme**

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| **Name of Educational Supervisor:** |  |



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You can find the most up to date information on the HEE LaSE KSS Foundation Pharmacist Programme on the LaSE Pharmacy website:

<https://www.lasepharmacy.hee.nhs.uk/foundation-programme/>

# 1. Introduction

## 1.1. How to use this document

This document has been designed for prospective, new and existing educational supervisors of foundation pharmacists on the Kent, Surrey and Sussex (KSS) Foundation Pharmacist Programme. The course is delivered jointly by the University of Kent, University of Brighton and NHS Trusts within Kent, Surrey and Sussex. It is a Joint Programmes Board Qualification commissioned by Heath Education England London and South East (HEE LaSE).

The orientation guide includes information from all the relevant educational bodies to assist educational supervisors in understanding the complexities of the historical, operational, political, governance and practical aspects of supervising a foundation pharmacist on the foundation programme. It should be used in combination with the KSS Foundation Pharmacist Programme Course Handbook, the academic handbook and additional training as listed in Section 4.2.2 (Supporting you the ES). This guide is divided into five sections:

* Section One - Introduction
* Section Two - Kent, Surrey and Sussex Foundation Pharmacist Programme Delivery and Practicalities
* Section Three - Starting as an Educational Supervisor
* Section Four - Educational Governance and Educational Supervisor Support
* Section Five - Induction Checklist for Educational Supervisors

As you work through the document there are activities to be completed, which are highlighted in blue boxes, illustrated below:

|  |  |  |  |
| --- | --- | --- | --- |
| Description of activity | **Completed?** |  | **Task no.**  |

All of the activities to complete are summarised in the **checklist** in **section 5**. Once the checklist is completed this can be signed off by the Foundation Pharmacist Educational Programme Director, as evidence to show you are competent to carry out the role of an educational supervisor.

Within this guide there are links to websites for further information including presentations produced by JPB London.

This document has been adapted from the UCL School of Pharmacy on behalf of the Joint Programmes Board in London (JPB London) “Diploma Supervisor Induction Document.”

## 1.2. Introduction to the KSS Foundation Pharmacist Programme

A foundation pharmacist is a practitioner who is either newly qualified or has entered a new sector of pharmacy, and requires training and support to develop the knowledge, skills and behaviours that are essential to practice effectively and provide high quality patient care.

**The KSS Foundation Pharmacist Programme aims to develop the knowledge, behaviours and skills of practitioners as outlined in the Royal Pharmaceutical Society’s (RPS) Foundation Pharmacy Framework and KSS Foundation Pharmacist Programme syllabus. This is achieved primarily through workplace learning, in which the practitioner constructs a portfolio of diverse evidence, with the support of an educational supervisor and educational infrastructure and an underpinning academic programme.**

The programme is academically supported by Medway School of Pharmacy (MSOP) and the University of Brighton School of Pharmacy & Biomolecular Sciences (UB) via the provision of learning sets and academic assessments.

The programme is available to foundation pharmacists employed by NHS Trusts within the KSS region.

The programme was originally formed in conjunction with the Joint Programmes Board (JPB). The JPB is a consortium of higher education institutions (HEIs) working in collaboration with NHS specialist pharmacy services. The aim of the JPB programmes is:

*“To ensure that the training of pharmacists meets the modern requirements of the NHS to be “fit for practice” in order to provide consistently high quality patient care.”*

All JPB programmes throughout the south east coast use the same supervised learning events, tools, similar learning objectives and summative assessments. To learn more about the establishment of the JPB and partner organisations please visit their website <http://jpbsoutheast.org/>

Complete the tasks below to familiarise yourself with the KSS Foundation Pharmacist Programme by completing the tasks below:

|  |  |  |  |
| --- | --- | --- | --- |
| Look up information related to the KSS Foundation Pharmacist Programme [website pages](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/application-process-1/educational-supervisor-support-form.shtml)  | **Completed?** |  | **Task 1** |
| Read the [Foundation Pharmacist Programme Course Handbook](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/programme-details/building-the-foundation-pharmacist-portfolio/) | **Completed?** |  | **Task 2** |
| Read the academic Handbook (available on university Moodle – registration required) | **Completed?** |  | **Task 3** |
| Discuss with your trust EPD local ES Induction training and attend sessions appropriately | **Completed?** |  | **Task 4** |

## 1.3. Philosophy, Principles and Aims of the Foundation Pharmacist Programme

Some of you will have some experience of JPB diploma programmes, either as a foundation pharmacist, an educational supervisor or both. The JPB programmes vary slightly between region and university provider.

The KSS Foundation Pharmacist Programme is different to those programmes offered by London, East Anglia, Reading and Portsmouth. However they all have the same philosophy, principles and broad aims.

|  |  |  |  |
| --- | --- | --- | --- |
| [View the online presentation entitled Philosophy, Principles and Aims (approx. time 11 minutes)](http://jpbsoutheast.org/fileadmin/pres/dirphil/DIRPhil.html)   | **Completed?** |  | **Task 5** |

*NB: Since the presentation above was created there have been developments in pharmacists training e.g. the RPS Foundation Pharmacy Framework, which builds on the General Level Framework and the RPS Roadmap to Advanced Practice which outlines career pathways for pharmacists and supports the RPS Vision for Transforming the Pharmacy Workforce. The half-day training events made reference to in the above presentation is in reference to the London programme.*

