

HEE Foundation Year Assessment Strategy



Trainee Pharmacist Foundation Training Year 2021/22

IETP: New Learning Outcomes

There are 55 Learning Outcomes, which are organised into 4 domains:

- Person-centred care and collaboration
- Professional practice
- Leadership and management
- Education and research

These **replace** the performance standards

Domain: Person-centred care and collaboration

If they are to pass, students/trainees must be able to demonstrate the following at the end of each element of their initial education and training:

Table 1: Learning outcomes for person-centred care and collaboration

Learning outcome	MPharm degree	Foundation training year
1. Demonstrate empathy and keep the person at the centre of their approach to care at all times	Does	Does
2. Work in partnership with people to support and empower them in shared decision-making about their health and wellbeing	Shows how	Does

Domain: Professional practice

If they are to pass, students/trainees must be able to demonstrate the following element of their initial education and training:

Table 2: Learning outcomes for professional practice

Learning outcome	MPharm degree
3. Demonstrate effective communication at all times and adapt it to the person	Does
4. Understand the variety of settings and adapt their communication accordingly	Does
5. Proactively support people to make safe and effective use of medicines and devices	Does
6. Treat people as equals, with dignity and respect, and meet their own legal responsibilities under equality and human rights legislation, while respecting diversity and cultural differences	Does
7. Obtain informed consent before providing care and pharmacy services	Does
8. Assess and respond to the person's particular health risks, taking account of individuals' protected characteristics and background	Does
9. Take responsibility for ensuring that personal values and beliefs do not compromise person-centred care	Does
10. Demonstrate effective consultation skills, and in partnership with the person, decide the most appropriate course of action	Does
11. Take into consideration factors that affect people's behaviours relation to health and wellbeing	Does
15. Demonstrate the values, attitudes and behaviours expected of a pharmacy professional at all times	Does
16. Apply professional judgement in all circumstances, taking legal and ethical reasoning into account	Does
17. Recognise and work within the limits of their knowledge and skills, and get support and refer to others when they need to	Does
18. Take responsibility for all aspects of pharmacy services, and make sure that the care and services provided are safe and accurate	Does
19. Take responsibility for all aspects of health and safety and take actions when necessary	Does
20. Act openly and honestly when things go wrong and raise concerns even when it is not easy to do so	Does
21. Apply the science behind pharmacy in all activities	Does

Domain: Leadership and management

If they are to pass, students/trainees must be able to demonstrate the following at the end of each element of their initial education and training:

Table 3: Learning outcomes for leadership and management

Learning outcome	MPharm degree	Foundation training year
45. Demonstrate effective leadership and management skills as part of the multi-disciplinary team	Shows how	Does
46. Make use of the skills and knowledge of other members of the multi-disciplinary team to manage resources and priorities	Shows how	Does
47. Develop, lead and apply effective strategies to improve the quality of care and safe use of medicines	Knows how	Does
48. Actively take part in the management of risks and consider the impacts on people	Shows how	Does
49. Use tools and techniques to avoid medication errors associated with prescribing, supply and administration	Shows how	Does
50. Take appropriate actions to respond to complaints, incidents or errors in a timely manner and to prevent them happening again	Shows how	Does
51. Recognise when and how their performance or that of others could put people at risk and take appropriate actions	Shows how	Does
52. Demonstrate resilience and flexibility, and apply effective strategies to manage multiple priorities, uncertainty, complexity and change	Shows how	Does

General Pharmaceutical Council

Standards for the initial education and training of pharmacists

January
2021

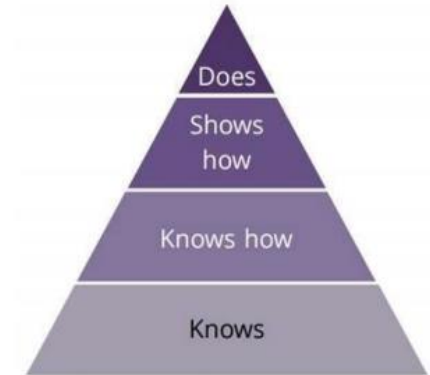
IETP: New Learning Outcomes

➤ Foundation Training Year Assessments:

- The GPhC Registration Assessment
- Required number of weeks in training
- Sign-off against all of the Learning Outcomes by the Designated Supervisor

➤ The attainment of the Learning Outcomes is differentiated between the MPharm and the Foundation Training Year by the **level** at which the learning outcome must be demonstrated by the student/trainee pharmacist, and the context in which the Learning Outcomes are demonstrated.

➤ These levels are described by a competence and assessment hierarchy known as 'Miller's Triangle'. For the Foundation Training Year the majority of the learning outcomes must be demonstrated at the 'Does' level of Miller's Triangle, that is in an everyday situation ***repeatedly and reliably***.



