

# Pharmacy Educational Programme Director Orientation Guide

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**Pharmacy**

**Workforce Training & Education Directorate, NHS England -  
London**

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# 1. Introduction

This guide has been developed by the Pharmacy team working within the Workforce, Training and Education Directorate at NHS England – London to support current and aspiring Pharmacy Educational Programme Directors (EPDs) working in NHS Trusts across London to orientate and familiarise themselves with:

- The role of an EPD.
- Our role.
- The educational programmes commissioned by us.
- The quality process involved in provision of educational programmes.
- The relationship between EPDs and our team.

An EPD in pharmacy oversees one or more training programmes, developing and implementing these 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 programmes and their development. They are also responsible for providing assurance that local training, and/or assessment, meets the criteria of the [HEE quality framework](#) and the General Pharmaceutical Council (GPhC) [Standards for the initial education and training of pharmacists](#), which requires organisations to ensure mechanisms are in place to monitor trainee progress, wellbeing, and equal opportunities.

EPDs should provide educational and training leadership for pharmacy staff within the department and liaise with educational teams within their organisation. It is therefore recommended that the EPD is a member of the local Senior Pharmacy team.

In summary, it is the role of the EPD to ensure requirements are in place for a trainee to successfully complete their training programme.

## 1.1 Our role

We, the Pharmacy team working within the Workforce, Training and Education Directorate at NHS England – London, aim to support pharmacy teams across London to ensure they have a sufficient and inclusive workforce with the knowledge, skills, values and behaviours to deliver compassionate high-quality health and care to the people they serve.

We have a responsibility to use our leadership and influence to assure and continuously improve the clinical learning environment. We do this by setting out expectations of the quality of clinical learning environments and carrying out interventions where there are concerns or risk. We work with system partners to ensure that there is appropriate educational governance and a commitment to provision of high-quality education, training and supervision. We also share details of good practice to enable widespread continuous improvement in pharmacy education and training.

## 1.2 How to use this document

When “we”, “our” or “us” are mentioned in this document we are referring to the Pharmacy team working within the Workforce, Training and Education Directorate at NHS England – London.

Health Education England (HEE) came together with NHS England to create a new organisation on 1 April 2023. National guidance documents cited in this document may refer to HEE and be hosted on the HEE website and our website remains [www.lasepharmacy.hee.nhs.uk](http://www.lasepharmacy.hee.nhs.uk) until the process of harmonisation with the new NHS England is complete.

Working through this guide will provide EPDs with an overview of pharmacy roles and associated programmes. There are links and prompts throughout for EPDs to explore how information within this guide will support educational provision within their organisation. We understand that local practices may differ from site to site.

Suggested tasks are provided throughout this document to aid orientation as an EPD, and support professional development.

**This guide is designed to supplement local EPD induction.**

## 2. Educational roles in pharmacy training

### **Practice Supervisor**

This is a healthcare professional who is a competent expert in their area of practice. They are selected, appropriately trained, and responsible for overseeing a specified trainee's work. They provide developmental feedback during a period of training within the training programme. This role requires the person to possess appropriate assessment skills.

Practice supervisors will support learners to identify opportunities for learning in the workplace. Practice supervisors provide supervision of trainees on a day-to-day basis, identifying trainees who may need to be signposted to further support. Practice supervisors must ensure they are up to date with their own training to carry out this role, especially if they are conducting any work-based assessments. Training may be found locally, nationally or via online modules such as e-learning for health (eLfH) [Core skills for Pharmacy Practice and Educational Supervisors](#).

### **Educational Supervisor**

This is a registered pharmacy professional who is selected and appropriately trained to be responsible for the overall supervision and management of a specified trainee's educational progress throughout their entire training programme, as opposed to a single period of training.

The educational supervisor is responsible for the trainee's educational agreement. This will include formal assessment and sign off. The educational supervisor should understand the range of learning, assessment, and support opportunities in the workplace. They should work collaboratively with colleagues to monitor and support the trainee's progression and foster learner autonomy. They should also be able to identify and support trainees who need help with personal or professional issues that affect their employment and educational performance.

Educational supervisors for foundation trainee pharmacists are known as [designated supervisors and for pre-registration trainee pharmacy technicians \(PTPTs\) as designated educational supervisors](#). Throughout this document, we will refer to both supervisor types as educational supervisors unless referring to specific requirements of training.

Educational supervisors must ensure they are up to date with their own training to carry out this role. Training may be found locally, nationally or via online modules such as e-learning for health (eLfH) [Core and Enhanced skills for Pharmacy Practice and Educational Supervisors](#).