## 1.4. Jargon and terminology

JPB Diplomas including the KSS Foundation Pharmacist Programme uses acronyms and educational terminology frequently. It is important to become familiar with the terminology and acronyms that are used in the programme prior to becoming an educational supervisor (ES):

|  |  |  |  |
| --- | --- | --- | --- |
| [Read terminology definition webpage](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/programme-details/acronyms/) | **Completed?** |  | **Task 6** |

# 2. Kent, Surrey and Sussex Foundation Pharmacist Programme Delivery and Practicalities

## 2.1. Programme Structure

The Kent, Surrey and Sussex Foundation Pharmacist Programme is two and a half years in duration. Foundation Stage 1 or FS1 (Certificate) is designed to take 18 months, with Foundation Stage 2 or FS2 (Diploma) consisting of two modules, both 6 months in duration. Each stage of the programme carries 60 masters level academic credits (a total of 120 credits for the full programme).

Each 60 credit course represents 600 hours of student effort. Typically, one third of this time should be spent on directed learning, one third on reflection, preparation of the portfolio and assessment, and the final third on private study.

### 2.1.1. Pre-application

Before applying for the programme, all foundation pharmacists are required to complete their local trust induction. In doing so they should fulfil the majority of the requirements within the pre-requisite learning outcomes. The pre-requisites have been designed to ensure foundation pharmacists can practice safely and effectively as a pharmacist. It will also aid foundation pharmacists who are entering secondary care from another sector of practice, as it gives them the opportunity to receive training that will allow them to be on an equal par with their peers when entering the course.

All foundation pharmacists must be familiar with the Supervised Learning Events (SLE’s) before starting and will have completed the training requirements as part of the pre-application check prior to completion of the on-line application form.

## 2.2. Foundation Stage 1: Certificate (the first 18 months)

The start date for the workplace element of Foundation stage 1 is the 1st January each year. Foundation pharmacists have 18 months to build and complete a workplace portfolio.

Throughout the programme (both stages 1 and 2) foundation pharmacists are required to develop the behaviours and skills as outlined in the [RPS Foundation Pharmacy Framework](https://www.rpharms.com/resources/frameworks/foundation-pharmacy-framework-fpf) (FPF). There are 26 competencies and 90 behavioural statements within the framework. The competencies expected to be completed by the end of stage 1 are outlined in the course handbook, available on our [website](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/programme-details/building-the-foundation-pharmacist-portfolio/). Foundation Pharmacists must work to enhance their knowledge by completing the learning outcomes within the Foundation Stage 1 Syllabus.

|  |  |  |  |
| --- | --- | --- | --- |
| Familiarise yourself with the [RPS Foundation Pharmacy Framework](https://www.rpharms.com/resources/frameworks/foundation-pharmacy-framework-fpf) (FPF) | **Completed?** |  | **Task 7** |

|  |  |  |  |
| --- | --- | --- | --- |
| Familiarise yourself with KSS Foundation Pharmacist [stage 1 syllabus](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/programme-details/foundation-stage-1/) (available in the Handbook – Task 2) | **Completed?** |  | **Task 8** |

To ensure foundation pharmacists are consistently developing throughout the programme they are required to prepare a portfolio of evidence. Within this the foundation pharmacist must document various experiences that demonstrate the skills and behaviours stated within the FPF. To assist in this task foundation pharmacists are required to self-assess against the FPF at regular intervals and all evidence should be mapped against it.

The foundation pharmacists should also demonstrate their ability to apply knowledge from the syllabus within the portfolio, however this is limited by the experiences the foundation pharmacists are exposed to within their trust, therefore this is a recommendation and not a requirement. The knowledge of the syllabus is tested at the academic summative assessments at the end of stage one.

### 2.2.1. Learning Sets

Stage 1 of the programme is academically supported through eight full days (11am – 6pm) of face to face learning sets facilitated by academic facilitators (AF). The first session in each learning set will focus on consolidating underpinning knowledge and developing clinical and professional skills through shared experience. The second session will focus on therapeutics in practice. All sessions will endeavour to integrate learning across the syllabus and place special emphasis on problem solving and care prioritisation.



Each learning set is supported by a workbook and case studies which will be available on Moodle (a virtual learning environment provided by the Medway School of Pharmacy) at least six weeks before the set. Foundation pharmacists must have completed the tasks in the workbook and worked through the case studies before attending the learning set. Up to date information on the dates and content of the learning set can be found on Moodle.

Foundation pharmacists are required to complete an individual feedback form at each FS1 learning set. The form is intended to help support and extend foundation pharmacists learning in the set, by integrating the learning into workplace SLEs and ensuring any ‘gaps’ identified in the practitioners knowledge or skills, identified from the learning set are addressed. Foundation Pharmacists must share these forms with their ES and copies kept in their portfolio.

The AFs will send feedback on the foundation pharmacists’ performance in learning sets if there are any concerns raised. Feedback is sent directly to the ES and the EPD.

### 2.2.3. Assessment of Learning

The Foundation Pharmacist programme is based in the workplace, therefore foundation pharmacists need to be assessed in the working environment in order to demonstrate continuing development.

**Supervised Learning Events (SLEs)**

SLE’s (previously known as – work placed based assessments) are formative assessments of learning in the workplace. In both stage 1 and 2 foundation pharmacists are required to undertake several types of SLEs.

