

# Pharmacy Educational Programme Director Orientation Guide

13 June 2023, Version 5

**Pharmacy**

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

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# 1. Introduction

This guide has been developed 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 us.

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), part of which requires EPDs 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 commissioned training programme.

## 1.1 Our role

We, the Pharmacy team working within the Workforce, Training and Education Directorate at NHS England – London, aim to ensure that pharmacy teams across London 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.

## 1.2 How to use this document

When “we” 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. It is appreciated that the intricacies of local practices may differ from site to site.

Blue boxes with task descriptors are provided throughout this document and it is recommended that these tasks are completed 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 and provide supervision of trainees on a day-to-day basis, identifying trainees requiring additional support. Practice supervisors are involved in, and contribute to, a work-based learning culture<sup>1</sup>.

### 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<sup>2</sup>.

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 for learning 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 requiring additional support, including interfacing with employment performance management procedures.

Educational supervisors for trainee pharmacists are known as [designated supervisors](#). Throughout this document, we will refer to designated supervisors as educational supervisors unless referring to specific requirements of trainee pharmacists and the foundation training year.

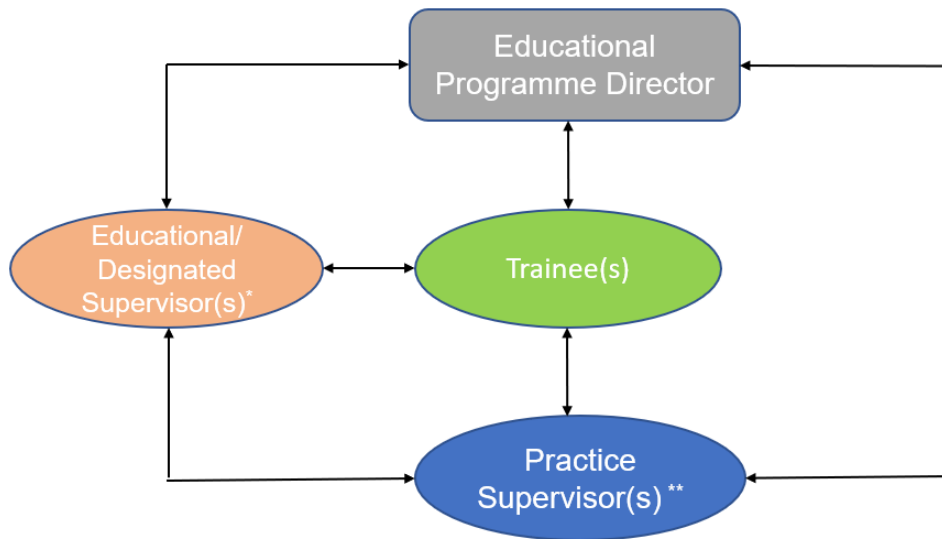
Educational and practice supervisors play an important part in the development of trainees. Diagram 1 below, shows how the roles interact with each other and the trainee. It is important that all trainees have a named educational supervisor and are aware of the practice supervisors who will oversee their day-to-day training.

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<sup>1</sup> <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>

Diagram 1



\* There may be occasions where there are more than one ES/DS  
 \*\* There may be more than one practice supervisor for any programme

## 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 competencies 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](#).

Task	Date completed
Familiarise yourself with the <a href="#">Practice Supervisor Framework</a> .	
Familiarise yourself with the <a href="#">Educational Supervisor Framework</a> .	

## 2.2 Professional development framework for educators

The Professional Development Framework<sup>3</sup> for Educators was developed by the [Multiprofessional Faculty Development \(London and South East\) Team](#) at Health Education England. It has been designed to guide educational practitioners in healthcare in their development as educators to support their learners. Each domain within the framework has been mapped to healthcare regulatory standards for education and training and to the HEE Quality Framework<sup>4</sup>. This framework meets the needs for all EPDs. It is recommended that new EPDs utilise the educational supervisor’s framework and map themselves against the Professional Development Framework for Educators and identify any learning needs.