Educational and practice supervisors play an important part in the development of trainees. 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.

## 2.1 Training and development for educational roles

We have 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 frameworks can be used as standalone tools for supervisors to identify the competences relevant to their role(s) and to demonstrate competence against criteria set by mapping their experience to them and identifying learning needs.

Information regarding appropriate training courses for supervisors can be found on our [webpage](#).

### Suggested Task

Familiarise yourself with the [Practice Supervisor Framework](#).

Familiarise yourself with the [Educational Supervisor Framework](#).

## 2.2 Professional development framework for educators

The Professional Development Framework for Educators is designed to guide educational practitioners in healthcare. The intention is to support their development as educators so in turn they can support learners. Each domain within the framework has been mapped to healthcare regulatory standards for education and training and to the [HEE Quality Framework](#). This framework aims to support EPDs in all professions. It is recommended that new EPDs utilise the educational supervisor's framework and map themselves against the Professional Development Framework for Educators to identify any learning needs.

### Suggested Task

Familiarise yourself with the [Professional Development Framework for Educators](#).

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

#### 3.1 Workforce planning

We are responsible for providing a financial contribution to training for the following programmes:

- Foundation Trainee Pharmacist Programmes – 26 or 52-week placements
- Pre-registration Trainee Pharmacy Technician Programmes – 104-week placement

EPDs will be responsible for liaising with Chief Pharmacists and other colleagues in the organisation in the planning of trainee numbers. We input workforce planning numbers into the annual [Multi-professional Education and Training Investment Plan \(METIP\)](#).

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

Trainee Group	Workforce Numbers Requested	Confirmed Commissions	Recruitment	Cohort Timeline
Foundation Trainee Pharmacists	September	Following May	Following September - November	July/August, 2 years from submitted workforce numbers
Pre-registration Pharmacy Technicians	September for both September and February starts within that academic year	Following May	Following May/June for September cohort and October/November for February cohort	Following September and February, 1 to 1.5 years from submitted workforce numbers

\*Timescales are subject to change due to NHS England/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 with and discuss this with them.

## 3.2 Financial contribution to training

A financial contribution is paid to trusts in line with the NHS Education Funding Agreement. It is paid quarterly in arrears and upon receipt of named trainees, against agreed placements. Payments are made in April, July, October, and January. For example, if your trainees start on 23 July, payment will be made from 1 August for 52 weeks (for foundation trainee pharmacists) and for 104 weeks for PTPTs. To process financial training contributions to NHS trusts, we require accurate trainee data.

Any changes to trainee employment status must be communicated to us as soon as possible via email to [england.wtepharmacy.london@nhs.net](mailto:england.wtepharmacy.london@nhs.net). Each year we will confirm in writing to Chief Pharmacists and copy to EPDs, the total number of confirmed trainee placements and the set financial contribution paid to employers for pharmacy trainees.

Once placement funding is confirmed and trainees are recruited into placements, we will distribute the relevant section of the NHS Education Funding Agreement for signing and returning. The agreement sets out requirements from both the provider organisation and us, for each trainee group receiving a training contribution and should be referred to as necessary.

### Suggested Task

Locate a copy of the number of confirmed placements letter and associated financial contribution for the relevant trainee group sent by us to Chief Pharmacists.

Read a copy of the current NHS Education Funding Agreement provided to you to familiarise yourself with the requirements.

### 3.2.1 Pre-registration Trainee Pharmacy Technicians data collection

We rely on consent as a legal basis for processing trainee information. PTPTs are not recruited through a national recruitment scheme as foundation trainee pharmacists are, therefore all PTPTs **must** complete a privacy declaration agreeing for us to process their data. Once completed a separate 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 supervisor; however, it is the EPDs responsibility to ensure both online forms are completed for all PTPT trainees in receipt of a training contribution from us. Refer to section 4.4.2 for changes in information.

### 3.2.2 Foundation Trainee Pharmacists

Foundation Trainee Pharmacists are recruited via the national foundation trainee pharmacist recruitment scheme utilising the Oriel IT platform and we access appropriate data from this. Refer to section 4.4.2 for changes in information.



## 4. Communications, collaboration and systems

### 4.1 Website

Our website hosts a wealth of information for all staff. Throughout this guide, we will direct you to areas of our website specific to the topics mentioned.

#### Task

Familiarise yourself with our team and who does what:  
<https://www.lasepharmacy.hee.nhs.uk/home/meet-the-team/>.