The philosophy and controversies of SLEs are discussed in the online presentation below, produced by JPB London: (NB: the portfolios in KSS are only marked at 18 months).

|  |  |  |  |
| --- | --- | --- | --- |
| [View the online presentation entitled Workplace-based Assessment](http://jpbsoutheast.org/fileadmin/pres/wpba/DIRWPBA.html) (approx. Time 30 minutes) | **Completed?** |  | **Task 9** |

**Training for SLEs**

Training programmes for the use of SLEs are available as detailed below.

The majority of the existing training is provided via YouTube videos and written information on our [website](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/programme-details/building-the-foundation-pharmacist-portfolio/). Some trusts block viewing YouTube videos, if this occurs ask your EPD if they have a copy of the JPB DVD (most training centres have copies). The training for ES and foundation pharmacists on the use of the tools is identical.

All foundation pharmacists should be educated on the purpose of SLEs and Assessments of Practice (AOPs) at the point of entry onto the Foundation Programme – ideally as part of the induction process. This education should be provided either by the ES or EPD, and should then be confirmed at their Educational Supervision meetings soon after. Emphasis should also be placed on the responsibility of the foundation pharmacist to take the initiative to learn about the tools and how they will be used to support their learning.

**Summary of training for SLEs:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Supervised Learning Events** | **Where to find the training** | **Format of the training** | **Training complete?** | **Task Number** |
| Introduction to SLEs | [JPB DVD](http://jpbsoutheast.org/assessment-tools/jpb-assessment-tools-dvd/index.html) | Video |  | **10** |
| Case-based discussions (CBDs) | HEE LaSE [Website](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/programme-details/building-the-foundation-pharmacist-portfolio/) / [JPB DVD](http://jpbsoutheast.org/assessment-tools/jpb-assessment-tools-dvd/index.html) | Video |  | **10** |
| Mini-CEX assessments | HEE LaSE [Website](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/programme-details/building-the-foundation-pharmacist-portfolio/) / [JPB DVD](http://jpbsoutheast.org/assessment-tools/jpb-assessment-tools-dvd/index.html) | Video |  | **10** |
| Direct Observation of Practical Skills (DOPs) | HEE LaSE [Website](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/programme-details/building-the-foundation-pharmacist-portfolio/) | Written information |  | **10** |
| Medication related consultation frameworks (MRCFs)\* | E-Learning for Health:<http://educatorhub.e-lfh.org.uk/Component/Details/458481> | Interactive Video\* |  | **10** |

Further details on monitoring SLE’s can be found in Section 4.2.2 (Starting as an Educational Supervisor).

**Planning SLEs**

Foundation pharmacist should plan to undertake their SLE’s at regular intervals through each stage, rather than group them all at end of training placement when they are confident of doing well. For each stage of the programme there are suggested [timelines](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/programme-details/building-the-foundation-pharmacist-portfolio/) of when these should be completed. There should be monitoring of the foundation pharmacist progress against the timeline this should be tracked at Local Faculty Groups (see section 4.1 Educational Governance). Early in each period of training the foundation pharmacist should agree an appropriate plan of their learning for that period with their educational supervisor. There consequently should be a regular dialogue with the supervisor about what should be included as evidence in terms of SLEs and AOPs for that training period.

The foundation pharmacist should lead on the organisation of planning undertaking SLEs, which can be carried out by practice supervisors, senior and supervising colleagues in addition to the ES.

The foundation pharmacist’s portfolio should be suitably constructed to ensure that the process is directed by them but is supported by their supervisor. All assessments should be discussed with the educational supervisor to ensure appropriate feedback is given, acted on, and that the assessment cycle is completed.

**Assessments of Practice (AOP)**

RITA and MiniTAB are Assessments of Practice; they are summative assessments of learning. AOPs should be recognised as a series of mandatory educational events that occur at defined times as defined within each of the foundation stage [timelines](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/programme-details/building-the-foundation-pharmacist-portfolio/).

Foundation pharmacists must be safe and competent at each level of progression. ESs must be confident that the foundation pharmacist is at the level expected when they sign them off at each review. If a foundation pharmacist is not performing at the required level the ES can use the Trainee requiring additional support (TRAS) process to help the foundation pharmacist get back on track (further information see section 4.3.4). Foundation pharmacists must have had a minimum of three satisfactory miniTABs and RITAs to be eligible to sit the academic assessment.

The AOPs will be triangulated using the OSCE and MCQ summative academic assessments.

**Training for AOPs**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessments of Practice (AOP)** | **Location of training** | **Format of Training** | **Training complete?** | **Task Number** |
| Mini-TAB assessment | E-Learning for Health: <http://educatorhub.e-lfh.org.uk/Component/Details/458484> | Interactive Video |  | **11** |
| RITAs | E-Learning for Health:<http://educatorhub.e-lfh.org.uk/Component/Details/445631>  | Interactive Video |  | **11** |

**Summative Assessments**

Foundation pharmacists undertake a variety of academic led summative assessments during FS1.

