

Transcript

Elsbeth Boxall

Hello and welcome to the next in our series of NES Pharmacy podcasts. Today we're joined by Leanne Murphy from the FTY training team at NES, and Eleanor Payton from the Prescribing and Clinical Skills team from NES. So, welcome Leanne and Eleanor. Thanks for joining us. Um, and today we are gonna discuss some of the most frequently asked questions about the reforms to the Foundation Training Year and these questions have been taken from questions that you have posted on the Turas Learn homepage. Um, and just pick some of the most common ones just now. So, first of all, Leanne, going to you. One of the most common questions that has come up is quite naturally for people, they're thinking, if I've been a Designated Supervisor before, what is actually gonna change for me?

Leanne Murphy

Yeah. So, I think supervisors are all likely, we are now the, in the 25/26 training year. Um, it's going to be a one which brings a lot of change. So, the majority of training pharmacists complete FTY in this training year will be joining the register as an Independent Prescriber, and NES are now delivering GPhC accredited Foundation training year as well, so that also brings some changes.

The accreditation means that some things that used to be the responsibility of GPhC now sit with NES. So, supervisors might notice some changes to the way that they're asked to provide information. For example, if there's a change of training details throughout the year, and also final sign off sits with NES now. One of the changes for supervisors is that the Foundation Training Year will have two pathways in 25/26. So, the majority of trainee pharmacists will be following the GPhC full learning outcomes to Prescriber on Registration pathway and there's a smaller number that will be following the transitional interim learning outcomes to Non-prescriber on Registration pathway.

The DSs and DPPs should already be aware of the pathway that the trainee pharmacist will be following and for anyone taking on the role, um, during the training year, it's really important to find out which pathway they'll be supporting, um, while they're in the planning stages. A few more things to mention as well. So, supervisors supporting trainee pharmacists on a full learning outcome pathways will see probably the biggest number of changes, including the requirement for the trainee pharmacist to complete a minimum of 90 hours period of learning and practice or PLP. The trainee pharmacist needs to be supervised by a designated prescribing practitioner or DPP for that period of learning in practice. And supervisors have seen that 19 of the 55 GPhC learning outcomes have been badged as prescribing-related learning outcomes.

So, I guess for some DSs a big change will be working with a DPP or in fact actually being a DPP as well as a DS. That would bring a, a need for good communication. So, if there's more than one supervisor, there'll need to be really good communication between the two to ensure that they're taking a joint approach to supervision and assessment of the trainee, providing clear, cohesive feedback to the trainee pharmacist at key points in their training year.

Um, from 25/26 as well all trainee pharmacists must develop a portfolio of evidence on Turas training portfolio. Um, uh, I think this is one that I really want to emphasise today 'cause there can be no exceptions to this.

There's mandatory elements that must be completed within the portfolio for each appraisal and final sign off and these include, like, different types of feedback and supervised learning events. The mandatory use of the portfolio is really important, um, and NES will monitor it through the year and follow up with trainees and supervisors if minimum requirements are not being met.

Elsbeth Boxall

That's, that's excellent Leanne, that's a really good summary of the changes and I, I guess that probably leads on to another quite commonly asked question is what's going to stay the same? What's gonna be familiar for people?

Leanne Murphy

Yeah. So, although it sounds like a lot of change and I think there's no denying that it is a lot of change, there's actually still a lot of the principles of FTY training that remain the same. So, trainee pharmacists are still working through the training year to develop competence in the GPhCs Initial Education and Training of Pharmacists learning outcomes.

The learning outcomes are essentially much the same as they have been for the last few years. Um, they're still assessed using Miller's triangle level, so it's Knows, Knows How, Shows How and Does, and the trainee pharmacists have, have already been developing competence within these learning outcomes throughout their MPharm and they'll continue to do so during their foundation training year. It's worth noting that there's two versions of the GPhC learning outcomes. So, there's, the full learning outcomes and the interim learning outcomes and although they are very, very similar, there's some slight differences. So full learning outcomes, for example, references prescribing in a few of the, the learning outcomes. And there's one additional learning outcome, which is learning outcome 37-prescribed effectively within the relevant systems and frameworks for medicines use'. Throughout the foundation training year though supervisors are still looking for the same progression towards the learning outcomes. So, they're looking for the trainee pharmacist to start developing competence and then eventually demonstrate consistent competence before they, the supervisor signs them off. The NES core curriculum is also largely unchanged, um, as that's been evolving in recent years to support development of prescriber-ready pharmacists.

