

# HEE LaSE Short Duration (Taster) Placements for Trainee Pharmacists

## Trainee Pharmacist 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 Trainee Pharmacist Guide

This **HEE LaSE Short Duration (Taster) Placement for Trainee Pharmacists (TP) Guide** has been developed to support you during your short duration (taster) placement across pharmacy sectors. It contains a Pre-Placement Preparation Checklist which should be completed at least 2 weeks before your placement.

A separate **Sector-specific Workbook** has been created to enhance your experience and help you to maximise opportunities from your placement. This guide should be used **in conjunction** with the sector-specific workbook.

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## 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 for Trainee Pharmacists is recognised as a model to develop your understanding of the different roles of pharmacists across health and care sectors, as well as the roles of other professions involved in patient care within the system.

In addition, it will enable you to understand a different perspective on pharmacy and patient services to benefit your own professional practice and to improve patient care. Cross-sector training also enhances your knowledge and builds professional working relationships between pharmacy and other professions to gain learning and evidence to support completion of the GPhC learning outcomes.

These short duration (taster) placements have been designed as an **introduction** for Trainee Pharmacists to experience other pharmacy sectors. It is **not** expected that you will be a competent pharmacist in that sector after completion of this short duration (taster) placement.

Remember that as a Trainee Pharmacist you are not registered and **cannot work fully autonomously**. All activities you complete must be under the supervision of a suitably qualified supervisor – this can be a pharmacist, pharmacy technician, nurse, GP, or other appropriate healthcare professional.

## 1.4 Suggested Placement Learning Objectives

This programme provides a wide range of suggested objectives to support your placement supervisor build your placement objectives and timetable.

It is not expected or mandated that all the suggested objectives and activities in the workbook will be completed during a short duration (taster) placement. This is because the placement is of a short duration; and the delivery of training and supervision to meet the objectives will depend on the sector service model, resource capacity and staff availability.

You should share any learning needs, GPhC interim Learning Outcomes (iLO) you would like considered for inclusion during the short duration (taster) placement **at least 2 weeks before** the start of the placement. This will enable the placement supervisor time to develop the placement timetable. See also under Trainee Pharmacist Pre-placement Preparation.

Final objectives to be covered during the placement will be agreed between the placement supervisor and the Trainee Pharmacist. These should also be agreed with the employing organisation Designated Supervisor/ Educational lead.

### Remember!

This is a short *introduction* to a different pharmacy sector. It may **not be possible** to cover all the suggested objectives or related activities, or all the GPhC learning outcomes you would like to complete during this time.

## 1.5 Role of your employing organisation supervisors and leads during short duration (taster) placements

Your employing organisation Designated Supervisor (DS) has overall responsibility for your foundation training year as per GPhC requirements.

Your DS/ Educational lead should:

- Support you to provide the placement supervisor with information regarding key **pre-employment checks** needed e.g., DBS checks and Occupational health screening if required.
- Support you to complete any **pre-placement tasks** e.g., IT smartcards access as needed.
- Agree the key **learning outcomes and learning objectives** to achieve during the placement with you and/or the placement supervisor, as required.

## 1.6 Roles and Responsibilities of your 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 staff, doctors, nurses, and other staff members e.g., practice manager, reception team.

The placement supervisor will be responsible for:

- Acting as the **lead supervisor** and **point of contact** for you for any queries or advice before and during the placement.
- Ensuring you have an alternative point of supervision and support when they are unavailable or when you are with other staff.
- Creating an **induction** process and advising on any **mandatory training** required.
- Reviewing your **learning needs** and including these in the placement where this is possible.
- **Setting and agreeing the placement objectives, induction, activities, and placement timetable** with you and your employing organisation DS/ Educational lead as required prior to the placement.
- Providing you with **feedback** on any tasks and activities completed during the placement.
- Raising any **concerns** regarding your professional behaviour and competence with the Designated Supervisor or Educational lead at the employing organisation.
- Ensuring that patient safety and clinical governance requirements are maintained during your placement.

### Supervisor meetings required during the placement

You should aim to meet with your placement supervisor 3 times during the placement:

- On **Day 1** for induction and to discuss your objectives, placement timetable and activities for the short duration placement.
- **Mid-placement** to review placement timetable progress and adjust as required. To review any evidence and tasks completed, as appropriate, and to share any feedback on your progress to date.
- At the **end of the placement** to reflect on and share your experience of the placement, reflect on your learning outcomes, and for the placement supervisor to share their feedback on areas that went well or where further development may be required.

## 1.7 Responsibilities of the Trainee Pharmacist during Placements

The placement is designed to be **Trainee Pharmacist-led**.

- You are responsible for **proactively** ensuring the placement objectives and related activities identified by the placement supervisor are completed, where possible.
- You should aim to complete the placement tasks and activities that align to the placement timetable and flag any challenges to this with your placement supervisor.
- You will **need to be flexible** and understand that not all suggested objectives and activities could be completed in a short placement.
- You should be aware that the **placement timetable may need last-minute adjustments** due to changes outside of the control of the placement supervisor, depending on service priorities, patient clinical priorities, and staff supervisor availability.

## 1.8 Leave requests during Placements

As the placements are of a short duration, it is advised that you should not schedule annual leave or lieu time during the placement.

### Leave or Emergency Leave:

If you need to take **annual leave, study leave or emergency leave** during your placement, you should agree this with **both** the placement supervisor **and** your organisation DS/ Educational lead.

### Sickness Leave:

If you are **sick during your placement** and are unable to work, it is your responsibility to:

- Inform your **placement supervisor**
- Inform your **Designated Supervisor and/or Educational Lead**
- Ensure you follow your employer sickness reporting processes.

## 1.9 Working hours during Placements

You are expected to continue to work your usual contracted hours during the short duration (taster) placement.

