

# Pharmacy Educational Programme Director Orientation Guide



## London and Kent, Surrey, and Sussex

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	Version	Final V4	Date	January 2022	Region	HEE London and KSS

Pharmacy Educational Programme Director Orientation Guide 2022  
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# 1. Introduction

This guide has been developed to support current and aspiring Pharmacy Educational Programme Directors (EPDs) working in organisations across London, and Kent, Surrey, and Sussex to orientate and familiarise themselves with:

- the role of the Health Education England London and South East Pharmacy team (HEE LaSE)
- the educational programmes commissioned by HEE LaSE
- the quality process involved
- the role and relationships of local EPDs and the HEE LaSE team

An EPD in pharmacy oversees one or more training programmes locally, regionally, or both, developing and implementing these together with external bodies and local teams. EPDs require autonomy to manage programmes and influence rotas/placements to ensure trainees have access to appropriate resources and suitably trained supervisors. EPDs are responsible for the monitoring of programme development and assurance that local training and or assessment meets the criteria of the [HEE quality framework](#). As part of this, EPDs ensure mechanisms are in place to monitor trainee progress, wellbeing, and equal opportunities.

EPDs play a key role within work-based training programmes and are essential to support the development and transformation of new and existing pharmacy workforce. In summary, it is the EPDs role to put in place the requirements to ensure that a trainee successfully completes the training programme undertaken. It is recommended that consideration should be given to EPDs being a member of the local Senior Pharmacy team where appropriate. EPDs will provide educational and training leadership for pharmacy staff within the department and liaise with the educational teams within the organisation.

## 1.1 How to use this document

Working through this guide will provide EPDs with an overview of HEE LaSE pharmacy roles and associated programmes. There are links and prompts throughout for EPDs to investigate how information within this guide will support educational provision within their organisation. It is appreciated that the intricacies of local practice may differ from site to site. **This guide is designed to supplement internal EPD Trust inductions.** HEE LaSE will be launching a

condensed version on Moodle which can be accessed as a quick reference guide, for ease of access.

## **1.2 Role of the Health Education England London and South East Pharmacy Team**

Health Education England London and South East Pharmacy (working across London and Kent, Surrey and Sussex (KSS)) is a NHS funded service, enabling the pharmacy (and wider) workforce to deliver service transformation meeting current and future NHS service workforce requirements.

Our vision is:

*“To support the delivery of excellent healthcare and health improvement for patients and the public across London, Kent, Surrey and Sussex, by ensuring that the pharmacy workforce of today and tomorrow has the right numbers of staff with the right skills, values and behaviours at the right time and in the right place to meet patient needs.”*

Our Business Plan outlines our team priorities and strategy for communicating with stakeholders and is available to download from our [About Us](#) web page.

## 2. Educational Roles in Pharmacy

*The term Designated and Educational Supervisor is interchangeable. Educational Supervisors for Trainee Pharmacists are known as GPhC [Designated Supervisors](#), but this is not the case for Pre-Registration Trainee Pharmacy Technicians. For the majority of this document, we will refer to Designated Supervisors as Educational Supervisors unless referring to specific requirements of Trainee Pharmacists and the Foundation Training Year.*

Educational and Practice Supervisors play an important part in the development of trainees. The diagram below, shows how the roles interact with each other and the trainee. It is important that all trainees have a named Educational Supervisor and are aware of the Practice Supervisors who will oversee their day-to-day training.

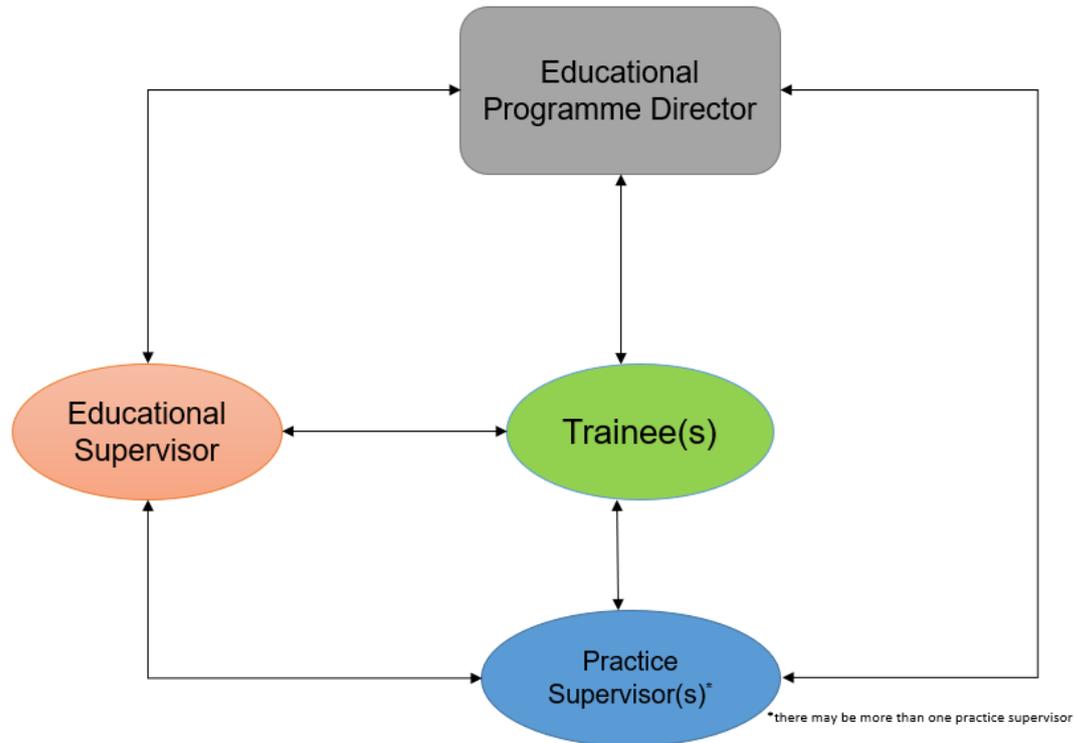
A “Practice supervisor” in pharmacy is someone who is selected, appropriately trained and responsible for overseeing a specified trainee’s work and providing developmental feedback during a period of training. This role requires appropriate assessment skills. Practice supervisors will support learners to identify opportunities for learning in the workplace and provide supervision of trainees on a day-to-day basis and identify trainees requiring additional support. Practice supervisors are involved in and contribute to a work-based learning culture<sup>1</sup>.