Visit our [Workforce and Quality page](#) for key information including our Educational Infrastructure change process.

### 4.2 Network Meetings

We organise and facilitate network events for Pharmacy EPDs across London. These events provide opportunity for participants to share learning and good practice, contribute to the development of training programmes and form working relationships.

Network meetings are held either face to face or virtually via MS Teams. EPDs and education and training leads on our mailing list are invited to attend these events. It is therefore essential that changes to educational infrastructure are reported to us via our [online form](#) to ensure mailings lists are kept up to date.

Participation is expected from all organisations employing a trainee where a training contribution is provided by us. If an EPD is unable to attend it is recommended that a representative be sent.

### 4.3 Moodle

We utilise the learning platform [Moodle](#) as our virtual learning environment. There is a dedicated Pharmacy Educators area within the Moodle site which includes programme specific 'zones' for foundation trainee pharmacists and pre-registration trainee pharmacy technician EPDs, as well as general information applicable to both educational programmes, such as resources. Each 'zone' also has a discussion forum where EPDs can post questions to be answered by their peers and an announcements function where we can post messages to EPDs.

EPDs for foundation trainee pharmacists also have access to the regional foundation trainee pharmacist programme which is hosted on Moodle.

To gain access to the Moodle site you will need to obtain a login. EPDs should receive their login when they complete our [Educational Infrastructure Change Form](#).

### Suggested Task

Log in to our [Moodle](#) site and familiarise yourself with the areas you have been enrolled to.

View our [Pharmacy Educators](#) course on Moodle and bookmark for future viewing.

## 4.4 Keeping us informed of changes

It is vital that the information we hold for trainees, their supervisors and EPDs and Education and Training Leads (if applicable), is up to date.

### Suggested Task

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

### 4.4.1 Changes in employment status for all trainees receiving a training contribution from us

Financial contributions are **only paid** to employers whilst trainees are employed and in accordance with the relevant section of the NHS Education Funding Agreement. If a trainee ceases employment, the EPD **must** inform us via email. Our email address is: [england.wtpharmacy.london@nhs.net](mailto:england.wtpharmacy.london@nhs.net).

If a foundation trainee pharmacist (FTP) ceases employment, the EPD together with the trainee's designated supervisor must ensure any outstanding evidence requiring assessment is completed and that the trainee's E-portfolio (see appendix A) is updated to reflect the learning outcomes that the trainee has met, and all relevant progress reviews are completed.

### 4.4.2 Process for all trainee changes

If there is a change to the FTPs programme, for example a change in DS, training placement or an extension is required. The trainee must complete the [GPhC change of foundation training details form](#) and send this to [prereg@pharmacyregulation.org](mailto:prereg@pharmacyregulation.org) and [england.wtpharmacy.london@nhs.net](mailto:england.wtpharmacy.london@nhs.net). If the trainee has an email address change, please email us directly.

Any changes for PTPTs can be sent via email to [england.wtpharmacy.london@nhs.net](mailto:england.wtpharmacy.london@nhs.net)

#### 4.4.3 Process for educational programme director changes

It is important that we know who the current EPD is within an NHS trust. EPDs are our main link with employers and whilst communications are circulated to many staff involved in the education and training of pharmacy trainees, one main contact is required\*. It is the EPD's responsibility to cascade relevant information within their organisation and lead on coordinating data submissions, and a variety of other activity.

Before trainees start their training, we will send the NHS Education Funding Agreement which outlines the responsibilities and financial arrangements for trainees between the employing organisation and us. The EPD should be named and is responsible for reading and returning the document to us.

If an EPD changes, please inform us by completing our [Educational Infrastructure Change Form](#).

\*it is recognised that some large trusts, may have more than one main contact.

## 5. Quality Management

We work with partners to plan, recruit, educate and train the current and future pharmacy workforce. We aim to support trainees to qualify and develop as clinical professionals, and provide high-quality care to the population they serve. We have responsibility for securing continuous improvement in the quality of education and training and, this should lead to 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 Funding Agreement. 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, workforce transformation is supported and a sustainable workforce supplied.

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

We are responsible for the oversight of quality within pharmacy education and training programmes across London. 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 London.

### Suggested Task

Read the [HEE Quality Strategy](#)

## 5.1 Local Education Governance

### 5.1.1 Local Faculty Group

All NHS trusts hosting trainees, where they are in receipt of a funding contribution from us, are required to have a Pharmacy Local Faculty Group (LFG) that meets a minimum of three times a year.