You should confirm your working hours with your supervisors at least 2 weeks before the start of the placement. Any reasonable adjustments to working hours during the placement must be agreed with the placement supervisor and your employing organisation DS/ Educational lead before the start of the placement.

## 1.10 Raising concerns during Placements

You should raise any concerns you have regarding your short duration (taster) placement with your placement supervisor, employing organisation DS/ Educational lead and/or as part of a Trust's local faculty group.

You are encouraged to first try to resolve any concerns you may have with your placement provider and your employing organisation, before escalating to HEE LaSE Pharmacy.

For pharmacists on the HEE LaSE foundation training year programme, see the Foundation Year Handbook for further guidance.

For pharmacists not on a HEE LaSE foundation training year programme, please refer to your local training programme guidance.

## 1.11 Sector-specific Workbooks

A separate **Sector-specific Workbook** has been created to enhance your experience and help you maximise opportunities from this placement. It is not intended to cover all aspects of that sector but should support you to lead the placement objectives and activities in the placement timetable. You are encouraged to explore topics and roles beyond the questions and activities provided to gain full benefit from this placement.

You could use the workbook to identify your learning needs, refer to suggested learning resources and activities and map your evidence to the [GPhC Interim Learning Outcomes for Foundation Training Year](#) to upload to your e-portfolio. You could also link this evidence to your Personal Development Plan (PDP).

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 Trainee Pharmacist Pre-placement Checklist

At least 2 weeks **BEFORE** the placement starts, you should follow the checklist below.

Note that some processes may take more than 2 weeks to complete if required e.g., additional requirements such as DBS checks.

| Table 1: Trainee Pharmacist Pre-placement Checklist   | Tick if completed |
|---|-------------------|
| 1. Contact the placement supervisor to introduce yourself.  |                   |
| 2. Check any <b>occupational health</b> or other similar requirements with the placement supervisor and share any evidence required for these e.g., DBS checks, vaccinations status.  |                   |
| 3. Ask the placement supervisor if there is any <b>mandatory training</b> to be completed before the placement, and check if any existing mandatory training completed with your employer is transferable.  |                   |
| 4. Confirm any <b>additional requirements</b> checks required for the placement with your Designated Supervisor/ Educational lead and Placement Supervisor e.g., occupational health, DBS checks, need for honorary contracts.  |                   |
| 5. Confirm any <b>COVID-19 risk assessment or testing requirements</b> with your placement supervisor – see below.  |                   |
| 6. Ask the placement supervisor if there are any <b>dress code</b> requirements.  |                   |
| 7. Identify <b>potential GPhC interim learning outcomes</b> you would like to complete during the placement. <ul style="list-style-type: none"> <li>a. These will need to be agreed with your placement supervisor.</li> <li>b. These should also be agreed with DS/ Educational lead, where possible.</li> </ul> |                   |
| 8. Consider experiences or opportunities you would like to complete that support your foundation training learning outcomes during your placement. <ul style="list-style-type: none"> <li>a. You could use the <b>suggested placement objectives</b> section in the sector-specific workbook.</li> </ul>          |                   |
| 9. Complete the <b>suggested pre-placement learning</b> in the sector-specific workbook where possible.   |                   |
| 10. Complete the <b>self-assessment quiz</b> in the sector-specific workbook to identify your learning needs.   |                   |
| 11. Access the placement provider <b>website</b> (if available) to understand their organisation structure, patient population and identify services they deliver.  |                   |
| 12. Agree working hours and leave requests with your placement supervisor and designated supervisor.  |                   |



## 2.2 COVID-19 guidance or your placement

- You may be required to complete a COVID-19 risk assessment and testing prior to the start of your placement.
- You should **confirm any COVID risk assessment or testing requirements** or processes **with your placement supervisor** at least **2 weeks before** your placement. If you are in a COVID-19 at-risk group requiring additional adjustments, you should discuss these with your employing organisation DS/ Educational lead and placement supervisor.

## 3. During the Placement

The placement supervisor will 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.

**Please refer to the Sector-specific Workbook for suggested objectives, resources, and activities.**

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

### 3.1 Supervised Learning Events (SLEs)

You may ask a placement supervisor to complete an SLE during a short duration placement. However, it is important to remember that some supervisors may not have experience with using these tools. Also, as the placements are short in duration, placement supervisors are not required to complete the training required to complete an SLE.

If your supervisor is not confident to complete an SLE, consider alternative ways your supervisor could document assessment of your learning. Pharmacy technicians and other health professionals who have the appropriate experience or training can complete SLEs such as MiniCEX, CBDs, DOPS or MRCF, provided this is agreed with the placement supervisor.

## 4. End of Placement

At the end of your short duration (taster) placement, you should meet your placement supervisor for an end of placement review. Please refer to the Specific-sector Workbook for recommended activities and tasks and to complete the End of Placement Feedback Form.

## 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. Glossary & Abbreviations

|                             |   |
|-----------------------------|---|
| <b>DS</b>                   | 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. |
| <b>GPhC</b>                 | General Pharmaceutical Council, the independent regulator for pharmacists, pharmacy technicians and pharmacy premises in Great Britain.   |
| <b>HEE LaSE</b>             | Health Education England London and South East  |
| <b>iLO</b>                  | GPhC Interim Learning Outcomes for Foundation training year   |
| <b>PDP</b>                  | Personal Development Plan. Trainee Pharmacists should complete a Learning Needs Analysis as part of this placement and link placement learning and outcomes to their personal development plan (PDP).   |
| <b>Placement supervisor</b> | 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.                           |
| <b>SLEs</b>                 | 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.  |
| <b>TP</b>                   | Trainee Pharmacist who is undertaking their foundation training year  |

**END**