The HEE Foundation Year offer

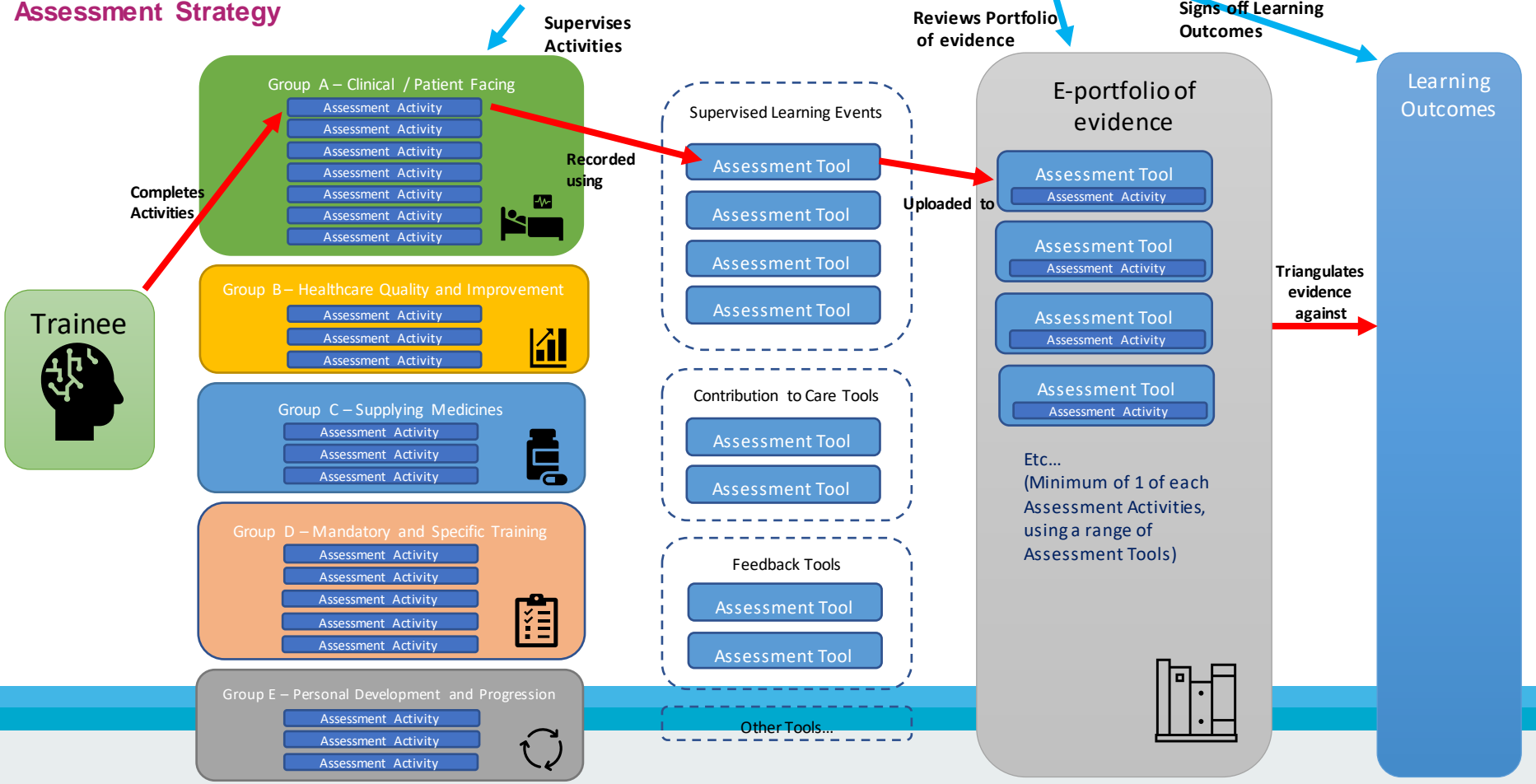
- An overarching practice-based **Assessment Strategy**, which describes a range of Assessment Activities to be completed that are mapped to the Learning Outcomes for the year
- The Health Education England Foundation Training **Year e-portfolio**, which the completed Assessments are uploaded into
- Guidance and training materials for **Designated Supervisors** on how to apply the **Assessment Strategy** and **e-portfolio**
- A range of web-based learning materials for **Trainee Pharmacists**

The HEE Trainee Pharmacist Foundation Training Year Assessment Strategy

- The **Trainee Pharmacist** completes a range of defined practice-based **Assessment Activities**.
- These **Assessment Activities** are mapped to the **Learning Outcomes**, and as a whole support the provision of evidence that the **Trainee Pharmacist** demonstrates all of the **Learning Outcomes**.
- Records of these practice-based **Assessment Activities** are uploaded by the trainee into an **e-portfolio**. The **Designated Supervisor** oversees the **Assessment Activities** and reviews the evidence provided by them within the **e-portfolio**.
- This process allows the **Designated Supervisor** to determine when each **Learning Outcome** has been satisfactorily demonstrated, supporting and assuring the final sign-off of the **Learning Outcomes** by the **Designated Supervisor**.

