School of Pharmacy and Biomolecular Sciences

PgCert/PgDip in Clinical Pharmacy for Secondary and Tertiary Care

Arrangements for Post-registration Foundation Pharmacist Support

Contents

INTRODUCTION

Following in the footsteps of medical education, the Postgraduate Diploma in Clinical Pharmacy for Secondary and Tertiary Care advocates workplace-based learning and uses real life cases / tasks to assess achievement of learning outcomes. Therefore, successful completion of the programme requires commitment from the Post-registration Foundation Pharmacist alongside practice-based and academic support. The term "Education Supervisor" has now been adopted by Health Education England (HEE) to identify someone that is responsible for the overall supervision and management of a specified individual's learning and educational progress during a training period (or series of periods). During this programme, post-registration foundation pharmacists are allocated two educational supervisors:

- Workplace Educational Supervisor
- Academic Educational Supervisor (i.e., Personal Tutor)

This document describes how this support will be provided. Please note that those undertaking the prescribing pathway in the 2nd year of the programme require a Designated Prescribing Practitioner (DPP) in place of a Workplace Education Supervisor for that period of training. The requirements for DPPs are listed on the application webpage for this course.

FACILITATING WORKPLACE-BASED LEARNING

Ideally, post-registration foundation pharmacists will rotate between clinical specialties every three to four months, as this will allow them to establish their role and provide a breadth of experience in the core therapeutic areas. Those that undertake prolonged rotations with little or no patient-facing activities or opportunities to offer clinical input will struggle to complete some of the assessments. Therefore, the programme team recommend at least 90 minutes per day of practice-based time (which includes **all** patient-facing activities and supervised learning events). Protected study time (e.g., to complete directed reading, formative learning activities or summative assessments) is not required.

Opportunities to attend a consultant / registrar ward round and / or a multi-disciplinary team (MDT) meeting provide excellent opportunities for learning as well as allowing a pharmacist to integrate into the multidisciplinary healthcare team. Whilst there is no specific requirement for post-registration foundation pharmacists to attend these, the programme team at LJMU strongly encourage such attendance. Those working at specialist Trusts are likely to benefit from some experience in a more general hospital at some point during their studies if this is feasible and whilst working in a more specialist environment are encouraged to consider all of a patient's co-morbidities when reviewing patients to allow application of therapeutic knowledge gained to everyday practice.

RESPONSIBILITIES OF INDIVIDUALS

DEPARTMENTAL LEAD FOR EDUCATION AND TRAINING

Each employing organisation should have a nominated senior pharmacist that leads on education and training for their department. This may be a dedicated role for that individual, but some may assume this responsibility alongside another key role (e.g., Clinical Services Manager). It is important that this individual is employed at a sufficiently senior level within the pharmacy department (i.e., at 8a grade or above) to empower them to fulfil this role. The lead for education and training will provide oversight of support for the Post-registration Foundation Pharmacist in the workplace by ensuring:

- Allocation of a suitable Workplace Educational Supervisor before the Post-registration Foundation Pharmacist enrols on the programme
- Confirming arrangements for payment of the fees if the department agrees to pay some or all of them
- Ensuring workplace education supervisors and practice supervisors are trained in the use of supervised learning events and providing feedback. The university offers training sessions to support these individuals
- Addressing problems raised by post-registration foundation pharmacists about their workplace education supervisors and practice supervisors
- Escalating concerns that a Post-registration Foundation Pharmacist has about their practice-based time

WORKPLACE EDUCATIONAL SUPERVISOR

Usually, a single Workplace Education Supervisor is allocated for the duration of the programme, but if cross-site working is more likely to occur at a Trust, it may be more feasible to allocate a different one for each rotation the Post-registration Foundation Pharmacist undertakes. Pharmacists intending to fulfil this role must have:

- Current registration with the General Pharmaceutical Council
- A minimum of three years post-registration experience, preferably in the hospital sector
- A postgraduate diploma in clinical pharmacy (or equivalent award)
- Good all-round clinical knowledge and practical clinical skills
- Excellent communication skills, both verbal and written
- Ability to motivate / inspire others
- A keen interest in developing others
- A commitment to continuing professional development
- Good time management skills

Workplace educational supervisors should provide their tutees with mentorship and guidance on developing their clinical practice. As a minimum, a Workplace Education Supervisor should:

- Meet with their Post-registration Foundation Pharmacist at least once per month to discuss general progress and identify any difficulties they may be having. A form will be provided to log the outcomes of these meetings
- Facilitate completion of supervised learning events (SLEs) for their Post-registration Foundation Pharmacist. Whilst the use of other suitable practice supervisors is encouraged to facilitate a range of opinions, workplace education supervisors should complete some of these themselves to gain first hand insight of performance
- Provide specific and prompt feedback on any SLEs completed – ideally this will be the same day, but should be no later than the following day
- Approve their post-registration foundation pharmacist's list of nominated peers for obtaining multi-source feedback
- Escalate performance issues (including a lack of engagement with the programme) to the departmental lead for education and their Post-registration Foundation Pharmacist's Academic Educational Supervisor

Post-registration foundation pharmacists may request that their written assignments are proof-read before submission to the university. To avoid breaches of the university's academic misconduct policy, feedback should be limited to highlighting:
- Inaccuracies or ambiguities identified
- Spelling, grammar and punctuation errors
- Sections of the assignment brief or marking criteria that have not been included or addressed – e.g., whilst it would be reasonable to highlight that the evidence base for a particular area was not discussed, the trials that should be discussed cannot be disclosed to the Post-registration Foundation Pharmacist

Since the needs of individual post-registration foundation pharmacists will vary, some may need additional support and guidance, e.g.
- Advice on how to logically approach patient management and the level of research involved in clarifying and resolving problems
- Preparation for (and participation in) ward rounds
- Tuition in therapeutics

The programme team recognises the challenges of cross-site working and that service needs may require Post-registration Foundation Pharmacist to work on a different site to their workplace education supervisors for prolonged periods (e.g. up to four months). During this time, the contact time between the Post-registration Foundation Pharmacist and their Workplace Education Supervisor can be maintained by:

- The Workplace Education Supervisor visiting the site where the Post-registration Foundation Pharmacist is working to conduct supervised learning events and monthly meetings
- Suitably experienced (and trained) pharmacists based at the site where the Post-registration Foundation Pharmacist is working condcuting the required supervised learning events
- Using video conferencing facilities (e.g. MS Teams or Zoom) or the telephone to conduct the monthly meetings – whilst exchanging e-mails is a good way to keep in regular contact it isn't suitable for these meetings

PRACTICE-BASED SUPERVISORS

Other relevant personnel (see page 9) can conduct SLEs and should:

- Read the guidance produced by LJMU on conducting SLEs
- Attend training (offered by LJMU) on SLEs and providing feedback
- Honour dates for SLEs with Post-registration Foundation Pharmacist, or if late cancellation is necessary re-arranging for the earliest mutually convenient date
- Provide specific and prompt feedback on any SLEs completed – ideally this would be the same day, but should be no later than the following day
- Liaise with the Post-registration Foundation Pharmacist's Workplace Education Supervisor if there are any concerns about their performance in any SLE

ACADEMIC EDUCATIONAL SUPERVISORS

Each Post-registration Foundation Pharmacist is allocated an Academic Educational Supervisor (in line with LJMU's Personal Tutoring policy). During the first year of the programme, these individuals will conduct four tutorials (via Microsoft Teams) with their Post-registration Foundation Pharmacist to discuss themes such as:

- Engagement with the programme, as evidenced by:
    - Completion of asynchronous learning materials (e.g., quizzes, discussion board contributions) on Canvas (LJMU's virtual learning environment)
    - Attendance at study days
    - Completion of feedback surveys following study days
- Development of and progress with their personal development plan (PDP)
- Reviewing the Post-registration Foundation Pharmacist's portfolio and progress with collecting the evidence required

- Progress with the next assignment
- Feedback for the previous assignment
- Multi-source feedback obtained via the peer assessment tool

The Post-registration Foundation Pharmacist's Academic Educational Supervisor will escalate any evidence of insufficient engagement to the Post-registration Foundation Pharmacist's Workplace Education Supervisor and Departmental Lead for Education and Training.

