

Bradford Sandwich E-portfolio: Collaborator Guide

31 July 2024, Version 3

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1. The Role of the Collaborator

The role of a collaborator is to authenticate and provide developmental feedback to a Foundation Trainee Pharmacist on specific evidence submitted. A collaborator can be any member of the pharmacy team and wider multi-disciplinary team. They will have been noted as a collaborator (or ticketed supervisor) within the NHS England Foundation Trainee Pharmacist E-portfolio by the trainee pharmacist.

If you have been asked to act as a collaborator and authenticate evidence, you have an important role to play in supporting a trainee pharmacist's Designated Supervisor to ensure that the evidence submitted is valid, reliable, authentic and current.

2. Using the E-portfolio

The E-portfolio has been designed to be flexible so that trainee pharmacists, can work through the elements themselves, or as instructed by their Designated Supervisor or their employer. Learning and development tools will also be reviewed regularly to ensure that they reflect current pharmacy practice. This is a technical user guide that outlines what to expect and how to process evidence received for collaborators, e.g., practice supervisors.

You don't need to create an account, once a trainee pharmacist has completed their electronic evidence entry, you will receive an email to review and comment on it.

NOTE: For the best user experience, we advise using the E-portfolio on a desktop. This is especially useful when entering a lot of text in certain sections and fields as a wider screen enables you to view all the necessary elements more easily.

3. Session Timer

There is a timer in the top right-hand corner of the screen. This is a countdown of inactivity. If you are inactive for a period of 35 minutes, users will automatically be logged out of the E-portfolio.

The timer resets to 35 minutes each time you interact with the E-portfolio, whether by clicking a button or completing a form. If you are typing, the page will remain active.

NOTE: Simply moving your cursor around on the page is not considered as an interaction.

4. Steps to process request

Step 1: Collaboration Request

You will receive an email requesting you to review an evidence record, assessment tool or form that has been completed by a trainee pharmacist. Click on the link in the email. This will take you to a page where you will be able to view the evidence record and any attachments.

NOTE: This is a one-time link and will expire after 28 days. If you do not review the work within this timeframe, please ask the trainee to resend via their E-portfolio.

NOTE: If you are expecting an email from a trainee but it hasn't come through, check your junk folder as the automatic emails can on occasions be filtered out as spam. Your trainee can also re-send reminders if the email has not been received or it has been deleted in error.

Step 2: Complete tools and forms

Your role is to authenticate that the trainees written account is a true and accurate reflection of the activity conducted.

Once you have viewed any documentations, including attachments or free text, you can provide feedback. You will need to complete any actions required, such as grading the trainee pharmacist. The fields may differ depending on the type of evidence record you are reviewing and/or Supervised Learning Event.

There are also boxes where a collaborator can enter text in addition to a trainee or Designated Supervisor, so it is important that care is taken not to delete any essential information. We recommend that when editing or adding text to a completed field, after inputting their comment, a collaborator adds their name, role and date, for example: Joe Bloggs, Collaborator, dd/mm/yyyy.

Review any uploaded supporting documents. Upload additional documents if appropriate. Indicate in feedback fields that you have done this.

If you are familiar with the NHS England Foundation Trainee Pharmacist Assessment Activities and the GPhC Initial Education and Training Learning Outcomes, you can select/deselect criteria selected by the trainee. Any changes must be noted within the feedback boxes. If you are unsure, you can leave this section as it is. The trainee pharmacist's Designated Supervisor will review the mapping before they sign the evidence record off.

When you have completed the required actions, click on 'Save and Complete'. Once you have completed reviewing and providing feedback to the trainee the email link will become inactive.

NOTE: There will be sections that you will not be able to edit as they are for trainees and Designated Supervisors to complete only.

For more information on the NHS England Foundation Trainee Pharmacist Assessment Strategy, individual types of records as well as Supervised Learning Events, please see the [NHS England Foundation Trainee Pharmacist page](#) and [Bradford Sandwich E-portfolio resources webpage](#) which contains the Bradford Sandwich E-portfolio User Guide.

5. Contact Details

Enquiries about the training year

Visit the [Trainee Pharmacist Foundation Year Programme](#) for further information about the training year.

If you have further questions about the foundation pharmacist training year, or with the resources we are making available to support training sites, please contact the NHS England national pharmacy team:

Email: england.traineepharmacist@nhs.net.

Technical enquiries

If you experience technical issues with the platform or with functionality, please contact the Royal Pharmaceutical Society team:

Email: eportfolio@rpharms.com

Telephone: 0207 572 2737 (9am to 5pm, Monday to Friday)

Acknowledgements

The E-Portfolio is designed by AXIA Digital.