An “Educational supervisor” in pharmacy is someone who is selected and appropriately trained to be responsible for the overall supervision and management of a specified trainee’s educational progress during a period of training placement or series of placements. The educational supervisor is responsible for the trainee’s Educational Agreement. This will include formal assessment and sign off. The educational supervisor should have an understanding of the range of learning, assessment and support opportunities for learning in the workplace and work collaboratively with colleagues to monitor and support learner's progression and foster learner autonomy. They should also be able to identify and support trainees requiring additional support, including interfacing with employment performance management procedures. An ‘Educational supervisor’ role involves overall supervision and management of a specified trainee’s educational progress during a programme (or series of periods of training), as opposed to a single period of training<sup>2</sup>.

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<sup>1</sup> [https://www.lasepharmacy.hee.nhs.uk/dyn/\\_assets/\\_folder4/educational-frameworks/heelasepsframework2019.pdf](https://www.lasepharmacy.hee.nhs.uk/dyn/_assets/_folder4/educational-frameworks/heelasepsframework2019.pdf)

<sup>2</sup> [https://www.lasepharmacy.hee.nhs.uk/dyn/\\_assets/\\_folder4/educational-frameworks/heelaseesframework2019.pdf](https://www.lasepharmacy.hee.nhs.uk/dyn/_assets/_folder4/educational-frameworks/heelaseesframework2019.pdf)



## 2.1 Training and Development for Educational Roles

HEE LaSE has worked with a variety of primary and secondary care stakeholders to develop curricular and frameworks for both the Educational and Practice Supervisor roles within pharmacy. The [Educational and Practice Supervisor frameworks](#) can be used in two ways:

1. As a standalone tool for supervisors to identify the competencies relevant to their role(s) and to demonstrate competence against criteria set by mapping their experience to them and identifying learning needs.
2. Complete the relevant supervisor training course – information regarding training can be found on our website

We have commissioned ProPharmace Ltd to develop and deliver training for Educational and Practice supervisors within the region. Further information on this can be found on our [website](#).

## 2.2 Professional Development Framework for Educators

Working with key stakeholders to review the EPD Framework, it was agreed that the HEE [Professional Development Framework for Educators](#) meets the requirements for an EPD. It is encouraged that new EPDs review the Professional Development Framework for Educators and identify gaps in learning. The Professional Development Framework for Educators provides a set of domains to guide practitioners in their development as educators and supervisors of health care trainees.

## 3. Communications, Collaboration and Systems

### 3.1 Website

The HEE LaSE website hosts a wealth of information for all staff. We recommend you visit our Workforce and Quality page for key information relevant for EPDs. Throughout this guide, we will direct you to other areas of our website specific to the topics mentioned.

Familiarise yourself with our team and who does what: <a href="https://www.lasepharmacy.hee.nhs.uk/home/meet-the-team/">https://www.lasepharmacy.hee.nhs.uk/home/meet-the-team/</a>	<b>Completed</b>	
Access the <a href="#">about us</a> page and read our business plan	<b>Completed</b>	

### 3.2 Network Meetings

We organise and facilitate network events for EPDs and employers of HEE commissioned pharmacy trainees across London and KSS. These events allow network members to share and implement good practice, share learning, contribute to the development of training programmes and form working relationships. The network meetings are virtual events. An outlook calendar invitation for network meetings will be sent to network members on our mailing lists.

The Early Careers Training Programme Directors, also run Integrated Care System Level engagement events with Pharmacist EPDs, so they can connect and network with local organisations and share best practice.

Familiarise yourself with the Early Careers Programme of work <a href="https://www.lasepharmacy.hee.nhs.uk/pharmacists/ietp-reform/">https://www.lasepharmacy.hee.nhs.uk/pharmacists/ietp-reform/</a>	<b>Completed</b>	
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### 3.4 Moodle

We utilise [Moodle](#) as a virtual learning environment. There is a dedicated Educational Infrastructure area which includes ‘EPD Zones’ for EPDs for Pre-registration Trainee Pharmacy Technicians (PTPT) for both secondary care and Community Pharmacy and Cross Sector employers and for Trainee Pharmacists (TP). EPDs will have access to resources and discussion forums, and this is where HEE will post announcements throughout the year.

EPDs for TPs will also have access to the online learning provided for their trainees.

In order to gain access to the Moodle site you will need to obtain a login. EPDs should receive their login when they complete the Educational Infrastructure Change Form.

Log in to our <a href="#">Moodle site</a> and familiarise yourself with the available resources	<b>Completed</b>	
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### 3.5 e-Portfolio

#### Trainee Pharmacists

Health Education England has appointed the Royal Pharmaceutical Society (RPS), in collaboration with Axia Digital, to deliver a new e-portfolio system for all trainee pharmacists in England from the 2021/2022 foundation training year.