Task	Date completed
Familiarise yourself with the <a href="#">Professional Development Framework for Educators</a> .	

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<sup>3</sup> [https://london.hee.nhs.uk/sites/default/files/professional\\_development\\_framework\\_for\\_educators\\_2022.pdf](https://london.hee.nhs.uk/sites/default/files/professional_development_framework_for_educators_2022.pdf)

<sup>4</sup> <https://www.hee.nhs.uk/our-work/quality/hee-quality-strategy>

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

#### 3.1 Workforce planning

We are responsible for commissioning and funding the following programmes:

- Foundation 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. 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 NHSE/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.

#### 3.2 Financial contribution for commissioned trainees

A financial contribution is currently paid to trusts via the NHS Education Contract. It is paid every quarter in arrears and upon receipt of named trainees, against agreed commissions. 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 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 [pharmacy.london@hee.nhs.uk](mailto:pharmacy.london@hee.nhs.uk).

Each year we will confirm in writing to Chief Pharmacists and copy to EPDs, the total number of confirmed trainee commissions and the set financial contribution paid to employers for pharmacy trainee commissions.

Once commissions are confirmed and trainees recruited into placements, we will distribute the NHS Education Contract annex for the provision of training for signing and returning. The annex sets out requirements from both the provider organisation and us, for each commissioned trainee group and should be referred to as necessary.

Task	Date completed
Locate a copy of the confirmation of commissions letter and associated financial contribution for the relevant trainee group sent by us to Chief Pharmacists.	
Read a copy of the current NHS Education Contract annex for the provision of training to familiarise yourself with the requirements.	

### 3.2.1 Pre-registration Trainee Pharmacy Technicians (PTPT) data collection

We rely on consent as a legal basis for processing trainee information. PTPTs are not recruited through a national recruitment scheme as 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 commissioned by us.

### 3.2.2 Foundation Trainee Pharmacists

Trainee pharmacists are recruited via the national foundation trainee pharmacist recruitment scheme utilising the Oriol IT platform and we access appropriate data from this. Any changes to this data should be made via our [Trainee Change Form](#).

## 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	Date completed
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> .	
Visit our <a href="#">Workforce and Quality page</a> for key information including our Educational Infrastructure change process.	

### 4.2 Network meetings

We organise and facilitate network events for EPDs across London of pharmacy trainees commissioned by us. 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. An outlook calendar invitation for network meetings is sent to network members on our mailing lists. It is therefore essential that changes to educational infrastructure are reported to us via our [online form](#) to ensure mailings lists are up to date.

### 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 trainee pharmacists and pre-registration trainee pharmacy technicians (PTPT) 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 trainee pharmacists will also have access to the regional 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](#).

Task	Date completed
Log in to our <a href="#">Moodle</a> site and familiarise yourself with the areas you have been enrolled to.	
View our <a href="#">Pharmacy Educators</a> area and bookmark for future viewing.	

#### 4.4 e-Portfolio for Foundation Trainee Pharmacists

NHS England has a contract with the Royal Pharmaceutical Society (RPS), in collaboration with Axia Digital, to deliver an e-portfolio system for all foundation trainee pharmacists in England.

All secondary care employed trainees are required to use this 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.

A series of videos, templates, and user guides to help trainees and their designated supervisors navigate the e-portfolio have been developed. This includes a 'getting started' guide, guide for other users (collaborators and EPDs) and Frequently Asked Questions (FAQs).

Webinars on the use of the e-portfolio can be found on the RPS website.

Task	Date completed
Be familiar with the NHS England <a href="#">Assessment Strategy</a> .	
Visit the Pharmacy <a href="#">E-portfolio downloadable resources</a> .	
Visit the RPS e-portfolio <a href="#">webinars</a> .	

