

HEE LaSE Short Duration (Taster) Placements for Trainee Pharmacists

Supervisor Guide



Foundation Training Year 2022/ 2023

**Supporting educational training partnerships and cross-sector
training development between pharmacy sectors**

1. Overview

1.1 Contents of the Placement Supervisor Guide

This **HEE LaSE Short Duration (Taster) Placement for Trainee Pharmacists Supervisor Guide** contains sections to help the placement supervisor develop a short duration cross-sector placement for Trainee Pharmacists (TP). The suggested placement duration is at least 2 weeks; however, this should be agreed between the Placement Supervisor and the Trainee Pharmacist's employing organisation.

Contents

1. Overview	2
1.1 Contents of the Placement Supervisor Guide.....	2
1.2 Acknowledgements	3
1.3 Background and Aims	4
1.4 Role of the employing organisation supervisors and leads during short duration (taster) placements.....	4
1.5 Roles and Responsibilities of the Placement Supervisor.....	5
1.6 Leave requests during Placements	6
1.7 Working hours during Placements.....	6
1.8 Raising concerns during Placements	6
1.9 Supervisor training and support resources	7
1.10 Trainee Pharmacist resources to support placements.....	7
2. Pre-placement Preparation	8
2.1 Placement Templates for Supervisors in Sector-specific Workbooks.....	8
2.1.1 Suggested Placement Learning Objectives	9
2.1.2 Suggested Pre-placement Learning Resources.....	9
2.1.3 Self-assessment Quiz	9
2.1.4 Induction Checklist.....	9
2.1.5 Sample Placement Timetable	10
2.1.6 Placement Resources	10
2.1.7 Placement Activities and Tasks	10
2.2 Placement Supervisor Pre-placement Checklist.....	11
3. During the Placement	12
3.1 Supervised Learning Events (SLEs).....	12

4. End of Placement 12

4.1 End of Short Duration (Taster) Placement - Supervisor Feedback Form 13

5. Placement Evaluation 14

6. Further Support and Points of Contact for Short Duration (Taster) Placements 14

7. Glossary & Abbreviations 14

1.2 Acknowledgements

This guide has been adapted from the HEE LaSE Trainee Pharmacist Programme Guide for Educational Programme Leads and Designated Supervisors 2022-23, HEE LaSE Foundation Training Year Handbook 2022-23 (available through Moodle) and the [HEE Trainee Pharmacist in GP Practice Foundation Training Handbook 2022-23](#).

1.3 Background and Aims

Cross-sector training is recognised as a model to develop Trainee Pharmacists' understanding of the different roles of pharmacists across health and care sectors, as well as the roles of professions involved in patient care within the system.

These short duration (taster) placements have been developed as an **introduction** for Trainee Pharmacists to experience other pharmacy sectors.

The placement resources have been designed to provide an opportunity for the development of new cross-sector partnerships and to enable new partners to implement new cross-sector placements more easily. They could also be used by TPs, Designated Supervisors (DS) and Educational leads to support and add more structure to existing cross-sector placements.

These placements could also enable placement providers to see how hosting a Trainee Pharmacist could work for longer placements e.g. through the HEE-commissioned [Trainee Pharmacist in GP Practice programme](#).

Cross-sector placements also give Trainee Pharmacists an opportunity to widen their professional sector experience and to gain learning and evidence to support completion of the GPhC learning outcomes.

The placement guides and workbooks provide the placement supervisor with a range of **suggested** objectives, activities, resources, and templates to help them with this task. It is not mandated that all the suggested objectives and workbook sections will be covered during the placement.

For 2022-23 Foundation Training year, templates and resources have been developed for the following sectors:

- Community Pharmacy
- GP Practice and Primary Care Networks (PCNs)
- Hospital Pharmacy.

Remember that Trainee Pharmacists are **NOT** registered healthcare professionals. They cannot work autonomously and all activities they carry out must be under the supervision of a suitably qualified supervisor.

1.4 Role of the employing organisation supervisors and leads during short duration (taster) placements

The employing organisation Designated Supervisor (DS) has overall responsibility for a Trainee Pharmacist as per GPhC foundation training year requirements.