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6. Glossary

Term	Description	Explanation
Assessment Strategy	Foundation Trainee Pharmacist Assessment Strategy	Contains 29 activities that Foundation Trainee Pharmacist (FTP)s must achieve as part of the FTP Programme. More information on The Assessment Strategy can be found here .
CBD	Case-based Discussion	A retrospective evaluation of a trainee pharmacists' input into patient care. It assesses clinical decision-making and the application or use of pharmaceutical knowledge in the care of patients.
Collaborator		The role of a collaborator is to authenticate and provide developmental feedback to the trainee pharmacist on specific evidence submitted. A collaborator can be any member of the pharmacy team and wider multi-disciplinary team that has been noted as a Collaborator, also known as a witness, within the e-portfolio, by the trainee. The role of the collaborator can include Practice Supervisors, Designated Supervisors, Pharmacy Technicians, Pharmacy Support Staff, Line Managers other health care professionals.
DOPS	Direct Observation of Practical Skills	An assessment tool used to demonstrate a range of procedural skills that are essential to the provision of safe and effective pharmaceutical care.
DPP	Designated Prescribing Practitioner	This is a healthcare professional in Great Britain or Northern Ireland with legal independent prescribing rights who supervises the prescribing activities of a trainee pharmacist during their Foundation Training Year and provides 'sign-off' on their competency to prescribe. The role of Designated Prescribing Practitioner (DPP) can be performed by any independent prescriber including doctors, nurses and Allied Health Professionals.

DS	Designated Supervisors	Supervises trainee pharmacists during their foundation training. DS's sign off assessment tools and forms, conduct reviews, and monitor overall progress. They also complete 13-week progress reviews with trainee pharmacists and sign them off at the end of the programme as meeting the GPhC learning outcomes – a regulatory requirement
EPD	Educational Programme Director/Educational Lead	EPDs and Educational Leads are responsible for the monitoring of programme development and assurance that local training and or assessment meets the criteria of the HEE quality framework. As part of this, EPDs ensure mechanisms are in place to monitor trainee pharmacists progress, wellbeing, and equal opportunities.
GPhC	General Pharmaceutical Council	The regulator for pharmacists, pharmacy technicians and pharmacy premises. They set the standards for foundation trainee pharmacist training and administer the pharmacist registration assessment.
LNA	Learning Needs Analysis	A structured framework used to identify gaps in your learning and development. The framework would usually align to the curriculum or learning outcomes for a specific stage of practice or programme. For foundation this is the GPhC IET learning outcomes
LO	Learning Outcome	A description of skills, attributes, knowledge that a foundation trainee pharmacist must be able to demonstrate and achieve by the end of their foundation training year. There are 55 LOs in the General Pharmaceutical Council's initial education and training standards.
Mini-CEX	Mini Clinical Evaluation Exercise	Assesses skills, attitudes, and behaviours essential to the provision of high-quality care. It is a snapshot of practice, involving the observation and assessment of day-to-day work.
MRCF	Medication Related Consultation Framework	A reflective assessment tool that can be used to support the development of consultation behaviours and skills. It provides a structured approach to reviewing a patient's medicines to

		identify any problems they may have, including how the patient adheres to their treatment.
NHS England WT&E	NHS England Workforce, Training and Education	NHS England Workforce, Training and Education is a statutory education body, responsible for providing national leadership for education, training and workforce development and transformation in the health sector.
PDP	Personal Development Plan	A structured framework to support learning and development. For this programme this will be linked to the learning needs analysis actions.
RPS	Royal Pharmaceutical Society	The professional body in Great Britain for pharmacy and pharmacists, with a key role in supporting the educational and professional development of pharmacists across all career stages. The RPS is the provider of the NHS England Foundation Trainee Pharmacist E-portfolio.
SLE	Supervised Learning Event	<p>A set of evidence-based assessment tools to support development through formative learning. The purpose of the SLE is to:</p> <ul style="list-style-type: none"> • provide immediate feedback, highlight achievements, and suggest areas for further development. • demonstrate engagement in the educational process. <p>Examples are case based discussions, mini clinical evaluation exercise, direct observation of practical skills and medication related consultation framework</p>
TP	Trainee Pharmacist	A trainee pharmacist who is completing training aligned to the General Pharmaceutical Council's Standards for the initial education and training of pharmacists

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This publication can be made available in a number of alternative formats on request.