The principles of summative assessments are discussed in the online presentation below, produced by JPB London: (NB: KSS summative assessments differ please see table below)

|  |  |  |  |
| --- | --- | --- | --- |
| [View the online presentation entitled Summative Assessment (approx. time 6 minutes)](http://jpbsoutheast.org/fileadmin/pres/summ/DIRSummative.html) | **Completed?** |  | **Task 12** |

A critical review essay is a summative assessment included in the KSS programme. It is a critical review of the management of a patient across the interface. It should be a reflective 1500 word referenced review of a case which may be an extension of a social care intervention. Examples are available on Moodle. The foundation pharmacist should discuss the viability of a scenario as a critical review essay with their ES. There will also be additional support from the learning set academic facilitators.

|  |  |  |  |
| --- | --- | --- | --- |
| **Supervised Learning Events** | **Purpose**  | **Occurs at** | **Support available for FP** |
| Critical review essay | To demonstrate critical appraisal skills and their application to practice. | 12 months | Outlines are discussed with the ES and AF |
| OSCE (Objective Structured Clinical Examination) | To demonstrate competency through “shows how / does” | 18 months | OSCE video available on Moodle.Practice assessments are carried out in month 12/13. |
| MCQs (Multiple Choice Questions) | To demonstrate application of knowledge | 18 months | Practice MCQs are available on Moodle.Practice assessments are carried out in month 12/13. |
| Portfolio Review | To review progress against Foundation Pharmacist Stage 1 Syllabus | 18 months |  |

In the KSS region, if a foundation pharmacist fails the MCQ or the OSCE three times they will be withdrawn from the programme (three strikes and out rule). It is important to consider this prior to allowing your foundation pharmacist to sit the assessment. Other regions may not allow a foundation pharmacist to restart a Diploma if they have failed a foundation programme elsewhere.

## 2.3. Foundation Stage 2: Diploma

Academically stage 2 has the same amount of credits as stage 1. Stage 2 is over a shorter time period (12 months) and has higher learning outcomes; therefore it is much more labour intensive over a shorter time period. Most foundation pharmacists do not consider this and consequently find it a struggle. Therefore being prepared and organised is of the upmost importance for the foundation pharmacist undertaking it, as well as the ES and PS for the module. There is an ES planner available on the website to assist ES and their practitioner. It is important to note that although the modules are officially 6 months in duration the practitioners are actually required to undertake the majority of the work required within 5 months, as it has to be submitted in time for viva’s.

### 2.3.1. Curriculum

FS2 has two modules; A & B, both of which have specific learning outcomes and tasks related to them.

* Module A: Developing Self, Others and your Operational Management Skills. Academic task: Change Management.
* Module B: Ensuring Patient Safety and a Quality Service.
	+ Academic task: Therapeutic Review.

### 2.3.2. Learning Sets

There are two full day learning sets which support the specific learning outcomes. Just as in stage 1 each learning set will have a pre-session workbook that each foundation pharmacist will complete prior to attendance.

Foundation pharmacists will attend a third learning set where each will present a complex case from their area of clinical practice, based on a completed extended intervention.

With each module the foundation pharmacist should carry out a pre-agreed clinical workplace programme.

### 2.3.3. Assessment of Learning

Continuing from stage 1, foundation pharmacists are required to undertake SLE’s for the clinical component of the modules of stage 2. The suggested activities and timeline are found on our website.

In addition to SLE and AOPs, there are also directed CPD and portfolio entries to complete. The foundation pharmacist will need assistance to complete the latter requirements. The information on the portfolio requirements is available on Moodle, and it is advised that the foundation pharmacist, ES and Module PS read them to ensure they can be planned during the module.

Useful documents include:

* Module A / B documents, list the learning objectives.
* Module A / B Learning outcomes map, tables the activities that the foundation pharmacists will undertake during the module against the learning objectives. Mandatory evidence required for the portfolio is also stated.
* Module A / B Guidance on directed CPD and additional portfolio tasks, gives information on the tasks required and additional support that will be needed within the training centres (trust).

The Summative Assessments occur at the end of the six month period:

* Portfolio review by viva (portfolio to be submitted at month 5)
* Submission and presentation of the academic task for the module.

# 3. Starting as an Educational Supervisor

## 3.1. Roles and Responsibilities

There are three different but equally essential workplace support roles. Individuals can fulfil different roles for different foundation pharmacists. For example, one foundation pharmacist’s educational supervisor could be another foundation pharmacist’s practice supervisor whilst they are working in their clinical area.

The roles and responsibilities are discussed in the online presentation below, produced by JPB London: *(NB: No UCL associate Directors in KSS)*

|  |  |  |  |
| --- | --- | --- | --- |
| [View the online presentation entitled Roles & Responsibilities](http://jpbsoutheast.org/fileadmin/pres/resp/DIRRespons.html) (approx. time 22 minutes) | **Completed?** |  | **Task 13** |

### 3.1.1. Education Programme Director (EPD)

Each Trust will have one EPD who is responsible for the delivery of the foundation pharmacist programme in their Trust. The EPD is responsible for:-

* Overseeing the programme which includes developing and implementing a curriculum outline for a cohort of foundation pharmacists.
* Quality management including production of the quality manual, reviewing the curriculum and foundation pharmacist progress through the local faculty group.
* Ensuring there is adequate resources e.g. computers with adequate software and internet access, to deliver the programme.
* Ensuring there are sufficient educational and practice supervisors who have been trained and are up to date to perform the role.
* Providing specific additional support to educational supervisors and foundation pharmacists when a trainee in difficulty is identified.
* Report any Trainees Requiring Additional Support (TRAS) to the learning set academic facilitator and inform HEE LaSE Pharmacy.
* Ensuring that foundation pharmacists have regular meetings with their supervisors and have adequate time to undertake supervised learning events and assessments of practice.
* Monitoring compliance of educational supervisors with the Learning Agreement.