All Trusts within London, Kent, Surrey, and Sussex are required to use this e-portfolio.

The e-portfolio will assist TPs and their supervisors to record, upload, manage and review evidence to demonstrate progress against the GPhC interim learning outcomes, supported by the [HEE Assessment strategy](#) available to download from the national website.

Information on the [HEE website](#) along with FAQs have been updated with a comprehensive user guide for trainees. We have also developed a 'getting started' video to support trainees, along with a designated supervisor and collaborator (practice supervisor/witness) guide. Additional resources are being added to the website throughout the implementation phase.

Visit the HEE Pharmacy E-portfolio downloadable resources webpage:  
<https://www.hee.nhs.uk/our-work/pharmacy/trainee-pharmacist-foundation-year-programme/e-portfolio-downloadable-resources>

**Completed**

### **Post-Registration (previously Foundation) Pharmacists (KSS only)**

There are a number of post-registration pharmacists currently enrolled onto the Legacy Foundation Pharmacist programme. This group of users will continue to use VQ Manager as their e-portfolio until they have been signed off by their Educational Supervisor.

## **3.6 Keeping us informed of changes**

It is vital that the information we hold for commissioned trainees, their supervisors and EPDs is up to date.

### **3.6.1 Changes in employment status for all commissioned trainees**

Financial contributions / salary support for all commissioned trainee posts are **only paid** whilst trainees are employed by the organisation and in accordance with the HEE LaSE training agreement. If a trainee ceases employment the EPD **must** inform us via email ([lasepharmacy@hee.nhs.uk](mailto:lasepharmacy@hee.nhs.uk)). For TPs, the EPD together with the trainee's educational (designated) supervisor must also ensure any outstanding evidence requiring assessment are completed and that the e-portfolio is updated to reflect the learning outcomes claimed and agreed and all relevant progress reviews are also completed.

### 3.6.1.1 Regulatory and National process for change of Educational (Designated) Supervisor for Trainee Pharmacists

Trainee Pharmacists must inform the [GPhC via their change process](#), of a change or addition of an educational (designated) supervisor. The trainee must send a copy of the completed GPhC change form to [traineepharmacist@hee.nhs.uk](mailto:traineepharmacist@hee.nhs.uk) to update the e-Portfolio system.

### 3.6.1.2 Regional process for informing HEE LaSE of Educational or Designated Supervisor changes

It is important that we are informed of any change in details for the trainee including email addresses and change in Educational/Designated Supervisor. This must be done via the [Trainee Change Form](#). Upon receipt of this form, we will ensure our databases and relevant systems are updated, for example Moodle.

### 3.6.3 Educational Programme Directors

It is important that we know who the current EPD is within the organisation. EPDs are our main link with NHS organisations and whilst communications are circulated to many staff involved in the education and training of pharmacy staff, one main contact is required to cascade relevant information to and lead on coordinating data submissions\*.

Before trainees start their training, we will send new training agreements. The current EPD should be named on this agreement and is responsible for returning the document to us.

If EPDs change during the year, please inform us by completing the [Educational Infrastructure Change Form](#) and submitting an updated training agreement.

Any changes to Post-registration Pharmacist EPDs / Clinical Leads can also be notified via this form without the submission of a Training Agreement.

*\*it is recognised that some large organisations, have two main contacts*

Visit our [Workforce and Quality](#) web page and familiarise yourself with the Educational Infrastructure change process

**Completed**

## 4. Workforce planning, the commissioning process and financial payments

### 4.1 Workforce Planning

HEE LaSE are responsible for commissioning and funding the following programmes:

- Trainee Pharmacist Programme – 26 or 52-week placement
- Pre-registration Trainee Pharmacy Technician Programme – 104-week placement

EPDs will be responsible for liaising with Chief Pharmacists and other colleagues in the organisation in the planning of trainee numbers.

The workforce planning cycles vary for each programme, see below for the \*timescales.

<b>Programme</b>	<b>Workforce numbers requested</b>	<b>Confirmed commissions</b>	<b>Recruitment</b>	<b>Cohort timeline</b>
Trainee Pharmacists	September	Following May	Following September	July/August, 2 years from submitted workforce numbers
Pre-registration Pharmacy Technicians	September for both September and February starts	Following May	Following May and October	Following September and February 1 – 1.5 years from submitted workforce numbers

*\*Timescales are subject to change due to HEE/Government policies.*

We will request workforce planning numbers in line with the above, there may be local variation from education and training and/or finance departments as to the information that they need. It would be useful for EPDs to liaise and discuss this with them.

## 4.2 Commissioning

### 4.2.1 Pharmacy Trainees

We will confirm in writing to Chief Pharmacists the total number of confirmed commissions each year. A set amount of financial contribution or salary support is currently paid for pharmacy trainee commissions.

Once commissions are confirmed and trainees recruited into placements, training agreements will be emailed to EPDs together with a data collection process. The training agreement should be read, signed, and returned along with the data we require. These agreements set out requirements from both the host organisation and HEE LaSE for each of the trainee group commissions and should be referred to, as necessary.

Locate a copy of the latest confirmed number of commissions letter relevant to your role	<b>Completed</b>	
Read a copy of the current training agreement to familiarise yourself with the requirements	<b>Completed</b>	

#### 4.2.1.1 Data Collection

To process financial training contributions to NHS organisations, we require accurate trainee data. Trainee data is also required to contact trainees as part of the [National Education and Training Survey \(NETS\)](#), run on a 6 monthly basis by the HEE quality team.