The DS/ Educational lead supporting the Trainee Pharmacist going on placement should:

- Provide the placement provider with information regarding key **pre-employment checks** needed e.g., DBS checks and Occupational health screening if required.

- Consider any additional HR processes that are needed to enable a placement, such as the need for honorary contracts and confirm these with the placement provider.
- Complete any **pre-placement tasks** e.g., IT smartcards access.
- Identify **key learning outcomes** to achieve during the placement.
- Agree the placement **learning objectives and placement timetable** with the placement supervisor prior to the start of the placement.
- If there are changes to the original GPhC training plan, the employing organisation DS/Educational lead should review and submit an **updated training plan** to the GPhC if required:
https://www.pharmacyregulation.org/sites/default/files/document/applying-for-approval-for-provision-of-pharmacist-foundation-training-january-2022_0.docx
- Share any additional information regarding the Trainee Pharmacist that may be relevant to the placement supervisor (following TP consent).

Hospital supervisors should consider using the existing HEE LaSE External Placement Agreement during Foundation Training. The purpose of this agreement is to ensure that HEE commissioned trainees within London, Kent, Surrey, and Sussex receive the highest possible quality of training and experience during a placement within another organisation with which they are not employed. This is found in the HEE LaSE Trainee Pharmacist Programme Guide for Educational Programme Leads and Designated Supervisors 2022-23.

1.5 Roles and Responsibilities of the Placement Supervisor

The lead supervisor will be the pharmacist placement supervisor. Additional supervision for some of the training is encouraged and may be provided by other pharmacy healthcare professionals, doctors, nurses, and other staff members e.g., practice manager, reception team.

The placement supervisor will be responsible for the following:

- Acting as the lead supervisor and **point of contact** for the TP at the placement site to ensure patient safety and clinical governance requirements are maintained.
- Ensuring the Trainee Pharmacist has an alternative point of supervision and support when they are unavailable or when they are with other staff.
- Reviewing the **learning needs** provided by the Trainee Pharmacist and including these in the placement, where this is possible.
- Advising the Trainee Pharmacist on any **mandatory training** and reading required before the start of the placement.
- **Setting and agreeing the placement objectives, induction, activities, and placement timetable** with the TP and employing organisation supervisor prior to the start of the placement and ensuring pre-placement requirements for hosting the Trainee Pharmacist are in place.
- Providing **feedback** on tasks and activities completed by the Trainee Pharmacist.
- Raising any **concerns** regarding a TP's professional behaviour and competence with the Designated Supervisor or Educational lead at the employing organisation.

Further details regarding the role of educational leads and practice supervisors and the respective frameworks can be found on the [HEE LaSE website under Educational Frameworks](#).

Supervisor meetings required during the placement

The placement supervisor should aim to meet with the Trainee Pharmacist 3 times during the placement:

- On **Day 1** for induction and to discuss the objectives, placement timetable and activity resources for the short duration placement.
- **Mid-placement** to review placement timetable progress and adjust as required. To review any evidence and tasks completed by the TP, as appropriate, and to share any feedback on their progress to date.
- At the **end of the placement** to discuss the TP's progress and reflections on the placement experience and to give the TP any additional feedback.

1.6 Leave requests during Placements

As the placements are of a short duration, TPs have been advised that they should not schedule annual leave or lieu time during the placement. However, there may be circumstances where **annual leave, study leave, or emergency leave** is needed during a placement.

Trainee Pharmacists have been advised that they should agree this with **both** the placement supervisor **and** their organisation DS/ Educational Lead.

Sickness Leave:

If the Trainee Pharmacist is sick during the placement and unable to work, it is the TP's responsibility to:

- Inform their **placement supervisor**
- Inform their **Designated Supervisor and/or Educational Lead**
- Ensure they follow their required employer sickness reporting processes.

1.7 Working hours during Placements

Trainee Pharmacists should continue to work their contracted hours during the placement.

Any reasonable adjustments to these must be agreed with the employing organisation DS/ Educational lead and the TP before the start of the placement.

1.8 Raising concerns during Placements

Placement supervisors have a professional responsibility to raise genuine concerns about a Trainee Pharmacist. During the foundation training year, TPs must only carry out tasks at which they are competent, or are learning under supervision to be competent at, so that patient safety is not compromised.