LFGs ensure that local education and training programmes are underpinned by each of the six core domains of the [HEE Quality Framework](#) 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 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 trainees and their educational supervisor, completion of learning outcomes and support needed to reach milestones.

Trusts may operate their Pharmacy LFG in different ways depending on the size of the organisation because holding the LFG with full membership may require the entire department, and may rely on representatives from many different groups, e.g. foundation trainee pharmacist designated supervisors, PTPT designated educational supervisors and practice supervisors. Smaller trusts may hold joint LFGs with other local trusts; agreements will need to be made to ensure confidentiality and quality assurance.

LFGs meetings should include:

- Progress against quality actions set by us (if applicable).
- Innovative and notable practice.
- Areas for development, including SMART objectives and action planning with individuals named against responsibilities.

Documents to support the running of LFGs can be found on our Moodle site within the Pharmacy Educators Course.

Some trusts have Education Academies that support pharmacy teams with the monitoring, oversight and responsibility for all general issues of educational governance and quality related to trainee education. Education Academies are typically multi-professional in their design and act as a support in the provision of all clinical education within a trust. We encourage you to contact your local Medical, Nursing, Allied Healthcare Professional (AHP) and Healthcare Science education and training leads to find out more about your organisation's approach to multi-professional education and training. Discussions could include how to develop inter-professional learning and assessment opportunities.

Suggested Task
Find out how Pharmacy LFGs are in your trust.
Obtain and read the minutes from the last LFG meeting.
Find out about your organisation's approach to multi-professional education and training.

### 5.1.2 Trainee representatives

All LFGs must have trainee representatives from all educational programmes where a training contribution is received from us. All trainees who undertake this representative role should receive training prior to attending the LFG. We provide a training pack for local in-house delivery which is available in the Pharmacy Educators area of our Moodle site.

Suggested Task
Check that trainee representatives in your organisation have been appropriately trained for their LFG role.
Access our training pack on the <a href="#">Pharmacy Educators Moodle</a> area under 'Resources for All EPDs'.

Trainees should provide feedback on their training to their local LFG trainee representative(s) for them to raise at each LFG meeting.

### 5.1.3 Trainee feedback

LFGs must consider trainee feedback to improve their systems, processes and programmes. Two different surveys are sent to trainees throughout the year, the annual [National Education and Training Survey \(NETS\)](#) and an end of training programme survey sent by us. Foundation Trainee pharmacists and PTPTs are expected to complete these surveys and EPDs should ensure they are provided with the time and access to do so.

The NETS gathers opinions from 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. Once the survey has closed, an anonymised summary of the feedback received is available via the NETS reporting tool. To maintain anonymity of trainees, it is not possible to view data for trusts where fewer than three trainees have responded, however performance across London can be viewed.

For further information about NETS visit the [website](#).

Our end of programme survey gathers destination data from trainees, including whether they have secured a job, and if so, what sector this is in and their reasons for taking this position.

#### Suggested Task

View the most recent trainee feedback for your organisation using the [NETS reporting tool](#).

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, regionally and nationally.

### 5.1.4 Trainee support process and guide

It is recognised that over the course of an educational programme, trainees require support to successfully complete their training. The Trainee Support guide outlines the processes recommended for pharmacy trainees (foundation trainee pharmacists and pre-registration trainee pharmacy technicians who are in training placements where we have provided a contribution to training), who require support or adjustments to their training.

#### Suggested Task

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

#### 5.1.4.1 Professional Support Unit

Currently the [Professional Support Unit](#) (PSU) provides a shared service of expert resources to support the professional development of clinicians in London. Pharmacy trainees can access a range of resources including one-to-one support and advice, career support 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.

## 5.2 Governance

### 5.2.1 Quality

Placement providers should have effective arrangements for educational governance and leadership to manage and improve the quality of education and training ([HEE Quality Framework](#), Domain 2). Regional Quality Teams support this through the collection and analysis of robust data and intelligence. They respond to quality concerns where they arise, as well as identify and spread good practice, so that we drive continuous quality improvement. At a strategic level they oversee and promote a consistent approach to quality management across our region, working collaboratively with our system partners, including health and professional regulators.

We no longer undertake routine quality visits. We have moved to a risk-based approach to educational governance, working in partnership with systems and other stakeholders. Regional Quality teams will work with organisations to provide further feedback and support continuous quality improvement. This work will inform the development of regional quality improvement plans.