The NETS is the only national survey open to all undergraduate and postgraduate students and trainees undertaking a practice placement or training post in healthcare as part of their education and training programme.

The survey gathers opinions from students and trainees about their time working and training in practice placements and training posts, asking them to provide feedback on what worked well and what they think could be improved.

#### **4.2.1.2 Pre-registration Trainee Pharmacy Technicians (PTPT) Data Collection**

HEE relies upon consent as a legal basis for processing trainee information. PTPTs are not recruited through Oriel, therefore all PTPTs **must** complete a privacy declaration agreeing for HEE to process their data. Once completed a trainee data collection form must be completed for **each** trainee. This form may be completed by the EPD or delegated to the trainee's educational (designated) supervisor; however, it is the EPDs responsibility to ensure both online forms are completed for **all** HEE commissioned PTPT trainees.

#### **4.2.1.3 Trainee Pharmacist (TP) Data Collection**

Before the TP commences their placement, EPDs will be sent a data sheet. This should be completed by the EPD and returned along with the signed Training Agreement.

### **4.3 Financial Contribution or Salary Support for HEE commissioned trainees**

A financial contribution or salary support is currently paid to trusts via the NHS Education Contract and via the HEE local office commissioning teams. It is paid every quarter in arrears and upon receipt of named trainees against the agreed commissions. These payments are made in April, July, October, and January. For example, if your trainees start on 23<sup>rd</sup> July, salary support will be paid from 1<sup>st</sup> August for 52 weeks, for TPs and 104 weeks for PTPTs.

**Any changes to trainee employment status must be communicated to us as soon as possible via an email to [lasepharmacy@hee.nhs.uk](mailto:lasepharmacy@hee.nhs.uk) .**

## 5. Quality Management

HEE works with partners to plan, recruit, educate and train the future health workforce to produce the highest quality new clinical professionals ever, in the right number. The Care Act 2014 also outlines our responsibility for securing continuous improvement in the quality of education and training and, via this, continuous improvement in the quality of health services. The [HEE Quality Strategy](#) sets out our national and local priorities, principles, and overarching processes to achieve this.

The Quality Strategy is underpinned by the HEE Quality Framework, which makes clear the quality standards we expect of clinical learning environments, safeguarded through the NHS Education Contract. Through these standards, placement providers are required to work with us and other stakeholders to support learners in their career pathways and transition from healthcare education programmes to employment, while also working collaboratively with system partners to maintain and improve practice placement capacity and capability. By working together in this way, we can ensure training is responsive to new care delivery models and supports workforce transformation and a sustainable workforce supply.

The [HEE Quality Framework](#) focuses on 6 core domains that reflect the key components for quality in work-based placements for all learners. These six domains are outlined below.

1. Learning Environment and Culture
2. Educational governance and commitment to quality.
3. Developing and supporting learners
4. Developing and supporting supervisors
5. Delivering programmes and curricula
6. Developing a sustainable workforce

HEE LaSE is responsible for oversight of quality within pharmacy education and training programmes across London and KSS. We work to ensure that programmes are aligned to the HEE Quality Framework and that learners are supported in the development of the right skills, knowledge, values and behaviours to deliver safe, effective and person-centred care to patients across the region.

Read the HEE Quality Strategy 2021 and HEE Quality Framework 2021

<https://www.hee.nhs.uk/our-work/quality>

**Completed**

## 5.1 Local Education Governance

### 5.1.1 Local Faculty Group

All NHS organisations hosting HEE commissioned trainees are required to have a Pharmacy Local Faculty Group (LFG) that meets a minimum of 3 times a year.

Local Faculty Groups act to ensure that local education and training programmes are underpinned by each of the 6 quality domains, and typically they focus on:

- Ensuring that there are systems and processes in place to develop learning programmes, teaching and assessment for pharmacy trainees
- Providing leadership, management, and administrative support to underpin high quality learning environments
- Ensuring teaching, learning and assessment is clearly linked to national syllabi and curricula
- Regular review of the local education, training, and workforce strategy
- Providing trainees, educationalists at all levels and senior staff with a dedicated forum to discuss and agree how best to continually improve local training programmes

In addition, the LFG should monitor the progress of all trainees; this may include reporting on different indicators such as frequency of meetings between the trainees and their educational supervisor, or completion of learning outcomes.

Different organisations operate their Pharmacy LFG in different ways depending on the size of the organisation. Holding the LFG with full membership may require the entire department, therefore each organisation will organise their LFG differently, and may rely on representatives from many different groups (e.g. TP educational (designated) supervisor,

PTPT educational supervisor, dispensary practice supervisor representatives). Smaller organisations may hold joint LFGs with other local organisations; agreements will need to be implemented to ensure confidentiality and quality assurance. Organisations may wish to utilise technology to facilitate running of their LFGs, with many utilising conference calling and virtual platforms to provide individuals working on different sites, departments etc. to still feed into and attend the LFG. There are lots of practical tips and guidance for setting up and running LFGs on the EPD Moodle zone, do take some time to familiarise yourself with this.

Some organisations regionally also host a Local Academic Board (LAB) whose role is to monitor, oversee and be responsible for all general issues of educational governance and quality related to clinical and medical education. LABs are typically multi-professional in their design and act to maintain oversight of all clinical and medical specialty LFGs occurring within organisations. It is typical that speciality LFG meetings are held before an organisation's Local Academic Board to allow for insights to be fed into the wider multi-disciplinary LAB. We do recognise however that not all trusts run LABs, and as such we encourage you in the first instance to make contact with your local Medical, Nursing, AHP and healthcare science education and training leads to find out a bit more about your organisation's approach to multi-disciplinary education and training.