### 3.1.2. Educational Supervisor (ES)

Each foundation pharmacist will be assigned one educational supervisor to support them through the whole foundation programme. The ES is responsible for:-

* The overall supervision and educational management of their foundation pharmacist(s).
* Monitoring compliance of their foundation pharmacist(s) with the learning agreement.
* Agreeing an individual curriculum with their foundation pharmacist(s) that takes into account their prior experience and knowledge but fulfils the programme requirements.
* Meeting their foundation pharmacist(s) regularly to review progress, provide constructive feedback and guidance.
* Informing the EPD and Local Faculty Group regarding the foundation pharmacists progress in terms of timeliness and standards of practice.
* Undertaking assessments of practice with the foundation pharmacist(s).
* Undertaking supervised learning events with their foundation pharmacist(s) or delegate these to a trained competent practice supervisor.
* Agreeing an action plan and monitor progress for any trainees in difficulty.

|  |  |  |  |
| --- | --- | --- | --- |
| Find out who your fellow FP ESs are within your trust? | **Completed?** |  | **Task 14** |

### 3.1.3. Practice Supervisor (PS)

Each Trust will have a number of practice supervisors who will support foundation pharmacists in their various rotations e.g. MI, medicine, surgery, dispensary etc. The PS: -

* Will oversee a specified foundation pharmacist’s work and provide developmental feedback during a period of training or rotation.
* Will support foundation pharmacists to identify opportunities for learning in the workplace and provide supervision of foundation pharmacists on a day-to- day basis.
* May sometimes identify trainees in difficulty.
* Is pivotal to a strong work-based learning culture.
* Will normally undertake supervised learning events with foundation pharmacists and provide constructive documented feedback.
* Will undertake regular progress reviews which as a minimum occur at the start, middle and end of a rotation.
* Will report progress and issues to the educational supervisor.

|  |  |  |  |
| --- | --- | --- | --- |
| Find out who the PSs are within the department and which areas / aspects of the curriculum they lead on. | **Completed?** |  | **Task 15** |

**Hints for Practice Supervisors**

At the start of a rotation (the first week or two):

* Meet with the foundation pharmacist for some protected time to discuss the rotation and allow them to plan their learning and assessments. This should be an opportunity to clarify the learning outcomes and what is expected of the foundation pharmacist.
* Accompany the foundation pharmacist to the ward that they are going to be working on for the first couple of visits.
* Provide general advice on patients that would be suitable for portfolio entries, for example, interventions, case based discussions, etc.

During the rotation:

* Arrange some protected time with the foundation pharmacist to discuss any patients and to ask for your advice.
* Suggest they share their interventions and cases to be presented at learning sets with you.
* Keep records as you will be expected to feedback to your Local Faculty Group on the progress of all foundation pharmacists that you are Practice Supervisor for.
* Keep the educational supervisor up to date on progress and any issues.

## 3.2. ES / FP Meetings

An educational supervisor should be in regular contact – at least monthly, with their foundation pharmacist and arrange a series of formal meetings with them to monitor progress and provide guidance. The frequency of meetings should be in line with local Trust policy and guidance, as well as considering the needs of the individual foundation pharmacist, e.g. a “worried” foundation pharmacist may need more frequent input.

Part of the regular review should include a discussion of progression with the completion of a portfolio of SLEs, progress in achieving the FPF and syllabus as well as feedback on academic learning sets and preparation for any academic assessments. All meetings should be adequately documented; some trusts may have set proforma’s for recording meetings. Meeting logs may be requested for auditing purposes or review by your Pharmacy Local Faculty Group (see section 4.1) or HEE LaSE Pharmacy during verification visits.

|  |  |  |  |
| --- | --- | --- | --- |
| Discuss with your EPD if there is set FP / ES meeting documentation you must use?  | **Completed?** |  | **Task 16** |

Local structures for programme delivery should enable and encourage foundation pharmacists to identify learning needs and plan SLEs with their supervisors throughout each period of training. Foundation pharmacist ownership is essential. They (and their PS and ES) need to understand clearly that less than perfect outcomes should be seen as normal early on and, through informed and constructive feedback, view the process as an opportunity to improve performance, rather than a threat to progression. Feedback is vital, including a specific educational action plan to guide further learning and be included as part of the record. The foundation pharmacist’s role in the reflective process is also essential.

It is important that all activities are recorded within the foundation pharmacist’s portfolio, including SLE’s that may highlight significant developmental needs. A single activity should not be detrimental to the progression of a practitioner if they have shown consistent improvement and development, as any formal judgements should be made on a holistic assessment of the foundation pharmacist rather than a single activity.

Educational supervision must encourage reflective feedback, set goals and support foundation pharmacist development over the short term, whilst keeping the longer term progression goals in mind. Everyone, even the most able, has areas in which they can improve. Topics should be chosen by both the foundation pharmacist and their PS/ES, and SLEs should be carried out and recorded throughout the duration of the Foundation programme.

Any foundation pharmacist who shows signs of struggling with the programme, through significantly falling behind on SLEs, not progressing adequately or any other issues that are detrimental to their performance or development should be identified as a trainee requiring additional support (see section 4.3.4).

