

Preparing for Foundation Pharmacist VTS: London, Kent, Surrey and Sussex Project Plan and Strategy



Foundation Pharmacist Training

- “The pharmacy profession has a significant role to play in the delivery of new care models outlined in the Five Year Forward View (FYFV). It is also vital to the delivery of the medicines value programme, which is core to the NHS finding the efficiencies it needs over the FYFV period. Both of these interventions will also improve medication safety, patient experience and patient outcomes.” *Facing the Facts, Shaping the Future. December 2017. Health Education England.*
- “We will begin to develop the infrastructure that will underpin a new foundation training programme to ensure all pharmacists are able to work across the full range of healthcare settings to support more integrated 21st century care” *Interim NHS People Plan, June 2019, NHS Improvement*

Foundation Pharmacist Training

- **Principle 1:** a national training programme aligned to a national curriculum (ideally UK), with a career framework, including detailed syllabus, as well as an assessment strategy and a national certificate of completion. The programme would be underpinned by appropriate quality assurance, management and control processes, informed by the experience gained from pilots, as well as lessons learned from other healthcare professions.
- **Principle 2:** a programme based on experiential learning, with a common approach to assessment. The learning would be provided through a range of platforms and providers, promoting and including multi-professional learning. It would also be supported by robust clinical (practice) and educational supervision.
- **Principle 3:** a programme supported by an efficient and flexible quality assured educational infrastructure, appropriately deployed at national, regional and local levels to include regional/local leadership, e-portfolio, trainee tracking, robust clinical and educational supervision, with trainees requiring additional support (TRAS) systems.

Foundation Pharmacist Training

- **Principle 4:** a programme that prepares pharmacists to work across patient-facing areas, including new areas developed through the PhIF and the NHS *Long term plan*, such as general practice, integrated urgent care and care homes.
- **Principle 5:** a programme that is supported and endorsed by early career pharmacists, employers, commissioners and professional bodies.
- **Principle 6:** a programme that is appropriately funded at national, regional, local and individual levels, which provides a reasonable balance of funding from education commissioners, employers and the individual.

Patient Centred - Service Delivery

1. Purpose, Change Case & Place in Career Development (Mission Statement)

2. Framework & Syllabus

3. Work based experiences expectation ie cross sector

4. Recruitment & Induction

5. Clear process pathway & system

6. Supervision – clinical & educational

7. Resource & IT (including e-portfolio)

8. Quality Assurance & Management

9. Provision of Learning & Learning Support

10. Assessment (including final assessment)

11. Stakeholder, partner, employer & learner support, commitment & management

12. Communication Strategy

Objectives

- To prepare different sectors of care for the introduction of a foundation pharmacist training programme, whilst introducing quality monitoring systems and improving educational standards across organisations.
- To introduce and encourage standardised practice across the region to reduce educational burden and duplication across the system, whilst improving foundation pharmacist educational experience.
- To develop a flexible system that allows the workplace to identify trainees requiring additional assistance and pharmacists ready for advancement e.g. onto the independent prescribing qualification. Acting like a gateway the programme will enable NHS organisations and employers to stabilise the current foundation workforce and offer support to those who require it.
- Encourage collaboration between organisations to enable cost saving within foundation training, such as developing joint foundation recruitment, sharing of resource and developing local communities of practice.

Benefits Realised

1. Increased retention in Foundation Pharmacists
2. Reduction in recruitment costs
3. More efficient induction process and use of passport to reduce educational burden
4. System for prioritisation of educational / career advancement for organisations;
5. Quality assured Foundation Pharmacist Training
6. Support for Trainees Requiring Additional Support
7. Trainee voice within programme
8. Quality monitoring
9. Educational Infrastructure
10. Educational Support via Educational Supervisor and Practice Supervisor Training
11. Educational Programme Director support and Continual Professional Development
12. Flexible Programme duration and initiation
13. Access to e-portfolio to enable flexible educational working
14. Reduction in diploma costs across the region
15. Standardisation and integration of training across the region
16. Ability to adapt the programme to fit current needs of the NHS
17. Creation of a system that can be used for other professions e.g. Foundation Technicians

Initial Stakeholder Engagement



Health Education England

- Answering medicines related queries
- 7 day working
- On call
- Flexible work ethic
- Understanding repeat prescription process
- Delivery of clinical ward-based service / Medication review
- Confidence working as part of an MDT
- Basic / core knowledge in mental health
- Medicines reconciliation
- Working with GPs
- Understanding clinical systems
- Professionalism- appreciation of needs to meet service and not just self-development
- “knowing this is about “service delivery””
- Self- directed and self-driven
- Ability to build new working relationships quickly.
- Motivation
- Reflective practice
- Dispense / final check
- Identifying risk
- Lone working / Autonomous working
- Prioritisation skills
- Influencing and negotiating with prescribers
- Clinical systems
- Evidence based practice
- Core clinical knowledge
- Problems solving skills
- Formulary awareness
- Decision making skills
- Who to ask and where to look?
- Communication skills to MDT & patients
- Clinical decision-making skills
- Professional accountability
- Ownership of work
- Delivery of medicines optimisation reviews in care homes /GP practices with minimal supervision
- Knowledge of ‘trigger points’ / high risk medications / situations /
- Understand suicide risk & risk of overdose
- Adherence issues
- Delivery of clinical ward-based service
- Time management and prioritisation skills
- How to record interventions
- TDM
- Interpretation of results and understand notes / clinical interpretation
- Know their limitations & when to refer
- Application of knowledge
- Team work

Initial Stakeholder Engagement

- It was identified within the session that are educational practices embedded within current practice that leads to delay in service provision by new staff entering an organisation.
- It is important that all organisations and Foundation Pharmacists understand that work-based experiences and learning from them is the fundamental basis for work vocational training schemes.
- Encouraging active delivery of a variety of services, guided by appropriate support and educational resource, will develop a workforce able to work effectively, utilising their skills to provide patient centred care.
- This include rotational / educational plans and practice supervision / support.