SUPERVISED LEARNING EVENTS (SLEs)

"Time for training", a review of the European Working Time Directive on the quality of training for junior doctors, states that medical training and the delivery of patient care are inextricably linked and acknowledges that most training should occur in a workplace environment. Most doctors reported to the General Medical Council demonstrate communication or interpersonal problems rather than a lack of knowledge. Following in the footsteps of medical education, pharmacy education and training has moved towards a more competency-based approach (which covers more than just knowledge and decision-making), ultimately requiring assessment of practitioners in the workplace.

Supervised Learning Events (SLEs) use real-life patients and scenarios to assess specific knowledge (and its application), skills and behaviours. They are essentially developmental tools and thus help individuals to identify their strengths as well as areas for improvement through the provision of formative feedback. Although SLEs are not summative (i.e., no mark is given), they can still help to identify those in difficulty so that additional guidance and support can be offered aid their development. SLEs have greater educational value if ost-registration foundation pharmacists:

- Select a wide variety of cases / scenarios
- Select (some) more challenging cases / scenarios
- Spread out the SLEs - if SLEs are completed over a short space of time it is not possible to demonstrate progression
- Use a range of assessors (to improve reliability) - however, assessors should have been trained in the use of these tools to reduce inter-assessor variability
- Reflect on the feedback received and use it to help develop a personal development plan

The Royal Pharmaceutical Society has updated its suite of SLEs that can be used to construct a portfolio of evidence to demonstrate achievement of its Post-registration Foundation Curriculum. The use of these will be discussed further during the training sessions provided by LJMU.

WHO CAN BE AN ASSESSOR?

Assessors must have an appropriate level of experience in practice to be able to provide objective feedback on a student's performance. For the purposes of this programme, assessors must be either:

- Pharmacists that are working at band 7 grade or above and have either a PgDip in Clinical Pharmacy (or equivalent experiential learning). Pharmacists that are currently studying a PgDip (even if they are in the final stages and / or are working in a band 7 post) cannot be assessors
- Doctors that have completed the General Medical Council's Foundation Programme
- Nurse prescribers

The exceptions to this requirement are:

- Some Direct Observation of Non-clinical Skills assessments (e.g. tasks undertaken in the aseptic unit) may be assessed by senior pharmacy technicians
- Any staff member that the trainee has worked with on a regular basis can be asked to complete the peer assessment tool. A more balanced picture of a trainee's performance is achieved if a variety of peers is used – i.e., doctors, nurses, pharmacists and pharmacy technicians of different grades

Ideally, assessors should be trained in the use of the SLE tools and providing effective feedback. All Workplace Education Supervisors are invited to on-line training sessions, and this can be extended to other practice-based supervisors as appropriate.

RESPONSIBILITIES RELATING TO SLEs

Post -registration Foundation Pharmacists are responsible for:

- Familiarising themselves with the different SLEs and feedback forms
- Arranging dates for SLEs with an appropriate assessor
- Identifying appropriate assessors (see above). Any SLEs conducted by inappropriate assessors will not be recognised as suitable evidence in a portfolio and may result in the delaying of a student passing a module if they need to replace that piece of evidence
- Choosing a variety of case / scenario types for the assessments (i.e., minimise repetition of cases on one therapeutic topic)
- Recognising learning opportunities in the workplace and using them for SLEs (e.g., discussing a challenging on-call query)
- Undertaking any preparation required for a SLE
- Reflecting on feedback received for each SLE

- Promptly informing both their Academic Educational Supervisor and their department's lead for education and training if they have trouble arranging SLEs or they are not receiving adequate/timely feedback from assessors.

Assessors are responsible for

- Familiarising themselves with the different SLEs and feedback forms
- Honouring any dates scheduled for SLEs or in the event of an unexpected cancellation, re-arranging for the earliest mutually convenient date
- Providing timely feedback - ideally the same day but the following day at the latest.

PRACTICE IMPROVEMENT PROJECTS

During the first six months of the 2nd year, all post-registration foundation pharmacists study the "Improving Healthcare Practice" module, which involves completion of a practice improvement project. Details of the project's requirements will be circulated approximately one month before the start of the module, and it is recommended that topics are identified in August (for September cohorts) or February (for March cohorts). Post-registration foundation pharmacists submit a proposal to LJMU (for formative feedback) approximately five to six weeks after the start of the module. Therefore, if projects are changed after the proposal has been submitted this will is likely to delay completion of the module.