Find out how Pharmacy LFGs have been run historically in your trust? (refer to terms of reference)	<b>Completed</b>	
Obtain Minutes from the last LFG	<b>Completed</b>	
Find out if your organisation has a Local Academic Board (LAB) and contact your counterparts in medical education (MEM = Medical Education Manager), Nursing, AHP and Healthcare Science).	<b>Completed</b>	

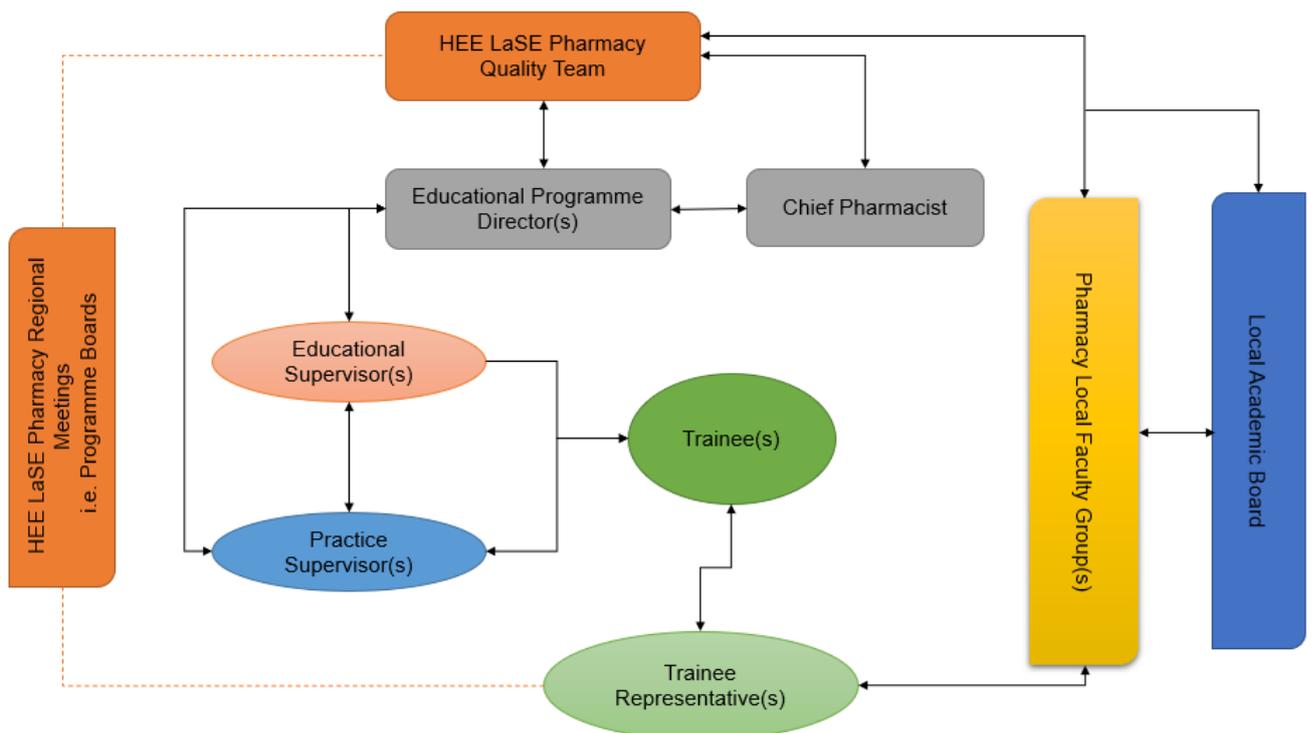
## 5.1.2 Trainee Representatives

All LFGs must have trainee representatives from all commissioned educational programmes. All trainees who undertake this role should receive “Trainee Representative Training” prior to going to the LFG. We provide a training pack for local in-house delivery which is available in the EPD Zone of our Moodle site.

Find out if your trainees have been appropriately trained and how to access this training.

**Completed**

The diagram below shows how feedback from local and regional trainee representatives and trust training staff (Educational Supervisors, Practice Supervisors and Educational Programme Directors) feed into different local or regional meetings.



### 5.1.3 Trainee Feedback

LFGs must consider trainee feedback in improving their systems and processes.

Each year we conduct feedback surveys for Pre-registration Trainee Pharmacy Technicians (PTPTs) and Trainee Pharmacists (TPs). These surveys are run as part of the [HEE National Education and Training Survey \(NETS\)](#) which is a bi-annual multi professional education and training survey run typically in June and November each year. Following completion of the survey, you can view an anonymised summary of the feedback received using the NETS reporting tool. Unfortunately, in organisations where trainee numbers are too small (3 or less) to maintain anonymity of those providing the feedback, you will not be able to see individual responses, however you can still view performance across the region. Your support is required to ensure the surveys are completed, and we aim for 100% completion for all organisations.

View the most recent trainee feedback for your organisation using the <a href="#">NETS reporting tool</a>	<b>Completed</b>	
Ensure trainees are aware of what is expected of them when feeding back through the NETS, and how the results of the survey help support improving quality in education and training locally and regionally. Further information is available <a href="#">here</a>	<b>Completed</b>	

### 5.1.4 Trainee Support Process and Guide

It is recognised over the course of an educational programme, trainees may require additional support to successfully complete their training. To facilitate this, HEE has developed an England-wide Trainee Support Guide for both trainees and employing organisations which outlines the educational support processes in place for commissioned pharmacy trainees (trainee pharmacists and pre-registration trainee pharmacy technicians) that are undertaking HEE commissioned training programmes. This is a core guide and the recommendations made within it apply to all employers, EPDs, educational (designated) supervisors and trainees.