## 3.3. Getting Started, Training & Continuing Professional Development

It is essential that EPDs, ESs and PSs supporting foundation pharmacists are trained and competent to fulfil their role

Prior to registering to become an educational supervisor you must complete the checklist located in section 5. Information from the checklist will be requested from your EPD. To register as an ES on the programme, you will need to complete the [registration form](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/application-process-1/educational-supervisor-support-form.shtml) on our website.

You will need to have the names of the practitioners you will be the ES for – the form allows for up to 4 names to be included.

We have created FP ES training sessions for your trust to deliver in-house.

You will also be submitted a signed copy the HEE LaSE KSS Foundation Pharmacist Programme Learning Agreement.

In addition to the FP ES training delivered in house; we provide other training such as the practice supervisor’s course. There are competency frameworks relating to both, which can be found on [our website](https://www.lasepharmacy.hee.nhs.uk/training-1/educational-supervisors/deps-frameworks/).

It is strongly recommended that ES’ undertake the online Practice Supervisor training. This is not mandatory, however if there is evidence – either through feedback from foundation pharmacists, quality manual content or poor trainee progression/performance - that an ES is not fulfilling their responsibilities to the standard expected, HEE LaSE may suspend their registration as an ES until the PS course or an equivalent programme is completed.

There are several publications regarding the diploma that are useful for new ESs. The list of further reading is located on the [JPB website.](http://jpbsoutheast.org/publications/index.html)

## 3.4. Giving feedback

Feedback plays an important part in the development of foundation pharmacists and it is important that ESs and PSs provide feedback effectively. The purpose of this section is to provide some reminders on giving effective feedback. Feedback may be required immediately in response to a single SLE such as mini-CEX or CBD or may be an overview of performance over a period of time for example the RITA or mini-TAB.

1. Be clear in your own mind what the take home message should be.
2. Prepare in advance and consider how the feedback may be received.
3. Consider possible action plans but give the foundation pharmacist the opportunity to devise their own action plan.
4. Ask the foundation pharmacist what they felt about the assessment.
5. If feedback is negative ask about “distractors” i.e. problems in or out of work that may affect performance.
6. If there are “distractors” remember that performance may not improve until these are dealt with.
7. Include some positive feedback but remember point one.
8. Do not overload the foundation pharmacist with information, feedback can be given over more than one session. Allow time for the foundation pharmacist to reflect and think about an action plan then arrange to meet again in a day or two to discuss again.

# 4. Educational Governance and Educational Supervisor Support

## 4.1. HEE LaSE Educational Governance

Health Education England LaSE Pharmacy is committed to raising the standards of education for all pharmacy staff within the region. All sites are accredited through the educational governance process.

Part of the educational governance process requires each trust to have a Pharmacy Local Faculty Group (LFG). The purpose of the group is to:

* ensure there are systems and processes in place to develop learning programmes, teaching and assessment for all pharmacy trainees.
* ensure there is leadership, management and administrative support to underpin high quality learning environments.
* ensure teaching, learning and assessment is clearly linked to a national syllabus and curriculum.
* review the pharmacy Quality Manual and Education Strategy.

In addition, the LFG will monitor the frequency of meetings between the trainees and their ES. Trusts should have a process of escalation if meetings do not occur to ensure trainees are supported.

Different trusts operate their Pharmacy LFG in different ways, but below is diagrammatic representation of the make-up of a LFG. The foundation pharmacist programme is one of many programmes that should be overseen by the LFG. Depending on the size of the trust, holding the LFG with full membership may require the entire department.



As an educational supervisor you will be required to feedback on the progress of a foundation pharmacist to the LFG, either in the form of a written summary (see RAG ratings) or in person.

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| Find out from the foundation pharmacist EPD how the LFG runs within your trust. | **Completed?** |  | **Task 17** |
| Obtain Minutes from the last LFG meeting | **Completed?** |  | **Task 18** |

Further details can be found on our [Quality Page](https://www.lasepharmacy.hee.nhs.uk/quality-management/).

**4.2. Support Mechanisms within Trusts**

### 4.2.1. Supporting foundation pharmacists within Trusts

As the educational supervisor for a foundation pharmacist on this programme you will be responsible for ensuring they progress during the full two and a half years. The progress of the foundation pharmacist within the first 18 months is mapped against the FPF and should demonstrate a breath of the knowledge from the syllabus. Monitoring the progress against the FPF and stage syllabus can be challenging for an ES (or the FP) however there should be local support for the foundation pharmacists to assist this, including:

* Set rotations that allow for the foundation pharmacist to undertake SLEs to fulfil learning outcomes required.
* Training plans in place to ensure adequate training.
* Allocated PSs in specialised area(s).
* Trainee representative training, to allow foundation pharmacists to feedback concerns to the LFG.
* Protected time for foundation pharmacists to have meetings with ESs& PSs and undertake SLEs. Implementation of protected time varies from trust to trust. It should be booked in advance. It is not intended for preparation of learning set materials or exam revision.

In stage 2 the foundation pharmacist is measured against the FPF and the learning outcomes as set in the module.

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| Discuss the structure of the Foundation Pharmacist programme within your trust with your EPD. Do the rotations support the facilitation of learning for the programme syllabus? If not, what other training is available? | **Completed?** |  | **Task 19** |

### 4.2.2. Supporting you the ES

As an ES you should be able to access the training required for you to undertake the role as stated in the previous section. If you are unable to access training then it should be raised at the LFG. Within Trusts there is a wealth of experienced educational supervisors. If you are apprehensive about undertaking the role of the ES, you could shadow an existing ES or buddy a fellow ES.