Elsbeth Boxall

Yep. So yeah, there is, there's some familiar stuff we can hook onto, so that's, that's quite reassuring. [Yeah]. Um, yeah, um, I guess probably what ev-, everybody feels are the biggest changes is obviously the, the PLP part of the training. So, um, go to you Eleanor to discuss that a little bit. I mean, first of all, who should arrange the PLP Eleanor?

Eleanor Paton

So, um, it's really gonna be a joint approach. Um, you know, trainees need to be proactive, but they will need support from their supervisors to identify those opportunities. So that's why we're saying it's really important that the DPP meets with the trainee pharmacist to make that plan. But we're also asking people to think about if they're gonna be involved in supporting PLP, um, or if they're gonna be the DPP to think what, what professional networks do they have and what opportunities are there within their own context that could support PLP time.

You know, um, trainee pharmacists are probably less likely to have those connections that perhaps somebody would have if they were undertaking IP at a later time in, in their career. So, um, they will probably need a little bit of help with that. Um, however, there is a training plan that, that, that obviously the training sites will have when we ask that that's shared at the start of the training year, and this should include a plan for PLP time and it's gonna need to be individualised to what the trainee pharmacist needs. Um, you know, what, what the structure of the supervision looks like, what the trainee pharmacist's learning needs are and what the, the site actually, you know, has in terms of opportunities, um, for training experiences.

So, um, you know, it's a sort of a, a guide, I guess, um, for people to develop that's specific to them. NES have got some samples of what that could look like, um, over a 26-week period if people aren't starting their PLP till later on or for the full year as well.

Elsbeth Boxall

Yeah, no, that's, that's great. That's really clear to have that plan. Obviously good to be organised early on and... I guess another question that people have asked, um, Eleanor, is what actually counts as PLP time? What can be used?

Eleanor Paton

Yeah, so this is a minimum of 90 hours, um, of activities that relate to direct patient care. Um, in this year, trainee pharmacists are looking to develop generalist prescribing skills. So, it's not like standalone courses where, you know, you went and chose a particular clinical specialty. We're looking to develop sort of broad generalist prescribing skills within their own contexts. We're looking for them to be able to evidence the prescribing-related learning outcomes that Leanne mentioned, and, and that's what's gonna kinda build up that portfolio of evidence within the PLP.

So, whenever they're doing a PLP um, activity, or there's a period of time that's regarded as PLP, we will need to see that linked back to a piece of evidence in the Turas e-portfolio. So that could be a supervised learning event like case-based discussion or mini-CEX, for example. It could be an individualised feedback form from a collaborator that, um, you know, they've maybe spent some time with and you know, these are electronic tickets, um, for the feedback forms and for the SLE forms and we know sometimes there's, you know, little kind of problems and technical issues with that where maybe people don't get their feedback form back or there's any kind of, um, issue receiving that. So, we don't want there to be lost opportunities for trainees. So, if there's any issues around those

electronic forms, we have said that we'd be happy for the supervisor and the trainee to record a bit of a discussion around what the experience was and the outcomes that were, um, demonstrated on one of the supervisor meeting forms.

So that's there, as a kind of backup piece of, um, evidence for the PLP time. But people are trying to think, you know, what, what kind of activities would, would help, um, contribute to those periods of, um, learning in practice. Then it's worth looking at the assessment strategy and then just looking at the prescribing-related learning outcomes because within that, there's some examples of activities or things that, that might help, um, you know, sort of get people's ideas going. Obviously, that's based on as well the individual's, um, performance throughout the year and, and the feedback from them. So, you know, you'll, you'll kind of tailor those as the year goes on.

But the other tool that we've developed that might help is a SLE mapping tool, which shows the prescribing-related learning outcomes and the suggested SLEs that might demonstrate various aspects of that. And they relate to, um, various stages of prescribing. So, there'll be like, um, some examples that might relate to information gathering or, um, decision making. So, if people are wanting to really kind of tailor the evidence pieces that they collect, then that can be a useful thing to, to go and have a look at as well. So, um, yeah, and, and we've done another podcast on PLP I think, which has probably got a lot more detail on this as well, which might be worth a listen if, if people, um, hadn't kind of listened to that already.