Please read the full guide for further details, see link below.

Familiarise yourself with the [Trainee Support Guide](#)

**Completed**

#### **5.1.4.1 Professional Support Unit**

The Professional Support Unit (PSU)<sup>3</sup> provides a shared service of expert resources to support the professional development of clinicians in London & KSS.

Commissioned pharmacy trainees can access a range of resources including 1:1 career support sessions and career counselling. The PSU also offers several e-Learning modules including medicines management, professionalism, reflective writing, stress, mental health, and wellbeing in the workplace.

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<sup>3</sup> <https://london.hee.nhs.uk/professional-development/professional-support-unit>

## 5.2 Health Education England Education Governance

### 5.2.1 Organisational Quality Visits

The HEE London and KSS Quality Teams manage the processes of quality visits at trusts for all professions including pharmacy. The aim of these visits is to assure the quality of training programmes run by organisations regionally, and to support organisations in the development of their education, training, and workforce strategies. There are three main types of visits: Urgent Concern Review, Multi-Professional Review and Programme Review. Further information relating to quality visits, frequency and differing types of visits can be found on the HEE LaSE Website.

### 5.2.2 Process of visits and documentation

Well in advance of a quality visit, your Chief Pharmacist will receive a letter asking for a number of documents to be sent within a set deadline. Alongside the documents requested, you will also be asked to submit an LFG report. There is a template to use which you can download from our [website](#). This template includes the ten standards from the GPhC Initial Education and Training of Pharmacists (IETP) which are mapped to the HEE Quality Framework.

The LFG report should include the following against each standard:

- Progress against actions from the previous year (an example of this could be from trainee survey reports or previous quality visits)
- Innovative and notable practice
- Areas of development including time bound targets for actions and named responsibility.

Read and familiarise yourself with the [HEE Quality Framework](#)

**Completed**

Read and familiarise yourself with the most recent LFG report produced within your department and any Quality Reports received by HEE (if applicable)

**Completed**

# Appendix A - Pre-registration Trainee Pharmacy Technician Programme

## I. Introduction

Pre-Registration Trainee Pharmacy Technician (PTPT) training is vocational and consists of completing:

1. A two-year combined competency and knowledge-based GPhC-accredited course or GPhC-recognised qualification
2. Minimum of two years' relevant work-based experience and training under the supervision, direction or guidance of a pharmacist or pharmacy technician to whom they are directly accountable for not less than 14 hours a week

The PTPTs supervising pharmacist or pharmacy technician will verify their work experience when countersigning the trainee's GPhC registration application.

Trusts must confirm trainees have completed all year 1 assignments and work-based activities to receive financial contributions in year 2.

## II. Recruitment

PTPTs are recruited locally and complete a 104-week training placement and should be paid at a minimum of Agenda for Change band 4 Annex 21 (70% of the top of band 4 in the first year and 75% of the top of band 4 in the second year).

Prospective trainees must meet education provider entry requirements. This varies between providers but is usually a minimum of 4 GCSEs grade A-C/9-4 including Maths and English. If utilising the apprenticeship funding route, trainees must also be eligible for apprenticeship funding and not hold qualifications of the same or higher level in a similar subject.

Prospective trainees must also be able to meet the GPhC registration requirements<sup>4</sup> upon successful completion of the 2-year PTPT training programme.

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<sup>4</sup> <https://www.pharmacyregulation.org/sites/default/files/document/criteria-for-registration-as-a-pharmacy-technician-in-great-britain-jan-2021.pdf>

### **III. Education Provision**

Only apprenticeship/education providers delivering a GPhC approved course/qualification which meet the requirements of the GPhC Initial Education and Training (IET) standards for pharmacy technicians should be used.

From September 2020, education provision for Pre-registration Trainee Pharmacy Technicians (PTPTs) will be primarily via the apprenticeship route. Education leads should liaise with their Trust apprenticeship lead to inform them of their recruitment intentions as soon as numbers have been agreed to ensure adequate levy funds are in place.

Trusts may undertake their own procurement exercise or utilise the National Framework for Pharmacy Apprenticeships managed by Salisbury NHSFT. A benefit of the framework is trusts will not need to carry out their own procurement and internal financial instructions. Education providers will be held accountable to the framework contract which is managed by Salisbury NHSFT who are available to support employers with contract issues throughout the life of the contract. Your trust apprenticeship lead should contact [simon.dennis@nhs.net](mailto:simon.dennis@nhs.net) for further information regarding this framework.

GPhC approved courses/qualifications delivered through an apprenticeship will include an End Point Assessment (EPA) which PTPTs must pass to be eligible to register with the GPhC.

The [Healthcare Apprenticeship Standards Online \(HASO\) website](#) offers a range of information and resources relating to apprenticeships.

### **IV. Work-based Training Programme**

It is a programme requirement that PTPTs are given one day per week to attend college or complete distance/e-learning. This should be part of their paid employment and may contribute towards their off-the-job training requirement if completing an apprenticeship. It is

recommended that an additional three to four hours is also given to contribute towards assignment writing and evidence collection where possible.

PTPTs should be provided with a training plan at the beginning of their training programme. The plan must provide an overview of what will be covered when and where within the 2-year training programme and align with the education providers schedule of work.

All PTPTs must receive an initial induction at the beginning of their training programme and before starting a new rotation or training period. Objectives must be set and discussed during inductions for that rotation/training period with progress meetings scheduled.