Benchmarking / standardisation exercises are useful to ensure that your foundation pharmacist is progressing well against others. Supervisors differ in their marking, some are hard markers (Hawks) and some are lenient (Doves). Standardisation reviews marking to ensure all foundation pharmacists are marked fairly. A simple way of benchmarking when first starting as an ES is to be a double marker for an SLE and compare your results.

Other supervisors, such as PSs and the EPD should be available to give you advice and feedback on your foundation pharmacist.

The academic facilitator of the learning sets that your foundation pharmacist attends can give you feedback on your foundation pharmacist and advice on the academic aspects of the course. This information is available on request.

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## 4.3. FP Progression and Exceptional Circumstances

Occasionally a foundation pharmacist does not progress through the programme as hoped and specific problems are identified. The ES is responsible for monitoring a foundation pharmacist’s progress through the programme and should highlight any concerns to the EPD via the RITA process and subsequently the trainee requiring additional support (TRAS) process.

### 4.3.1. RITA: Unsatisfactory Progress

A RITA given an unsatisfactory progress outcome should be completed by the ES if specific problems are identified, such as lack of completed work, failure to meet the required standard, a lack of commitment on behalf of the foundation pharmacist or where the foundation pharmacist simply requires more support or closer supervision. An unsatisfactory progress outcome is a recommendation for targeted training and should list the specific areas where the foundation pharmacist’s performance is below expectations as well as stating a brief action plan to overcome each problem/difficulty.

A single RITA with an unsatisfactory progress outcome should not be perceived as a serious problem and may simply reflect insufficient evidence being present to the ES. However, if the issues highlighted are considered to be sufficiently serious as to threaten patient care, then the ES should also activate and follow the Trainees Requiring Additional Support policy (see section 4.3.4).

Foundation pharmacists must have had a minimum of three satisfactory miniTABs and RITAs to be eligible to take the academic assessment. If a FP receives an unsatisfactory progress outcome at the 17 month RITA at stage 1 or the 5 month RITA in either module in stage 2 then they are not suitable to sit the academic assessments. If this occurs the FP must submit an intermission request to the university in addition to the TRAS policy being activated.

### 4.3.2. Concession and intermission requests.

If a foundation pharmacist wishes to seek an extension to a deadline, they should firstly discuss it with the learning set academic facilitator and the program lead of the university to which they are registered. The relevant university concession forms can be found on Moodle.

A foundation pharmacist can request to defer assessment or have a period of intermission from their studies, e.g. having a gap between stages 1 and 2. The foundation pharmacist should discuss their request with the learning set academic facilitator and the program lead of the university to which they are registered prior to submitting the relevant request to intermit form.

If a foundation pharmacist decides to leave the programme completely they must inform HEE LaSE Pharmacy using the [self-update form](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/programme-management/self-update-form/) available on the website and the university in writing using the withdrawal notification form.

### 4.3.3. Completion of the programme

Whilst the programme is normally completed in three years, foundation pharmacists have up to six years to complete the programme. This allows for foundation pharmacists that wish to take a break or who are unable to progress as expected. All foundation pharmacists that register onto the programme are required to re-enrol to the university in which they are registered to each year, regardless of whether they are taking a break.

### 4.3.4. Trainee Requiring Additional Support (TRAS) Policy

The term trainee requiring additional support (TRAS) describes pharmacy trainees who, for whatever reason, need extra support to deal with problem(s) that jeopardises completion of a commissioned HEE LaSE Pharmacy training programme, post or attachment. Identifying a foundation pharmacist as ‘requiring extra support’ is not to label them, but to set in motion a process so that s/he may complete training successfully and continue to contribute to the work of the NHS. Early identification and intervention at local level, supported by documented evidence, shared in a timely and appropriate fashion with HEE LaSE Pharmacy and other relevant organisations should result in transparent decision-making made in the best interests of the foundation pharmacist, whilst still supporting patient safety.

Please refer to the [TRAS guide available on our website,](https://www.lasepharmacy.hee.nhs.uk/training-1/educational-supervisors/trainee-requiring-additional-support/) which should be used in conjunction with your own local education provider policies.

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| Read the TRAS guide | **Completed?** |  | **Task 20** |

If a foundation pharmacist is identified as a TRAS then they should be escalated via the process stated within the guide, which includes informing HEE LaSE Pharmacy. Each foundation pharmacist is given a Red, Amber or Green (RAG) rating when identified as a TRAS, which is decided using set criteria within the assessment matrix. It is important to familiarise yourself with the assessment matrix and the Foundation Pharmacist RAG rating.

All TRASs should be discussed with the EPD in the first instance and discussed and monitored in the closed part of the Pharmacy LFG.

As an ES you may identify a TRAS at any time throughout the programme. It is important to report a TRAS when they are first noticed, it should not be postponed until the next RITA or LFG.

**Foundation Pharmacist Record of Progress**

Each Trust may have an adapted RAG (Red, Amber and Green) rating for recording progress for LFG processes. HEE LaSE Pharmacy will request a RAG rating periodically from Trusts for monitoring purposes. The information collated mirrors the matrix as stated within the TRAS policy.

For further information, refer to the HEE LaSE Pharmacy TRAS guide and discuss with your LFG chair.