#### 4.5 Keeping us informed of changes

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

Task	Date completed
Visit our <a href="#">Workforce and Quality</a> web page and familiarise yourself with the Educational Infrastructure change process.	

#### 4.5.1 Changes in employment status for all commissioned trainees

Financial contributions for commissioned trainee posts are **only paid** whilst trainees are employed by the organisation and in accordance with our provision of training annex to the NHS Education Contract. If a trainee ceases employment, the EPD **must** inform us via email to [pharmacy.london@hee.nhs.uk](mailto:pharmacy.london@hee.nhs.uk).

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

#### 4.5.2 Processes for 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 should be done via our [Trainee Change Form](#). Upon receipt of this form, we will ensure our databases and relevant systems are updated.

Trainee pharmacists must inform the [GPhC via their change process](#), of a change or addition of a designated supervisor. The trainee must send a copy of the completed GPhC change of foundation training details form to [traineepharmacist@hee.nhs.uk](mailto:traineepharmacist@hee.nhs.uk) to update the E-portfolio system.

#### 4.5.3 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 an annex to the NHS Education Contract which outlines the responsibilities and financial arrangements for trainees between the employing organisations and us. The EPD should be named on this annex 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, to provide high-quality care to the population they serve. The Care Act 2014 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, 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.

Task	Date completed
Read the <a href="#">HEE Quality Strategy and HEE Quality Framework</a> .	

## 5.1 Local Education Governance

### 5.1.1 Local Faculty Group

All NHS trusts hosting trainees commissioned by 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. 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. trainee pharmacist designated supervisors, PTPT educational supervisors, dispensary 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.

Trusts may wish to utilise technology to facilitate running their LFGs, with many utilising conference calling and virtual platforms to provide individuals working on different sites, and departments the opportunity to feed into and attend the LFG. Documents to support the running of LFGs can be found on our Moodle site within the Pharmacy Educators area.

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, 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.

Task	Date completed
Find out how Pharmacy LFGs have been run historically in your trust.	
Obtain and read the minutes from the last LFG meeting.	
Find out about your organisation’s approach to multi-disciplinary education and training.	

### 5.1.2 Trainee representatives

All LFGs must have trainee representatives from all commissioned educational programmes. All trainees who undertake this 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.

Task	Date completed
Find out if your trainees 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’ and ensure your trainees are appropriately trained.	

Trainees should provide feedback on their training to their local LFG trainee representative(s) for the next 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. 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 trainee numbers are three or less, however performance across London can be viewed.

Further information about NETS is available [here](#).

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. The survey also gives trainees an opportunity to feedback on resources we have produced or procured for their programme and their responses inform how these resources are used for future cohorts.

Task	Date completed
View the most recent trainee feedback for your organisation using the <a href="#">NETS reporting tool</a> .	
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.	

#### 5.1.4 Trainee support process and guide

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

Task	Date completed
Familiarise yourself with the <a href="#">Trainee Support Guide</a> .	

##### 5.1.4.1 Professional Support Unit

The Professional Support Unit (PSU)<sup>5</sup> provides a shared service of expert resources to support the professional development of clinicians in London. Pharmacy trainees commissioned by us can access a range of resources including one-to-one support and advise, career support and

<sup>5</sup> <https://london.hee.nhs.uk/professional-development/professional-support-unit>



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 and 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.

#### 5.2.1.1 Quality Assurance

As part of your organisation's educational governance arrangements, the trust Education Lead should complete a 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 and putting activity 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 at a senior/executive level within the trust will also be introduced as sign off will be expected prior to submission to us.

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

# Appendix A: Foundation Trainee Pharmacists

## 1. Introduction

Trainee pharmacists 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.

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

## 2. Recruitment

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 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.

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 hospital employers to recruit trainee pharmacists into commissioned foundation programmes.

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 trainee pharmacists.

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

Task	Date completed
Familiarise yourself with the <a href="#">recruitment process</a> for TPs.	
View the <a href="#">Employer Handbook</a> and be aware of its contents.	