### 5.2.2 Quality Assurance

As part of your organisation's educational governance arrangements, the trust Education Lead should complete an annual self-assessment of performance against our quality standards. This assessment enables organisations to provide us with assurance that a routine assessment of compliance against our standards has been undertaken.

A self-assessment encourages organisations to take ownership and responsibility for assessing the quality of their learning environments. It also enables organisations to put actions in place to address concerns arising as a result, seeking support (internally and externally) as required. It introduces, or reinforces, the importance of self-reporting or assessment as part of their monitoring approach, encouraging self-reflection and focus. Accountability sign off at a senior/executive level within the trust is expected prior to submission to us.

#### Suggested Task

Read any Quality Reports received by us (if applicable).



# Appendix A: Foundation Trainee Pharmacists

## 1. Introduction

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

Suggested Task
Familiarise yourself with the content of the GPhC foundation training webpages.
Review the <a href="#">GPhC foundation training manual</a> and understand what information is included in it.

## 2. Recruitment

Foundation Trainee Pharmacists are recruited via the national foundation trainee pharmacist recruitment scheme that utilises the Oriel IT platform. The scheme is evidence based and assesses applicants by situational judgement test and numeracy assessment for which they are allocated a score, and allows applicants to categorise the different foundation training programmes within the scheme that are available to them by:

- positively preferencing them in a ranked order,
- preferencing them without a ranked order,
- indicating programmes that are not wanted.

An algorithm within Oriel is then used to match an applicant's ranked score against their individual preferences for the programmes available to them and offers of foundation training are consequently made via Oriel.

The recruitment of trainees via the national scheme ensures a fair and equitable recruitment process for all eligible applicants and the scheme is mandatory for all employers to recruit foundation trainee pharmacists.

Employing organisations are expected to:

- Register foundation programmes with the national recruitment scheme by the registration deadline in March.
- Be aware of national recruitment timelines and associated processes at key points in the year.



- Engage in a timely manner with correspondence received in relation to the recruitment of foundation trainee pharmacists.

Further details about the scheme can be found on the national recruitment scheme [website](#). The [Employer Handbook](#) is a useful resource for understanding the scheme.

### Suggested Task

Familiarise yourself with the [recruitment process](#) for Foundation Trainee Pharmacists.

View the [Employer Handbook](#) and be aware of its contents.

## 3. Foundation Training Year Resources

### 3.1 Regional Resources

We produce an annual Foundation Trainee Pharmacist Programme Guide for EPDs and DSs which contains a detailed overview of our regional Foundation Trainee Pharmacist programme together with an annual Foundation Training Year Handbook aimed at Foundation Trainee Pharmacists and those involved in foundation training across London.

### Suggested Task

Read our Foundation Trainee Pharmacist Programme Guide for EPDs and DSs available on our [Moodle Pharmacy Educators](#) course, under Foundation Trainee Pharmacist EPD/DS zone.

View our Foundation Training Year Handbook and be aware of its contents, available on our [Moodle Pharmacy Educators](#) site, under Foundation Trainee Pharmacist EPD/DS zone.

### 3.2 National Resources

NHS England provides a national offering for all foundation trainee pharmacists regardless of the sector in which they are training of an assessment strategy, E-portfolio and curated set of learning resources. Further information can be found [here](#).

All secondary care employed trainees are required to use the national assessment strategy and E-portfolio.

The NHS England [Assessment Strategy](#) is designed to support the practice-based component of the foundation training year, and practice-based sign-off of the GPhC interim learning outcomes by the designated supervisor. The E-portfolio allows assessment tools and a range of assessment activities to be recorded and mapped to the interim learning outcomes.

### Suggested Task

Be familiar with the [NHS England Assessment Strategy](#).

Visit the [E-portfolio downloadable resources](#).

Visit the RPS e-portfolio [webinars](#).

#### 4. Foundation Trainee Pharmacist Programme

We provide a regional Foundation Trainee Pharmacist programme for hospital employed trainees across London which complements the national offerings for the foundation training year ([assessment strategy](#), [e-portfolio](#) and curated set of [learning resources](#)) and practical experience trainees will gain within the workplace.

Key aspects of the programme include:

- It is delivered online in terms and comprises mandatory e-learning via our Moodle site, online meetings, and formative regional assessments.
- Programme content aims to support foundation trainee pharmacists to prepare for practice as a newly qualified pharmacist, for sitting the registration assessment and to meet specific GPhC interim learning outcomes.
- Employers are expected to provide each trainee with 12 days (or equivalent number of hours) of protected time during their FTY, to complete the programme content.