Health Education England Foundation Year Assessment Strategy

Designated Supervisor



Assessment Activity Group	Description
Group A: Clinical and patient facing activities	These are activities that are focussed on providing an aspect of healthcare to a specific patient. Some activities are directly 'patient facing' (e.g. involve a consultation with a patient), and others involve supporting the care of a patient through an interaction with another healthcare professional or at distance (e.g. providing a response to a medicines related enquiry).
Group B: Healthcare quality and improvement	<p>These activities are related to improving healthcare quality through broader actions such as:</p> <ul style="list-style-type: none"> • A quality improvement project • An audit • Supporting the education and training of other members of the healthcare team <p>As part of these activities, trainees are required to include a focus on public health and health inequalities.</p>
Group C: Supplying medicines activities	<p>These activities relate to the safe and effective supply of medicines. These activities are typically more related to technical skills and processes such as dispensing and accuracy checking, but also ensuring the legality and technical accuracy of prescriptions or other medicines-supply processes.</p> <p>It is expected that the training site will have their own local procedure for assessing some components of this (e.g. dispensing accuracy and accuracy checking), so for some activities, the trainee should include evidence of completion of these local assessments, rather than needing to produce specific separate evidence.</p>
Group D: Mandatory and Specific Training	These activities relate to learning outcomes that can be demonstrated through the completion of local training, including mandatory training and locally identified first-aid training.
Group E: Personal Development and Progression	These activities support the planning of learning during the Foundation Training Year (including the Learning Needs Analysis and Personal Development Plan cycles), and also the opportunity to provide specific evidence for learning outcomes that may have been more difficult to meet through other activities.

Activity Group	Activities	Specific Examples	Information	Example Assessment Tool / Evidence?
Group A: Clinical and Patient Facing Activities	1. Medicines Reconciliation	Secondary care to primary care (discharge from hospital)	Completion of a medicines reconciliation for a patient when they move from one sector of healthcare to another	Mini-CEX, Contribution to Care log
		Primary care to secondary care (admission into hospital)		DOPS, MiniCEX, Contribution to care log
		Discharge Medicines Service (community pharmacy service)		
	2. Patient consultation: Medicines use	Counselling on a new medicine in any sector	Conducting a consultation with a patient on how to use a medicine or device that has been prescribed for them	MRCF
		Discharge Medicines Service (community pharmacy service)		
		New medicines service (community pharmacy service)		
	3. Patient consultation: Diagnose / assess / recommend	Responding to symptoms consultation	Conducting a consultation with a patient that is presenting with a condition or symptoms. The patient is assessed, diagnostic reasoning is used and a decision / recommendation is made	Mini-CEX, MRCF, Contribution to Care log, DOPs for physical assessments carried out
		Using a patient group direction		Mini-CEX, Contribution to Care log,
		Community Pharmacy Consultation Service (community pharmacy service)		DOPS
		Physical examination skills: Pulse, respiratory rate, oxygen saturation, temperature, blood pressure.		Not applicable in 21/22
		Prescribing consultation		
	4. Medicines Optimisation	Identify a clinical problem, generate solutions and implement to resolve	Clinical Screening of a prescription/the medicines of a patient, identification of one or more clinical issues, clinical reasoning supporting the generation/ implementation of a recommendation to optimise medicines. This recommendation is made to a prescriber in order to resolve the issue(s). This may include recommending the deprescribing of one or more medicines.	Mini-CEX, Contribution to Care log, Pharmacy Peer Assessment
		Therapeutic drug monitoring		MRCF, Mini-CEX, Contribution to Care log, Pharmacy Peer Assessment
		Medication Review		
	5. Patient focussed public health Intervention	NHS Health Check (community pharmacy or general practice)	Conducting a consultation with a patient resulting in a public health intervention. This may include but is not limited to, smoking cessation, weight loss, infection prevention and control, use of antimicrobials.	DOPs, MiniCEX
		Antimicrobial stewardship intervention		MiniCEX
		Smoking cessation intervention		
	6. Medicines safety activity	MRHA Central Alerting System – medicine recall, notifications and patient safety alerts	Completion of an activity in relation to medicines safety. This may be related to a specific patient (e.g. completion of a Yellow Card report) or a broader activity relating to a patient safety alert or actioning a product recall.	DOPS,
		Yellow card MHRA report		DOPS
		Incident report		DOPS
		Error report		DOPS
7. Responding to a medicines query	Enquiry from a patient, carer, etc	Receiving and responding effectively to a medicines related enquiry relating to a specific patient. The enquiry may come from a healthcare professional or the patient/carer etc.	DOPS, MiniCEX, Contribution to Care log,	
	Enquiry from a healthcare professional		DOPS	

The Assessment Tools

Supervised Learning Events

Mini clinical evaluation exercise (Mini-CEX)

Direct observation of practice (DOPS)

Case-based discussion (CBD)

Medicines related consultation framework (MRCF)

Contribution to Care Tools

Contributions to care logs

Reflective summaries

Feedback Tools

360 feedback tools

Patient Satisfaction Questionnaire

Other Evidence

Learning Needs Analysis

Pharmacy Peer Assessment

Competency Logs

CPD record

Miscellaneous:
E.g. Projects
Local Training

Any Questions?

<https://www.hee.nhs.uk/our-work/pharmacy/trainee-pharmacist-foundation-year-programme>