### 3. Foundation Training Year Resources

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

Task	Date completed
Read our Trainee Pharmacist Programme Guide for EPDs and DSs available on our <a href="#">Moodle Pharmacy Educators</a> site, under 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 Trainee Pharmacist EPD/DS zone.	

### 4. Trainee Pharmacist Programme

We provide a regional trainee pharmacist programme for hospital employed trainee pharmacists 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 trainee pharmacists 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 live events, and formative regional assessments.
- Programme content aims to support trainees 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 Trainee Pharmacist Programme Guide for EPDs and DSs.

Task	Date completed
View our <a href="#">Trainee Pharmacist Programme on Moodle</a> and bookmark for future viewing.	

## 5. Suggested Activities for Inclusion in Foundation Programmes

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 foundation training:

- 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 training programmes amended accordingly.

Minimum recommended numbers of dispensed, checked, and screened items for accreditation logs are included within the Dispensary and Clinical activities respectively as support for workplaces, recognising that numbers may vary between organisations due to governance arrangements, Chief Pharmacist opinion and for trainees who are struggling.

Further details can be found in the 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 the suggested activities in advance with the placement provider for inclusion in the placement if applicable. An example of an External Placement Agreement during Foundation Training is provided in the Trainee Pharmacist Programme Guide for EPDs and DSs and on Moodle for use or local adaptation.

Further details can be found in the Trainee Pharmacist Programme Guide for EPDs and DSs and on our Moodle Pharmacy Educators area, under Trainee Pharmacist EPD/DS zone.

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

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

Board membership includes employer representatives (Trainee Pharmacist EPDs and education and training leads), chief pharmacists 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 trainees across London to present to the Trainee Pharmacist Programme Board and 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 sessions for Trainee Pharmacists and designated supervisors at the start of the foundation training year (FTY) orientating them to the FTY and regional Trainee Pharmacist Programme and in early Autumn on the HEE Assessment Strategy, it's use within foundation training and how it links to the E-portfolio.

## 9. Approved Foundation Training

EPDs must ensure that their trust's foundation programme(s) is approved by the GPhC in time for their trainees' anticipated start date. 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.

Task	Date completed
Familiarise yourself with the content of the <a href="#">GPhC applying to provide GPhC approved foundation training</a> webpage.	

# Appendix B: Post-registration Pharmacist Programme

## 1. 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, 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.

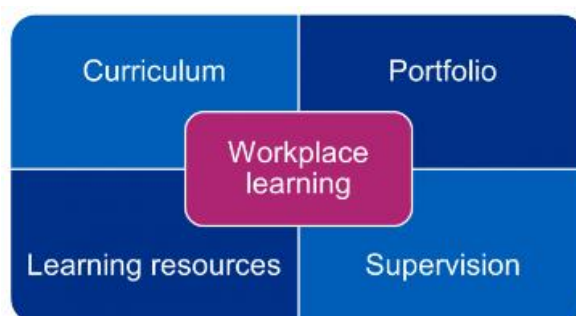
Our current programme for post-registration pharmacists is the national Newly Qualified Pharmacist Pathway.

## 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) E-Portfolio.
2. Learning outcomes through the [RPS Post-registration Foundation Pharmacist Curriculum](#), developed in collaboration with us and other key stakeholders.
3. Access to a curated Learning Resources Library.
4. 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 not only meet any new development need identified from the GPhC reforms to the initial education and training of pharmacists, but also provides a stepping-stone towards enhanced and advanced practice.

Registration for the NQPh pathway commences in early Autumn. Updates will be provided through the initial education and training of pharmacists newsletter which can be signed up to [here](#).

For further information, please contact us at [pharmacy.london@hee.nhs.uk](mailto:pharmacy.london@hee.nhs.uk).