Further information can be found in the Foundation Trainee Pharmacist Programme Guide for EPDs and DSs.

#### Suggested Task

View our [Foundation Trainee Pharmacist Programme on Moodle](#) and bookmark for future viewing.

#### 5. Suggested activities for inclusion in foundation programmes for FTPs

In partnership with EPDs and specialist pharmacists we have prepared suggested activities for trainees to undertake in some key areas of practice, to support consistent and comparable training experiences during the foundation training year:

- Clinical
- Mental Health
- Children and Young People

- Medicines Enquiry Answering
- Community Pharmacy
- Dispensary, Medicines Management and Procurement

It is recommended that EPDs compare the suggested activities provided in the above key areas of practice with local objectives and practice activities to identify any gaps, and for training programmes amended accordingly.

Minimum recommended numbers of dispensed, checked, and clinically screened items for competence logs are included within the Dispensary and Clinical activities respectively. This is intended as supportive guidance for workplaces, recognising that numbers may vary between organisations due to local governance arrangements, .

Further details can be found in the Foundation Trainee Pharmacist Programme Guide for EPDs and DSs.

## **6. External placement agreement during foundation training**

Where training programmes include placements outside of the employer organisation, the EPD may find it helpful to discuss with the placement provider, suggested activities for trainees to undertake during the placement (see section 5 above).

An example of an External Placement Agreement during Foundation Training is provided in the Foundation Trainee Pharmacist Programme Guide for EPDs and DSs and in our Moodle Pharmacy Educators area, under Foundation Trainee Pharmacist EPD/DS zone.

## **7. Governance, Review and Development**

The Foundation Trainee Pharmacist Programme Board is responsible for the governance and quality assurance of the regional Foundation Trainee Pharmacist Programme provided for foundation trainee pharmacists employed by hospitals across London.

Board membership includes employer representatives (Foundation Trainee Pharmacist EPDs and education and training leads), chief pharmacist and trainee representatives.

The regional Trainee Pharmacist Programme is reviewed, evaluated, and developed annually in line with national and regional drivers and regulatory changes such as implementing the GPhC Initial Education and Training of Pharmacists reforms.

Trainee representatives, trained for the role, gather feedback from foundation trainee pharmacists across London to present to the Programme Board and Foundation Trainee Pharmacist EPDs share feedback via employer representatives at board meetings and directly at EPD network events.

Broad themes raised during the annual National Education and Training Survey (NETS) are used regionally and locally to inform change.

## 8. Inductions

We provide online, regional induction for Foundation Trainee Pharmacists and designated supervisors at the start of the foundation training year (FTY) orientating them to the FTY, regional Foundation Trainee Pharmacist Programme and national Assessment Strategy, its use within foundation training and how it links to the national E-portfolio.

## 9. Approved foundation training

EPDs must ensure that their Trust's foundation training programme(s) for pharmacists is approved by the GPhC in time for the expected start date of their trainees. The deadline to submit a training accreditation application is usually 1 April each year. Applications sent after this date may take up to eight weeks to be processed.

Further information can be found on the GPhC website.

### Suggested Task

Familiarise yourself with the content of the [Applying to provide GPhC approved foundation training](#) webpage.

## Appendix B: Post-registration Pharmacist Pathway

### 1. Introduction

The objective for post-registration training is to support pharmacists in the early stages of their careers through a flexible, 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, to work flexibly across sectors, and in collaboration with other healthcare professionals.

The post-registration pathway is intended to help pharmacists make the transition to more independent learning and is a base from which pharmacists can extend their skills and develop their careers towards independent prescribing, advanced and consultant level practice.

Our current training offer for post-registration pharmacists is the national Newly Qualified Pharmacist Pathway.

### 2. Newly Qualified Pharmacist (NQPh) Pathway

The [Newly Qualified Pharmacist Pathway](#) aims to link the GPhC initial education and training of pharmacists reforms to a continuum of development into post-registration.

This pathway has been developed to provide consistency in the support available to newly qualified pharmacists across all sectors of pharmacy, and includes four core elements that contribute to developing newly qualified pharmacists' learning and growth:

1. Access to the Royal Pharmaceutical Society (RPS) Newly Qualified Pharmacist Pathway E-Portfolio.
2. Learning outcomes through the [RPS Post-registration Foundation Pharmacist Curriculum](#), developed in collaboration with the NHS England WT&E and other key stakeholders.
3. Access to a curated Learning Resources Library.
4. Access to Educational Supervision Support.