For short duration (taster) placements, placement supervisors should contact the Designated Supervisor or Educational lead at the employing organisation to discuss any concerns they have regarding a Trainee Pharmacist's professional behaviour and competence.

1.9 Supervisor training and support resources

HEE do not currently mandate training for supervisors of Trainee Pharmacists. We strongly encourage all training sites and employers to ensure that all supervisors have reviewed and have completed appropriate training relating to educational supervision skills.

[HEE Quality Framework](#): The HEE Quality Framework for education and training sets out the expectations for quality within the work-based learning environment.

Additional resources available for educational supervision training can be found on the [HEE Trainee Pharmacist Foundation Training Year – Designated Supervisor Resources website](#) and [HEE Trainee Pharmacists in GP Practice – Foundation Training Handbook](#).

HEE LaSE provide a regionally commissioned training course for supervisors through Propharmace. Further details can be found on the [HEE LaSE website under Supervisor training](#).

Supervisor training support and resources for primary care may also be available through your Integrated Care System (ICS) Training hub.

If further guidance is needed regarding supervision training for short duration (taster) placements, please contact the HEE LaSE team Early Careers team: lasepharmacy@hee.nhs.uk.

1.10 Trainee Pharmacist resources to support placements

A separate short duration (taster) placement **Trainee Pharmacist Guide** has been developed which includes:

- Information about placement supervision and Trainee Pharmacist responsibilities during the placement
- Leave arrangements and working hours.
- Pre-placement Preparation guidance including the Trainee Pharmacist Pre-Placement Preparation Checklist

Sector-specific Workbooks have been created to support and direct the Trainee Pharmacist to maximise opportunities from their placement. Trainee Pharmacists could use the workbook to identify their learning needs, refer to suggested learning resources and activities and map their evidence to the [GPhC Interim Learning Outcomes for Foundation Training Year](#) to upload to their e-portfolio. TPs could also link this to their Personal Development Plan (PDP).

The Sector-specific Workbooks include templates and resources to support **placement supervisors** to develop and implement short duration (taster) placements. See [Section 2.1](#).

Each workbook is divided into 3 core sections:

- Section A: **Preparation** for the placement,
- Section B: **Resources, activities, and tasks** for **during** the placement
- Section C: **End** of placement activities.

2. Pre-placement Preparation

2.1 Placement Templates for Supervisors in Sector-specific Workbooks

For 2022-23 Foundation Training year, sector-specific workbooks are available for the following:

- Community Pharmacy
- GP Practice and Primary Care Networks (PCNs)
- Hospital Pharmacy.

The following templates and resources have been included in the **Sector-specific Workbooks** to support supervisors to develop and implement short duration (taster) placements:

- Pre-placement:
 - [Suggested Placement Learning Objectives](#) (Section 2.1.1)
 - [Suggested Pre-placement Learning Resources](#) (Section 2.1.2)
 - [Self-assessment Quiz](#) (Section 2.1.3)
- During placement:
 - [Induction Checklist](#) (Section 2.1.4)
 - [Sample Placement Timetable](#) (Section 2.1.5)
 - [Placement Resources](#) (Section 2.1.6)
 - [Placement Activities & Tasks](#) (Section 2.1.7)

The placement supervisor is responsible for setting the placement objectives, placement timetable and activities for the placement.

Placement Supervisors should refer to the Sector-specific Workbook **at least 2 weeks** before the placement to:

- Review and amend the templates and resources as needed, taking into consideration:
 - Any learning needs identified by the TP and/ or employing organisation DS/ Educational lead
 - The placement requirements, duration, and service provision.
 - The placement supervisor and team capacity and availability.
- Share, discuss and agree the induction plan, placement objectives, placement timetable, resources and activities with the employing DS/ Education lead and the TP as required.

It is important to note that the agreed placement objectives and activities should be Trainee Pharmacist-led.

2.1.1 Suggested Placement Learning Objectives

The sector-specific workbook includes a list of suggested learning objectives and potential activities that could be undertaken by the TP during their placement. These have been mapped to the relevant GPhC interim learning outcomes 2022-23.

Placement supervisors should review and decide which of the suggested placement learning objectives and activities can be achieved as part of the placement.