Task	Date completed
Familiarise yourself with the <a href="#">Newly Qualified Pharmacist Pathway</a> .	
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 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 PTPT designated educational supervisor should be a GPhC registered pharmacy technician or pharmacist. They should have oversight of the trainee'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 trainees have completed all year 1 assignments and work-based activities to receive financial contribution from us in year 2.

## 2. Recruitment

PTPTs are recruited locally 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.

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. Apprenticeship contracts should be fulltime (minimum of 30 hours per week) with part-time hours offered in exception only. Further information regarding apprenticeship funding<sup>6</sup> rules can be obtained from NHS trust apprenticeship leads and the [Healthcare Apprenticeship Standards Online \(HASO\) website](#).

Prospective trainees must also be able to meet the GPhC registration requirements<sup>7</sup> upon successful completion of the two-year PTPT training programme.

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<sup>6</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1155957/Apprenticeship\\_funding\\_rules\\_2324\\_Version\\_1.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1155957/Apprenticeship_funding_rules_2324_Version_1.pdf)

<sup>7</sup> <https://www.pharmacyregulation.org/sites/default/files/document/criteria-for-registration-as-a-pharmacy-technician-in-great-britain-jan-2021.pdf>

### 3. Education Provision

Only apprenticeship/education 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.

Education provision of PTPTs in NHS trusts is 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.

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

### 4. Work-based Training Programme

It is a programme requirement that PTPTs are given one full day per week of study time 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 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 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 NHS trusts can be found in the Pharmacy Educators area within our Moodle site.

Task	Date completed
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 reviewed, evaluated, and developed 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 invited to complete the annual National Education and Training Survey (NETS), the results of which are used regionally and locally 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 are expected to ensure PTPTs have time and access to the internet within their working day to complete the surveys.

## Appendix D: EPD Orientation Checklist

Section	Task	Date Completed
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 Contract annex for the provision of training 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> area and bookmark for future viewing.	
4.4	Trainee Pharmacist EPDs to be familiar with the <a href="#">HEE Assessment Strategy*</a> .	
4.4	Trainee Pharmacist EPDs to visit the Visit the Pharmacy <a href="#">E-portfolio downloadable resources*</a> .	
4.4	Trainee Pharmacist EPDs to visit the Visit the RPS e-portfolio <a href="#">webinars</a> .	

Section	Task	Date Completed
4.5	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 and HEE Quality Framework.</a>	
5.1.1	Find out how Pharmacy LFGs have been run historically 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-disciplinary education and training.	
5.1.2	Find out if your trainees have been appropriately trained for their LFG role.	
5.1.2	Access our training pack on the Pharmacy Educators Moodle area under 'Resources for All EPDs' and ensure your trainees are appropriately trained.	
5.1.3	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.	
5.1.4	Familiarise yourself with the <a href="#">Trainee Support Guide.</a>	
5.2.1.1	Read any Quality Reports received by us (if applicable).	

\*For trainee pharmacist EPDs only

## Appendix Specific tasks

Appendix	Task	Date Completed
A	Familiarise yourself with the content of the <a href="#">GPhC foundation training webpages</a> .	
	Review the GPhC foundation training manual and understand what information is included in it.	
	Familiarise yourself with the <a href="#">recruitment process</a> for TPs.	
	View the <a href="#">Employer Handbook</a> and be aware of its contents.	
	Read our Trainee Pharmacist Programme Guide for EPDs and DSs available on our <a href="#">Moodle Pharmacy Educators</a> site, under 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 Trainee Pharmacist EPD/DS zone.	
	View our <a href="#">Trainee Pharmacist Programme on Moodle</a> and bookmark for future viewing.	
	Familiarise yourself with the content of the <a href="#">GPhC applying to provide GPhC approved foundation training</a> webpage.	
B	Familiarise yourself with the <a href="#">Newly Qualified Pharmacist Pathway</a> .	
	Read the NQPh Pathway Resources: Getting started and Educational Supervisor Guide.	
C	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.	