### 3. Key features

Newly qualified pharmacists will have a clear pathway that they can flexibly follow. The NQPh pathway is designed to:

- Complement existing workplace programmes and postgraduate learning.
- Provide a consistent approach to training across sectors and across organisations.
- Be learner-led and designed to fit around working practice.
- Be flexible and adaptable to support both learner and employer training needs.

The pathway supports learners to meet any new development needs as they enter newly qualified practice, and also provides a stepping-stone towards enhanced and advanced practice.

Pathway enrolment commences in early Autumn. Updates will be provided via our Pharmacy News bulletin which can be signed up to [here](#). Funding will be available from us to support provision of educational supervision by employers.

Employers will need to assign a learner with a workplace educational supervisor and ensure they have access to an e-portfolio which is mapped to the RPS post-registration foundation pharmacist curriculum.

For further information including eligibility, please see our website [Newly Qualified Pharmacist Pathway](#) or contact us at [england.wtpharmacy.london@nhs.net](mailto:england.wtpharmacy.london@nhs.net).

#### Suggested Task

Familiarise yourself with the [Newly Qualified Pharmacist Pathway](#).

Read the NQPh Pathway Resources: [Getting started](#) and [Educational Supervisor Guide](#).

# Appendix C: Pre-registration Trainee Pharmacy Technician Programme

## 1. Introduction

Pre-Registration Trainee Pharmacy Technician (PTPT) training is vocational and requires completion of:

1. a two-year combined competency and knowledge-based, GPhC-accredited course or GPhC-recognised qualification.
2. A 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 PTPT designated educational supervisor (DES) should be a GPhC registered pharmacy technician or pharmacist. The DES should have oversight of the PTPT's training and assessment in the workplace and have overall responsibility for supervising the trainee and signing their final supervisory declaration. This declaration is part of the application for GPhC registration. It includes confirmation that the trainee has demonstrated competence appropriate for a newly registered pharmacy technician by the end of their training and that they are a fit and proper person to be registered as a pharmacy technician.

NHS trusts must confirm PTPTs have completed all year 1 assignments and work-based activities to receive a financial contribution from us in year 2.

## 2. Recruitment

PTPTs are recruited directly by employers and complete a 104-week training placement. Prospective trainees must meet education provider entry requirements. This varies between providers but is usually a minimum of four GCSEs grade A-C/9-4 including Maths and English.

It is expected that organisation will recruit PTPTs as apprentices. Apprentices must also be eligible for apprenticeship funding and not hold qualifications of the same or higher level in a similar subject. If a visa is required for the PTPT to work, the visa must be valid for the full two-year training programme. Apprenticeship contracts should be full-time (minimum of 30 hours per week) with part-time hours offered by exception.

Further information regarding the [Government apprenticeship funding rules](#) can be obtained from NHS trust apprenticeship leads and the [Healthcare Apprenticeship Standards Online \(HASO\) website](#).

Prospective PTPTs must also be able to meet the [GPhC registration requirements](#) upon successful completion of the two-year PTPT training programme.

### 3. Education Provision

Organisations should utilise apprenticeship funding to cover education costs. EPDs 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.

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

**Please note:** Organisations receiving a contribution to training from us must ensure that their chosen provider delivers training and assessment of final accuracy checking of items dispensed by others.

We recommend NHS trusts utilise the National Framework for Pharmacy Apprenticeships managed by Salisbury NHSFT; however, trusts may undertake their own procurement exercise. A benefit of the framework is 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 follow the [Pharmacy Apprenticeships Employment Guide](#) for further information.

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

The [HASO website](#) offers a range of information and resources relating to apprenticeships.

### 4. Work-based training programme

PTPTs must be provided a dedicated day each week, throughout the duration of the training programme, to complete learning set by the apprenticeship/course provider. This should be part of their paid employment and may contribute towards their off-the-job training requirement for apprenticeship. It is recommended that additional time 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 two-year training programme and align with the education provider's schedule of work.

All PTPTs must receive an 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 NHS trusts can be found in the Pharmacy Educators area within our Moodle site.



### Suggested Task

Familiarise yourself with the level 3 Pharmacy Technician (Integrated) Apprenticeship Standard.

Familiarise yourself with the level 3 Pharmacy Technician Apprenticeship EPA assessment plan.

Visit and familiarise yourself with the PTPT EPD/ES Zone within the Pharmacy Educators area on Moodle.