Objectives chosen will depend on:

- The Trainee Pharmacist's training needs and placement objectives to meet the GPhC Interim Learning Outcomes. These should be shared by the TP before the start of the placement to enable the supervisor to set the objectives in advance of the placement.
- The placement requirements and supervising capacity.

The chosen activities should then be incorporated into the **placement timetable** to ensure the TP meets the placements objectives.

2.1.2 Suggested Pre-placement Learning Resources

The documents and websites in the sector-specific workbook are **suggested** reading provided to help the Trainee Pharmacist prepare for the short duration (taster) placement.

2.1.3 Self-assessment Quiz

The Trainee Pharmacist should complete the sector-specific Self-assessment Quiz **before the start** of their placement and again at the **end of their placement** to see what they have learned from the experience. This should then be uploaded to the 'Miscellaneous Evidence Upload' section in the Trainee Pharmacist's HEE e-portfolio or to a relevant section of the portfolio for non-HEE Trainee Pharmacists and could be used to support a record of evidence.

2.1.4 Induction Checklist

The suggested induction checklist template in the 'During Placement' section of the sector-specific workbook should be completed by the Trainee Pharmacist with their placement supervisor before or on Day 1 of the placement.

Any local requirements for COVID-19 testing and risk assessment needed for the placement should be confirmed and shared with the Trainee Pharmacist before the start of the placement.

A COVID-19 Risk Assessment Template has been included in each workbook. This is not mandated to be completed but may be adapted as necessary to fit local needs, or a local COVID-19 risk assessment could be used instead.

2.1.5 Sample Placement Timetable

A sample placement timetable has been included in the sector-specific workbooks.

Placement timetables have been designed for each individual sector with suggested activities for a 2-week placement. Gaps have been intentionally included as this should be adapted by the placement supervisor based on local placement plans and TP requirements.

2.1.6 Placement Resources

The placement resources section signposts Trainee Pharmacists to resources and e-learning they may find useful to explore during their placement and as part of their professional development. They are **not mandated**, and TPs **are not required to complete or read all the resources before or during the placement**.

2.1.7 Placement Activities and Tasks

The resources and tasks provided in the workbooks should support Trainee Pharmacists to lead the placement objectives and activities in the placement timetable.

The placement supervisor will review the activity resource sections, tasks and topics with the TP to indicate which topics are relevant to the placement.

2.2 Placement Supervisor Pre-placement Checklist

Before the placement starts, the placement supervisor should follow the checklist in Table 1 below.

Table 1: Placement Supervisor Pre-placement Checklist	Tick if completed
1. Organise a suitable area where the Trainee Pharmacist could work.	
2. Arrange IT access and training if required to support placement activities e.g., arrange a smartcard, book in any locally required IT training, ensure TP will have computer access and log in details.	
3. Confirm any additional requirements to host the placement with the Trainee Pharmacist and/or Designated Supervisor/ Educational lead e.g., occupational health, DBS checks, need for honorary contracts.	
4. Check and confirm if any mandatory training is required before the start of the placement. Confirm if any training already completed by the TP for their employer will be accepted e.g., information governance, safeguarding.	
5. Review the sector-specific workbook for the placement and adapt the suggested templates to ensure they meet the needs of the placement site.	
6. Review and amend the induction checklist and COVID-19 Risk Assessment templates and ensure they meet the placement requirements – see Section 2.1.4 .	
7. Review and agree the placement objectives and activities – see guidance under Section 2.1.1	
8. Review and add any additional placement training requirements to be completed by the TP before the start of the placement – see Section 2.1.2	
9. Use the template provided and the sector-specific workbook to create a placement timetable to meet local needs and placement objectives – see Section 2.1.5 .	
10. At least 2 weeks before the start of the placement, share the following with the Trainee Pharmacist: a) Decision of which agreed objectives will be covered during the placement. b) A copy of the placement timetable (where possible, this may be a draft with the final plan shared on first day of the placement) c) Any mandatory training that may be required to be completed before the start of the placement and how to complete this.	
11. Agree working hours and leave requests during the placement with the Trainee Pharmacist and/or employing organisation DS/ Educational lead, as appropriate.	
12. Ensure you have informed HEE LaSE that you are using the short duration (Taster) placement resources to implement a cross-sector placement. You can do this by emailing lasepharmacy@hee.nhs.uk or by completing the Short Duration (taster) Placement Form online form on the HEE LaSE TP page.	