## 4.4. Additional learning resources / activities

Completion of the tasks below and referring to the additional resources will further support your knowledge and understanding of your role as the ES. Undertaking tasks 22 – 28 is recommended for new ESs and could serve as a refresher to experienced ESs, particularly if they are new to the region and/or FP Programme. It may be helpful to discuss your training requirements with your EPD.

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| Familiarise yourself with the portfolio building section of the HEE LaSE website | **Completed?** |  | **Task 21** |

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| Shadow an FP / ES meeting  | **Completed?** |  | **Task 22** |

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| Ask a current FP to view their portfolio to become familiar with the contents | **Completed?** |  | **Task 23** |

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| Double mark an SLE | **Completed?** |  | **Task 24** |

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| Complete HEE LaSE Pharmacy Practice Supervisors Accreditation (if applicable) | **Completed?** |  | **Task 25** |

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| Read information on the Educational Supervisors course and complete (if applicable) | **Completed?** |  | **Task 26** |

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| JPB further reading located on the [JPB website.](http://jpbsoutheast.org/publications/index.html) | **Completed?** |  | **Task 27** |

# 5. Induction Checklist for Educational Supervisors

This induction checklist is designed to cover the basic knowledge and training covered in this Induction Document. Please tick to acknowledge completion of an action point and consult your Educational Programme Director if you have any questions.

The following is a list of activities that we would recommend ESs complete and keep a record of.

|  |  |
| --- | --- |
|  **Name:** |  |

| **Task** | **Date Completed** |
| --- | --- |
| **Introduction to the Foundation Pharmacist Programme** |
| **1** | Look up information related to the KSS Foundation Pharmacist Programme [website pages](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/application-process-1/educational-supervisor-support-form.shtml) |  |
| **2** | Read the [Foundation Pharmacist Programme Course Handbook](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/programme-details/building-the-foundation-pharmacist-portfolio/) |  |
| **3** | Read the academic Handbook (available on university Moodle – registration required) |  |
| **4** | Discuss with your trust EPD local ES Induction training and attend sessions appropriately |  |
| **Within this guide:** |
| **5** | [View the online presentation entitled Philosophy, Principles and Aims (approx. time 11 minutes)](http://jpbsoutheast.org/fileadmin/pres/dirphil/DIRPhil.html)  |  |
| **6** | [Read terminology definition webpage](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/programme-details/acronyms/) |  |
| **7** | Familiarise yourself with the [RPS Foundation Pharmacy Framework](https://www.rpharms.com/resources/frameworks/foundation-pharmacy-framework-fpf) (FPF) |  |
| **8** | Familiarise yourself with KSS Foundation Pharmacist [stage 1 syllabus](https://www.lasepharmacy.hee.nhs.uk/foundation-programme/programme-details/foundation-stage-1/) (available in the Handbook – Task 2)  |  |
| **9** | [View the online presentation entitled Workplace-based Assessment](http://jpbsoutheast.org/fileadmin/pres/wpba/DIRWPBA.html) (approx. time 30 minutes) |  |
| **10** | Watch the SLE videos (Intro, CBD, miniCEX, DOPs, MRCF) |  |
| **11** | Watch the assessment of practice videos (RITA, miniTAB) |  |
| **12** | [View the online presentation entitled Summative Assessment (approx. time 6 minutes)](http://jpbsoutheast.org/fileadmin/pres/summ/DIRSummative.html)  |  |
| **13** | [View the online presentation entitled Roles & Responsibilities](http://jpbsoutheast.org/fileadmin/pres/resp/DIRRespons.html) (approx. time 22 minutes)  |  |
| **14** | Find out who your fellow FP ESs are within your trust? |  |
| **15** | Find out who are PSs within the department and which areas / aspects of the curriculum they lead on |  |
| **16** | Discuss with your EPD if there is set FP / ES meeting documentation you must use |  |
| **17** | Find out from the foundation pharmacist EPD how the LFG runs within your trust |  |
| **18** | Obtain minutes from the last LFG meeting |  |
| **19** | Discuss the structure of the Foundation Pharmacist programme within your trust with your EPD. Do the rotations support the facilitation of learning for the programme syllabus? If not what other training is available? |  |
| **20** | Read the [TRAS guide](https://www.lasepharmacy.hee.nhs.uk/dyn/_assets/_folder4/tras/TRASguide2017UPDATED.pdf) |  |
| **Handbooks and Documentation:** |
| **21** | Familiarise yourself with the portfolio building section of the HEE LaSE website |  |
| **Orientation (optional):** |
| **22** | Shadow an FP / ES meeting |  |
| **23** | Ask a current FP to view their portfolio to become familiar with the contents |  |
| **24** | Double mark an SLE |  |
| **Additional Training:** |
| **25** | Complete HEE LaSE Pharmacy Practice Supervisors Accreditation (if applicable) |  |
| **26** | Read information on the Educational Supervisors course and complete (if applicable) |  |
| **27** | JPB further reading located on the [JPB website.](http://jpbsoutheast.org/publications/index.html) |  |

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| **Educational Programme Director Sign Off (1):** |
| In my opinion \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is capable of serving as an Educational / Practice Supervisor (please delete as appropriate).Signed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

(1) Please note if you are an EPD new to the programme completing this induction checklist please ask your Chief Pharmacist to sign off this Educational Supervisor Induction Document.

Please print out the completed checklist and this page and give to your EPD as a record of having completed the supervisor induction training.