Examples of training handbooks, learning plans and other useful resources shared by trusts can be found on the LaSE Pharmacy PTPT EPD Zone.

Familiarise yourself with the level 3 Pharmacy Technician (Integrated) <a href="#">Apprenticeship Standard</a>	<b>Completed</b>	
Familiarise yourself with the level 3 Pharmacy Technician Apprenticeship <a href="#">EPA assessment plan</a>	<b>Completed</b>	
Visit and familiarise yourself with the <a href="#">PTPT EPD Zone</a>	<b>Completed</b>	

## V. Review and Development

Local PTPT programmes should be reviewed, evaluated, and developed by several methods. There should be one trainee representative for the PTPT programme review within your Trust. They should receive appropriate training to enable them to gather feedback from all their PTPT colleagues and present this feedback locally via LFGs (or equivalent). Towards the end of the year an exit survey is completed by all trainees, the results of which are used regionally and locally to inform change and quality improvements.

# Appendix B - Foundation Training Year Programme for Trainee Pharmacists

## I. Introduction

Trainee Pharmacists (TPs) complete a 52-week foundation training year within the workplace, are required to pass the GPhC registration assessment and be declared competent against the GPhC interim learning outcomes by their educational (designated) supervisor, in order to register as a Pharmacist with the GPhC.

## II. Recruitment

HEE LaSE supports the national foundation trainee pharmacist recruitment scheme that utilises the Oriel IT platform. Oriel allows applicants to categorise all the different training programmes available to them by:

- positively preferencing them (ranked order),
- preference (no order)
- indicating programmes not wanted.

The recruitment of trainees via this route mandates compliance with several HEE quality markers.

Further information on the national recruitment scheme can be found on our website.

Familiarise yourself with the recruitment process for TPs  
<https://www.lasepharmacy.hee.nhs.uk/national-recruitment/>

**Completed**

It is a requirement of employing organisations to:

- Provide employment information to the Pharmacy National Recruitment Office (PNRO) in advance of the Oriel system going live each year for the recruitment process (Spring)
- Be aware of National Recruitment timelines and associated processes at key points in the year

- Understand the commitment required to support the recruitment assessments, for example by providing suitable panel members for interviews (N.B. the assessment methodology is reviewed annually, and during COVID interviews have not been held)
- Engage in a timely manner with correspondence from the PNRO and regional recruitment leads

Full details and updates, including a comprehensive Employer Handbook, can be found by accessing <https://www.lasepharmacy.hee.nhs.uk/national-recruitment/employer-frequently-asked-questions/>

### III. Education Provision

We support TPs to meet the requirements of the GPhC in addition to locally delivered curriculum, by providing a structured training programme throughout their 52-week placement. The HEE LaSE Trainee Pharmacist programme is provided for all trainees employed by NHS trusts and a Clinical Commissioning Group across London and KSS including those undertaking multi-sector training programmes. The training programme consists of on-line learning via Moodle, on-line meetings, webinars and live teaching and formative assessments.

EPDs need to ensure that there is an external rotation agreement in place, for all trainees that will rotate out of their employing organisation, as part of the training programme. The external rotation agreement must be completed for each external training rotation they are attending (NHS or private). This agreement can be used for multiple trainees where appropriate.

Familiarise yourself with the <a href="#">Regional Training Programme</a>	<b>Completed</b>	
Read the <a href="#">Trainee Pharmacist Programme Handbook</a> available within the TP EPD Zone	<b>Completed</b>	

Familiarise yourself with the <a href="#">TP EPD Zone</a>	<b>Completed</b>	
Familiarise yourself with the <a href="#">External Rotation Agreement</a> available within the TP EPD Zone on Moodle.	<b>Completed</b>	

#### **IV. Governance**

The Trainee Pharmacist Programme Board is responsible for the governance and quality assurance of the LaSE TP programme for HEE commissioned TPs across London and KSS,

The key functions of the board are to:

- Provide an opportunity for HEE LaSE to share and update on the TP programme and to:
  - gain the views of board members to inform plans for the programme and its development,
  - create a platform for board members to provide stakeholder feedback to inform the development, implementation and delivery of the programme,
  - create a forum to discuss and make recommendations on how best to develop the programme in line with the reforms to the GPhC IETP and to ensure that it meets employers' education and future workforce requirements.
- Support the development of training strategies for trainee pharmacists to enable workforce transformation plans.
- Support the implementation of processes necessary to quality assure the programme.

Board membership includes employer representatives (TP EPDs and education and training leads), chief pharmacists a lay representative and trainee representatives.

#### **V. Review and Development**

The LaSE TP Programme is reviewed, evaluated and developed by a number of methods. There are trainee representatives who are trained appropriately to gather feedback from trainees across London and KSS and to present this feedback to the Trainee Pharmacist Programme Board. EPDs share feedback via employer reps at

Programme Board meetings and directly at EPD network events. Trainees will also be invited to complete the HEE National Education and Training Survey (NETS) on a bi-annual basis, the results of which are used regionally and locally to inform change. Any changes or updates to the GPhC foundation training scheme will be reflected in the TP programme.

## **VI. Undergraduate Vacation Scheme**

HEE does not fund any pharmacy undergraduate work experience. HEE LaSE currently provides a dedicated web page to advertise work experience for those trusts who wish to advertise on it. You will be contacted in November to review the content of the webpage and your entry on it and to inform us of any changes.