Elspeth Boxall

That's great, Eleanor, thanks very much. That is really helpful. Um, I think you sort of began to allude to assessment, um, already, but, um, another, another question that people probably have and I'll go back to Leanne, is how are, how are NES assessing the portfolio of evidence?

Leanne Murphy

So, NES are not assessing the portfolio to determine whether or not the learning outcomes have been met, um, by the evidence included. So, this is the responsibility of the FTY supervisors. They've, um, got the evidence provided within the portfolio along with their observations from working alongside the trainee pharmacist in the workplace, um, and observations from others that are working alongside the trainee pharmacist and feeding into the portfolio and feeding back to the supervisor as well. What will happen though is that NES will carry out quality checks at each appraisal point.

So, some of these checks include checking that the minimum portfolio requirements have been met and that there are no concerns noted by the supervisors or the trainees. Um, and we're really looking to see that reasonable progress has been made with learning, out, out, learning outcome sign off. Um, at that point in the training year that the number of days absence hasn't exceeded the maximum and that the PLP hours are being recorded and reasonable for the stage in the training year.

We would also be looking to, to see that the DPPs have an appropriate input to the portfolio as well if the DS and the DPP are separate people. Um, so for example, for those 19 prescribing related learning outcomes has the DS and the DPP signed off some of

those, um, has the DPP fed into the appraisal comments and things like that as well. So really encouraging that cohesive approach to supervision assessment and feedback. I think it's important to point out that the, these, the portfolio changes, they are something that will be quite significant for supervisors. Um, less so for trainee pharmacists 'cause it's their first time coming through FTY, but NES will be providing lots of support, um, to make sure that people know what the requirements are at each appraisal point and at final sign off.

I really can't stress enough that it's essential that the portfolio is used and that all requirements are met. If the mandatory requirements aren't present for final sign off, the trainee pharmacist can't be considered to have completed FTY. So, this could lead to delay in registration if the portfolio needs to be resubmitted to NES or even it might need the trainee pharmacist to apply for an extension to train and to complete all elements and we're really looking to avoid that. Um, so at each appraisal point NES will get in touch with trainee pharmacists and with supervisors if we notice that something's fallen behind and it's really about taking that remedial action early to get back on track so that by the time we're getting to final sign off trainee pharmacists and supervisors aren't surprised when something's not in the portfolio and we're going back or actually they're com-, they're submitting a full and a complete portfolio that NES can just, um, ratify first time and confirm that the trainee pharmacist has completed everything.

Elsbeth Boxall

That's great, Leanne, it sounds like there's gonna be a lot of support in place, which is really reassuring. Um, I think, um, as well just sort of moving on again to sort of, well, we're staying on the same theme around the portfolio. I think there has been a few questions asked about the second signature that's required. So, going to yourself, Eleanor, to explain this, how, how does supervisors identify a suitable second signatory?

Eleanor Paton

Yeah, so I suppose just to kinda clarify, if um, the designated supervisor and designated prescribing practitioner are different people, um, that then that, that's fine. You know, you've got your DS and your DPP to, to, um, to, sign off together, but if you've got somebody that's in the combined role, then they would need a second signatory. Um, so this can be another suitable professional who's spent time with the trainee pharmacist, um, most likely then that's gonna be another collaborator, um, that spent some time with them during a particular point in the training year, and they're able to give that kinda holistic overview of the trainee's performance.

Um, designated supervisors have always had to declare that they've discussed, you know, their assessment of the trainee pharmacist with someone at the point of sign off. Um, so this is really just building upon that process. It's not expected that the second signatory would have to do a full check of the portfolio, but it's more of a discussion that feeds into the supervisor's decision-making process, and I suppose gives a bit of quality assurance that there, there's kinda more than one person, um, making, making a judgment on that trainee pharmacist's performance.

Um, and because it's about who's kinda spent time with the trainee pharmacist, if you were somebody, um, who was, you know, having opportunities in lots of places potentially if you

were, you know, maybe doing modular places or you'd been kind of doing different bits of experience across your year, a different person could be your second signatory at each appraisal point. So, it doesn't need to be a commitment for somebody for the full training year. Um, again, it's about giving that kind of real feedback about, you know, kinda what, what you've experienced working alongside that individual, but we're going to pull together some more detailed guidance and that'll include even some of the suggested roles that that could support, um, as a second signatory and just some of the specifics around, um, what you need to do, but also some support, you know, so if you're not that experienced, um, or you're worried that you need to maybe do some sort of, um, you know, maybe some your own kind of personal development bits, then, then, then there's some things to direct them to, like the collaborator, um, training that we have on, um, Turas as well that would be quite useful for them.