3. During the Placement

Please refer to [Section 1.5](#) on Roles and Responsibilities of the placement supervisor.

3.1 Supervised Learning Events (SLEs)

During the placement, Trainee Pharmacists may ask supervisors to complete a supervised learning event (SLE) assessment. Short duration placement supervisors are not expected to be able to complete SLEs as part of the placement. However, placement supervisors may complete SLEs if they feel confident and competent and have previous experience using these tools.

Further guidance and resources regarding Supervised Learning Events can be found on the [HEE Trainee Pharmacist Foundation Year website](#) under:

- [HEE Trainee Pharmacist Foundation Year - Assessment Strategy](#) (Section 3.5.1 - Supervised Learning Events)
- [HEE Trainee Pharmacist Foundation Year - E-portfolio and downloadable resources](#) including SLE forms.

If a placement supervisor is unsure about how to complete SLE assessments and requires further support, please contact the HEE LaSE team: lasepharmacy@hee.nhs.uk.

4. End of Placement

At the end of the short duration (taster) placement meeting, Trainee Pharmacists should refer to:

- the **learning objectives** table and
- complete the **Self-assessment Quiz** in the workbook to identify further learning needs and development opportunities.

These should be discussed with the placement supervisor and may support the TP to complete an end of placement reflective account and placement feedback.

The end of placement **reflective account** (in the HEE e-portfolio tab) could be used as evidence for the Trainee Pharmacist E-portfolio.

The placement supervisor should also complete the **Feedback Form** below so that the Trainee Pharmacist could upload this as an attachment to their E-portfolio reflective account evidence for the placement. This form is also included in the Sector-specific placement workbook.

4.1 End of Short Duration (Taster) Placement - Supervisor Feedback Form

Trainee Pharmacist Name:			
Placement Supervisor Name:			
Placement Sector:		Placement Duration:	
Placement supervisor feedback on Trainee Pharmacist's development during the taster placement			
Placement supervisor feedback on areas the Trainee Pharmacist could further develop, or additional learning needs identified during placement.			
Agreed learning action points with Trainee Pharmacist (using SMART objectives)			
Placement Supervisor Signature & Date			
Trainee Pharmacist Signature & Date			

5. Placement Evaluation

The HEE LaSE Short Duration (Taster) Placement guides and workbooks are pilot resources to support cross-sector placements. It is important that HEE LaSE gain feedback from stakeholders, supervisors and Trainee Pharmacists who use the guides and workbooks. This will enable HEE LaSE to continuously improve the resources to ensure they support TPs, supervisors, and organisations.

All placement supervisors and TPs who use the short duration (taster) placement resources will be asked to provide feedback through the HEE LaSE placements evaluation process.

6. Further Support and Points of Contact for Short Duration (Taster) Placements

For further support and guidance on the HEE LaSE resources, templates, and advice for setting up short duration (taster) placements, please contact the HEE LaSE Early Careers team: lasepharmacy@hee.nhs.uk

7. Glossary & Abbreviations

DS	Designated Supervisor(s) responsible for having oversight of the Trainee Pharmacist's training and for signing off their competence at the end of the Foundation Training Year. They will work with placement partners to support the TP in meeting the learning outcomes. Overall responsibility and sign off for the foundation training year remains with the employing organisation DS.
GPhC	General Pharmaceutical Council, the independent regulator for pharmacists, pharmacy technicians and pharmacy premises in Great Britain.
HEE LaSE	Health Education England London and South East
iLO	GPhC Interim Learning Outcomes for Foundation training year
Placement supervisor	Lead pharmacist supervisor for short duration (taster) placements. They will be responsible for acting as point of contact for TPs on placement, reviewing the TP learning needs, organising TP induction, setting placement objectives, activities, and placement timetable, and providing feedback on tasks and activities completed by the Trainee Pharmacist.
SLEs	Supervised learning events are structured assessment tools that TPs and their supervisor(s) may use to record and reflect on performance of a practice-based assessment activity e.g., patient consultation, to record which GPhC iLOs it provides evidence for, and agree next developmental steps.
TP	Trainee Pharmacist who is undertaking their foundation training year

END