## 5. Review and Development

Local PTPT programmes should be developed, reviewed and evaluated using several methods and with trainee representation included within the programme review. PTPT representatives should receive appropriate training to enable them to gather feedback from all their PTPT colleagues and present this feedback locally via LFGs. EPDs also have opportunity to share feedback and receive support at EPD network events and via the discussion forum on our Pharmacy Educator area on Moodle.

PTPTs are expected to complete the annual National Education and Training Survey (NETS), the results of which are used regionally, locally and nationally to inform change and quality improvements. Towards the end of their training programme, all PTPTs are required to complete our regional End of Training Programme Survey and EPDs should ensure PTPTs have time and access to the internet within their working day to complete the surveys.

## Appendix D: EPD Orientation Checklist

Section	Suggested Tasks
2.1	Familiarise yourself with the <a href="#">Practice Supervisor Framework</a> .
2.1	Familiarise yourself with the <a href="#">Educational Supervisor Framework</a> .
2.2	Familiarise yourself with the <a href="#">Professional Development Framework for Educators</a> .
3.2	Locate a copy of the confirmation of commissions letter and associated financial contribution for the relevant trainee group sent by us to Chief Pharmacists.
3.2	Read a copy of the current NHS Education Funding Agreement provided to you to familiarise yourself with the requirements.
4.1	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> .
4.1	Visit our <a href="#">Workforce and Quality page</a> for key information including our Educational Infrastructure change process.
4.3	Log in to our <a href="#">Moodle site</a> and familiarise yourself with the areas you have been enrolled to.
4.3	View our <a href="#">Pharmacy Educators</a> course on Moodle and bookmark for future viewing.
4.4	Visit our <a href="#">Workforce and Quality</a> web page and familiarise yourself with the Educational Infrastructure change process
5	Read the <a href="#">HEE Quality Strategy</a>
5.1.1	Find out how Pharmacy LFGs are in your trust.
5.1.1	Obtain and read the minutes from the last LFG meeting.
5.1.1	Find out about your organisation's approach to multi-professional education and training.

Section	Suggested Tasks
5.1.2	Check that trainee representatives in your organisation have been appropriately trained for their LFG role.
5.1.2	Access our training pack on the <a href="#">Pharmacy Educators Moodle</a> area under 'Resources for All EPDs'.
5.1.3	View the most recent trainee feedback for your organisation using the <a href="#">NETS reporting tool</a> .
5.1.3	Ensure trainees are aware of what is expected of them when feeding back through the National Education and Training Survey (NETS), and how the results of the survey help support improving quality in education and training locally, regionally and nationally.
5.1.4	Familiarise yourself with the <a href="#">Trainee Support Guide</a> .
5.2.2	Read any Quality Reports received by us (if applicable).

## Programme specific tasks

Appendix	Task
<b>A</b>	Familiarise yourself with the content of the GPhC foundation training webpages.
	Review the <a href="#">GPhC foundation training manual</a> and understand what information is included in it.
	Familiarise yourself with the <a href="#">recruitment process</a> for Foundation Trainee Pharmacists.
	View the <a href="#">Employer Handbook</a> and be aware of its contents.
	Read our Foundation Trainee Pharmacist Programme Guide for EPDs and DSs available on our <a href="#">Moodle Pharmacy Educators</a> course, under Foundation Trainee Pharmacist EPD/DS zone.
	View our Foundation Training Year Handbook and be aware of its contents, available on our <a href="#">Moodle Pharmacy Educators</a> site, under Foundation Trainee Pharmacist EPD/DS zone.
	Be familiar with the <a href="#">NHS England Assessment Strategy</a> .
	Visit the <a href="#">E-portfolio downloadable resources</a> .
	Visit the RPS e-portfolio <a href="#">webinars</a> .
	View our <a href="#">Foundation Trainee Pharmacist Programme on Moodle</a> and bookmark for future viewing.
	Familiarise yourself with the content of the <a href="#">Applying to provide GPhC approved foundation training</a> webpage.
	<b>B</b>
Read the NQPh Pathway Resources: <a href="#">Getting started</a> and <a href="#">Educational Supervisor Guide</a> .	
<b>C</b>	Familiarise yourself with the level 3 Pharmacy Technician (Integrated) <a href="#">Apprenticeship Standard</a> .
	Familiarise yourself with the level 3 Pharmacy Technician Apprenticeship <a href="#">EPA assessment plan</a> .
	Visit and familiarise yourself with the PTPT EPD/ES Zone within the <a href="#">Pharmacy Educators</a> area on Moodle.