Elsbeth Boxall

That's excellent, thanks Eleanor. And I think you've, you've led us really nicely into the sort of last, um, question that comes up a lot. Um, and you'll probably be able to summarise this quite nicely now, but what, what support will be available, um, for supervisors through this Foundation Training Year?

Eleanor Paton

Yeah, so we've, we've kind of, um, started the process of that already for supervisors, but we are very keen to hear from them. Um, and, and we'll be using evaluations and, um, seeking opportunities to get feedback around what they think they need as the training year actually unfolds. You know, we're doing a lot of preparatory kind stuff just now hoping that that's kind of, you know, what, what will, people will need to get them started, but we're very mindful that that could, um, change and adapt and as the year goes on.

So, I suppose my first thing is asking that people do let us know kind of what they're needing from, um, their, their learning as we go through this year. But what we started with is a mandatory induction online for them. Um, so all supervisors, DSs and DPPs who are supporting the trainee pharmacists need to attend this. And it's a session that's really focused around assessment, SLE and kinda building that portfolio. Supervisors also have to complete the usual mandatory online learning for, um, equality and diversity training and ensure their teams have done that as well if they're the designated supervisor but also making sure they've completed appropriate supervision modules.

Um, the mandatory aspects of the training will be being monitored by the NES team throughout the training year for supervisors because that's part of our quality assurance of them as well. So we, you know, we will be encouraging people to, to, to make sure they have completed the various mandatory aspects. We're running some qual-, um, sort of question-and-answer sessions over summer and we've developed a frequently asked questions document again using a sort of Microsoft form, people can drop in their questions and, you know, no question is a daft question. So, um, we are hoping that through the 'Q and A' sessions, it gives people a chance in June and July, um, just to come together and sort of ask those last-minute things that might be on their mind.

Um, so we'll we'll be running those in the next, next few weeks. And then throughout the training year we will have regular peer review sessions and peer support sessions. So these will be scheduled on a monthly basis.

There'll be a variety of days and times that people can attend. So hopefully that kind of fits with all, all kind of people's different working patterns and it's an opportunity for supervisors to come together and just discuss any aspects of FTY. We will have a particular focus based on the time of year, so as Leanne was saying around appraisal, you know, in the run up to those appraisal points, we'll be spending a lot of time in these sessions focusing on kind of the changes and what people need to do for that. But again, just um, bringing people together as an opportunity to kind of get some peer support from one another.

These sessions, um, we have outlined that we expect the supervisors to attend one of these, um, throughout the training year again. So that's about sort of that ongoing support and making sure there's sort of quality assurance for that throughout the year. And then we'll have all our regular communications that we, we usually have, um, you know, there'll be sort of short recordings of information that people can watch, um, and then they can come along to the peer session and ask some questions about that. There'll be their newsletters and, you know, we know it's a lot of change. Um, so we are trying to kind of do sort of small chunks of information, um, at key points throughout the year and, and everybody, um, will know they'll, that they usually have a, a named person, a PEC or somebody to support them at NES. So that will still continue, and they'll be available for support for trainees and supervisors throughout the training year.

But as I say, we're, we're very keen to hear from supervisors about what they need, um, because we, we know we're, we're wanting to make sure that we adapt to those, those, um, questions and concerns that do come up throughout the year.

Elspeth Boxall

That's fantastic, Eleanor, really, really helpful. Um, so thank, thank you both. Um, that's been an incredibly useful summary of, of what, uh, people have been asking. So that, and I guess just encourage people to use the Turas FTY page. There's lots and lots of resources on there and it's, it sounds like it's being updated and adapted to everybody's needs as the year goes through.

Um, the team are open to questions being emailed in or put on the, on the forms, uh, page. So, thank you very, very much both of you. Um, really appreciate that. And yep, we'll pop the link to the Turas page, um, and the, uh, podcast blurb. Thank you very much everyone.

Bye. Thanks Elspeth.