## Appendix C – Post-registration Pharmacist Programme

### I. Introduction

The objective for post-registration training is to support pharmacists in the early stages of their careers through a structured work-based approach, one which embeds knowledge, skills, abilities, values, attitudes and beliefs in their day-to-day practice. This in turn will lead to practitioners with the necessary skills to take on extended clinical roles and to work flexibly across sectors and in collaboration with other healthcare professionals. It will also be a sound base from which pharmacists can extend their skills and develop their careers into advanced and consultant level practice, including research.

The post-registration journey is also intended to help pharmacists make the transition to more independent learning and is a stepping-stone towards enhanced and advanced practice.

There is currently two HEE programme for post-registration pharmacists:

- Newly Qualified Pharmacist Pathway
- Legacy Foundation Pharmacist Programme (LFPP) – no longer open to new enrolments

### II. Newly Qualified Pharmacist pathway

HEE have developed a newly qualified pharmacist pathway which aims to link the initial education and training reforms to a continuum of development into post-registration.

This pathway has been developed to provide a consistency in the support provided to newly qualified pharmacists across all sectors of pharmacy, by offering five core elements:

1. Learning outcomes
  - a. for the pathway have been developed by the Royal Pharmaceutical Society in collaboration with Health Education England and other key stakeholders. These learning outcomes are available on the RPS website as part of the [Post-registration Foundation Pharmacist Curriculum](#).
2. E-portfolio
3. Access to Resources
4. Learning Activities

## 5. Supervision Support

Familiarise yourself with information on the Newly Qualified Pharmacist Pathway (NQPP) at <https://www.hee.nhs.uk/our-work/pharmacy/initial-education-training-pharmacists-reform-programme/newly-qualified-pharmacist-pathway>

**Completed**

### Key features

- Designed to complement existing workplace programmes and postgraduate learning.
- Designed to provide a consistent approach to training across sectors and across organisations. It aims to establish a consistent approach to training across organisations, enabling workforce development. Newly qualified pharmacist will have a clear pathway that they can flexibly follow; supporting learners to not only meet any new development need identified from the initial education and training reforms but will also provide a stepping-stone towards enhanced and advanced practice.
- Learner-led and designed to fit around working practice.
- Flexible and adaptable to learner and employer needs.

Registration for the HEE Newly Qualified Pharmacist pathway will commence in 2022.

For further information, please contact [pharmacyteam@hee.nhs.uk](mailto:pharmacyteam@hee.nhs.uk)

### III. Legacy Foundation Pharmacist Programme (LFPP)

The LFPP was co-designed with Trusts across London, Kent, Surrey and Sussex to provide educational infrastructure to support existing post-registration Pharmacists, whilst offering flexibility to both pharmacists and those supporting them. The LFPP is no longer accepting new learners as the programme will be coming to a close on completion of the current cohort.

Pharmacists on the LFPP are supported by an Educational Supervisor are expected to demonstrate progression through the RPS Foundation Pharmacist Framework. Learners have access to the regional VQ Manager e-portfolio platform and to a series of resources.

## **Appendix D – Medicines Optimisation Programme**

### **I. Introduction**

The Medicines Optimisation Programme (MOP) aims to develop pharmacy assistants and registered pharmacy technicians to work competently within local services and have a positive impact on patient care and safety.

The intention of this programme is not to standardise the detail of individual training as we recognise that delivery in individual work bases is diverse. It does not attempt to prescribe one single model for the delivery of medicines optimisation, neither does it aim to include clinical knowledge. Work based training is developed and delivered by the employer and supported by e-learning developed by HEE LaSE Pharmacy.

The MOP has been developed to enhance skills and knowledge delivered in the workplace and focuses on the assessment of skills required to provide medicines optimisation through POD Assessments and/or Medicines Reconciliation. Although clinical knowledge is not covered within the e-learning, it may be included in training delivered locally to support individual organisations.

The programme consists of two courses; Patients Own Drug (POD) Assessment and Medicines Reconciliation (MR). The course a candidate undertakes will be determined by their job role and may be undertaken together or individually in any order.

### **II. Entry Criteria**

The Medicines Optimisation Programme is open to pharmacy assistants and qualified pharmacy technicians working in NHS trusts within London, Kent, Surrey and Sussex. Previous knowledge and experience are not required, however, candidates undertaking the programme must be working within a ward-based area where they can undertake the practical activities.

The POD assessment course is open to pharmacy assistants and pharmacy technicians. However, Medicines Reconciliation is open only to pharmacy technicians in a ward-based role.

### **III. Educational Supervision**

All applicants will need to have a named work-based educational supervisor who must be familiar with the course workbook and processes. Although there is no formal training for MOP ESs it is advised that they are mapped against the HEE LaSE ES framework to ensure they possess the required attributes to undertake an ES role.

### **IV. Registration to the programme**

The course is free for candidates and open to all who meet the entry criteria. Application is via an on-line [course application form](#) on the HEE LaSE pharmacy website. Courses will begin every two months and applicants should apply by the deadlines stated on our website to be able to start the preferred course cohort. Late applications will not be accepted.

### **V. Assessment**

Assessment of competence will be through work-based activities and include:

- witnessed tasks/observations and competency logs
- summative appraisal and sign-off by an Educational Supervisor (ES)
- Objective Structure Clinical Examination (OSCE) – MR course only

Formative and summative competency assessment will be carried out in the workplace by the employer with an on-line knowledge assessment. For the MR course there will be an additional summative assessment through an OSCE delivered by HEE LaSE pharmacy.

It is at the employer's discretion when a member of staff meets local standards to deliver a service and meet their job description.

Further details regarding this programme can be found on our [website](#) or by emailing the course lead at [lasepharmacy@hee.nhs.uk](mailto:lasepharmacy@hee.nhs.uk).