Project Delivery Plan

Work stream A: Operationalising the Programme: SCOPING

Tranche 1: Scoping numbers of trainees and service provision delivered by this workforce

Tranche 2: Developing potential operational models at STP level

Tranche 3: Developing programmes within the STPs

Work Stream B: Work place programmes development

Tranche 1: Developing streamlined rotational plans

Tranche 2: Piloting rotational plans and capability of Newly Qualified Pharmacists

Tranche 3: Operationalising and embedding educational rotations /effectiveness across the region

Work Stream C: Developing Educational Infrastructure / Governance

Tranche 1: Develop Educational Programme Directors Network across Sectors across LKSS.

Tranche 2: Assist STPs develop educational governance mechanisms

Tranche 3: Develop Foundation Board

Project Delivery Plan

Work stream A: Operationalising the Programme: SCOPING

Tranche 1: Scoping numbers of trainees and service provision delivered by this workforce

Tranche 2: Developing potential operational models at STP level

Tranche 3: Developing programmes within the STPs

- **Tranche 1:** To understanding the workforce and service needs of individual organisations, to build a picture of how many Foundation Pharmacists would be needed to make a viable programme.
- **Tranche 2:** Developing from tranche one, once one STP information collated, use to translate – facilitate discussions with other STPs / wider.
- **Tranche 3:** To start developing operational models for a Foundation Pharmacist Programme across an STP and encouraging piloting of rotations.

Project Delivery Plan

Work Stream B: Work place programmes development

Tranche 1: Developing streamlined rotational plans

Tranche 2: Piloting rotational plans and capability of Newly Qualified Pharmacists

Tranche 3: Operationalising and embedding educational rotations /effectiveness across the region

- **Tranche 1:** Reducing educational inefficiencies and duplication by reviewing materials and approaches to education of foundation pharmacists across the system. There are two main themes to be reviewed within this tranche:
 - Theme 1: Education on Induction
 - Theme 2: Education for Service Delivery
 - *Theme 3: education for workforce development will be assisted via the national overarching curriculum, being led by the RPS, however I envision this work will feed into the wider piece.*
- In addition, the work will fall into the difference sectors of practice including:
 - Area 1: Community Pharmacy
 - Area 2: Clinical Commissioning Groups
 - Area 3: General Practice
 - Area 4: Hospital Pharmacy
 - Area 5: Mental Health
 - Other areas: including Academia, Tertiary Centres

Project Delivery Plan

Work Stream B: Work place programmes development

Tranche 1: Developing
streamlined rotational plans

Tranche 2: Piloting
rotational plans and
capability of Newly
Qualified Pharmacists

Tranche 3: Operationalising
and embedding educational
rotations /effectiveness
across the region

- **Tranche 2:** Following from tranche one, tranche aims to test and further develop rotations so they are robust and to identify any support that would be required to ensure effective implementation. This is to be achieved by investigating the 3 following themes:
 - Theme 1: Pilot rotations with Newly Qualified Pharmacists and Foundation Pharmacists
 - Theme 2: Develop evidence requirements (including EPAs, more SLEs)
 - Theme 3: Investigating the supervision requirements
- **Tranche 3:** This tranche will operationalise the rotations across the region by:
 - Area 1: Commissioning PS / ES training to support rotations.
 - Area 2: Sharing of innovative rotations
 - Area 3: working with HR to develop cross organisational training passports

Project Delivery Plan

Work Stream C: Developing Educational Infrastructure / Governance

Tranche 1: Develop
Educational Programme
Directors Network across
Sectors across LKSS.

Tranche 2: Assist STPs
develop educational
governance mechanisms

Tranche 3: Develop
Foundation Board

- **Tranche 1:** Develop the EPD Network to enable work within workstream B and check work stream A. Also offer peer support, develop educational workforce within the region and drive educational quality agenda. Opportunity to develop a robust sign off process, such as ARCP within the programme.
- **Tranche 2:** Enable STPs to develop educational governance mechanisms that fulfil HEE Mandate and local needs.
- **Tranche 3:** Creation of Foundation Board with representation of all stakeholders to oversee and provide governance for the programme.

Timeline

July	August	September	October	November	December	January	February	March
A1	A1	A1	A2	A2	A2			
		B1	B1	B1, B2	B1, B2	B1, B2	B1, B2	B1, B2
		C1, C2	C2	C2	C2	C2, C3	C2, C3	C2, C3

Discussion....

1. Do you agree with the strategy?
2. Do you agree with the project delivery plan?
3. Do you agree with the approach?
4. What is missing?
5. What are the potential challenges?
6. What are the opportunities?

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