

Health Education England Interim Foundation Pharmacist Programme (IFPP)

Guidance for Educational Supervisors Supporting Learners Requiring Additional Support



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1. Introduction

Purpose

The development of the Interim Foundation Pharmacist Programme (IFPP) by Health Education England (HEE) was in response to the COVID-19 pandemic, which disrupted the training and registration of the 2019/2020 cohort of 2,400 pre-registration pharmacists. In normal circumstances these trainees would have undertaken the General Pharmaceutical Council's (GPhC) assessment in June 2020, with successful candidates going on to provide patient centred care as a registered pharmacist in August 2020. However, because of the pandemic, the GPhC decided to postpone the registration assessment and create the Provisional Register of Pharmacists. The HEE IFPP aims to support this group of provisionally registered pharmacists move to fully registered pharmacists in their first year of practice by developing against the IFPP learning outcomes with the support of their educational supervisor (ES).

This *Guidance for Educational Supervisors Supporting Learners Requiring Additional Support* equips the ES and the wider educational team with the principles and resources for identifying and supporting provisionally registered pharmacists who are transitioning to registered pharmacists and requiring additional support. This guidance highlights best practice for supporting learners and provides resources to help manage concerns effectively.

This guide can also be referred to by learners on the IFPP to understand when additional support may be required and how to seek further assistance. The signposting resources within the guide can also be consulted for further information.

This reference guide is designed to complement local human resource and occupational health policies and should be read in conjunction with the relevant reference policy document where available. This reference guide does not address issues relating to terms and conditions of employment.

It is beyond the scope of this guidance to provide direction/or steer on how to manage any probity, patient safety or fitness to practice issues. Any concerns of this nature should be referred to the [General Pharmaceutical Council](#) (GPhC) as the regulator.

Background

Across all professions, it is recognised that individuals sometimes encounter challenges during their training for a variety of reasons. The spectrum of issues and/or concerns can be wide ranging. This guidance has been designed to help provide organisations and supervisors with advice to support individuals who require additional support during their training programme. For many learners, this support will only be required for a short time frame; in other cases, support and/or adjustments to training may be required for the full training period.

Taking into consideration the circumstances in which provisional registrants are practising during the IFPP, care has been taken to ensure this guidance provides signposting to external resources that will assist learners and their educational supervisors, including a specific section on health and wellbeing in section 3.4 and appendix 2. It should be noted that the Pearson Review into the health and wellbeing of learners within the NHS contains several recommendations and we request that all educational supervisors are familiar with these. [View the NHS Staff and Learners' Mental Wellbeing Commission Report, February 2019, here.](#)

Important points of context:

- Throughout the guide we will refer to the provisionally registered pharmacist (transitioning to registered pharmacist) on the IFPP as **the learner**.
- This guidance is applicable to the learner throughout the duration of the IFPP.
- This is a supportive tool for educational supervisors and organisations and great care should be taken to use it and its recommended approaches positively, without implying negative connotations to the learner.
- Patient safety should be paramount in all circumstances and if a problem or issue arises that might compromise this, it should be raised through the appropriate channels with urgency.
- HEE is committed to championing equality, diversity, and inclusivity in all its activities. All educational supervisors should have training in this area and understand the additional challenges which some learners may experience during their training. [See the HEE Diversity and Inclusion Strategic Framework 2018-2022 here.](#)

- Some learners may require adjustments to be made to the workplace or their working practices to support them to complete training successfully. Further details can be found on [the NHS Employers website here.](#)

2. Identification of a learner requiring additional support

2.1 Identification of a learner requiring additional support

Across all professions, it is recognised that learners may sometimes encounter difficulties during their training. Concerns that a learner may need additional support may come to light in many ways:

- learner requesting support directly
- through regular professional appraisals
- assessments (including failure to complete minimum number satisfactorily)
- clinical governance frameworks (including reporting of serious incidents or complaints)
- clinical audit activities
- concerns raised around performance by colleagues
- performance in professional examinations
- litigation

In addition, there are several signs and symptoms that may indicate a learner needs support or is in difficulty. These are outlined in diagram 1 below.

| | | | | |
|--|--|---|-------------------------------|-------------------------------|
| anger | verbal or physical aggression | rudeness | erratic or volatile behaviour | bullying, arrogance |
| defensive reaction to feedback | new physical illness or worsening of existing physical illness | depression or other mental illness | absenteeism | failure to answer bleeps |
| poor time-keeping or personal organisation | change of physical appearance | lack of insight | clinical mistakes | failing exams |
| lack of team working | undermining other colleagues | lack of engagement, withdrawing from learning | communication problems | poor concentration/distracted |

Diagram 1: Signs and symptoms that may indicate that a learner needs support or is in difficulty

Early identification and intervention at a local level is crucial. Once a learner has been identified as requiring additional support, often because they have presented with one or more of the above signs or symptoms, the next step is to consider what the underlying issue/s might be and to explore the context in which these problems are occurring.

All learners will have a named educational supervisor for their programme of study. Regular feedback should be provided by the ES regarding progress in training as part of educational review meetings. The educational review process is the principal mechanism whereby there is an opportunity to identify concerns about progress as early as possible. This should be a two-way process in the context of an effective professional conversation. Learners should feel able to discuss the merits or otherwise of their training experience and identify factors that may be inhibiting their progress.

If there are concerns about a learner's performance, based on the available evidence, the learner must be made aware of these concerns and this should be documented. Learners are entitled to a transparent process in which they are assessed against the required standards e.g. GPhC told the outcome of assessments and given the opportunity to address any shortcomings.

Learners are responsible for listening, raising concerns or issues promptly and taking the agreed action. The considerations and actions arising from these formal discussions should be documented. The ES and learner should each retain a copy of the documented discussion. If concerns persist or increase, further action should be taken, and this should not be left until deadlines for programme sign-off.

Take advice and seek support.

Do not try to deal with complex scenarios on your own!

Escalate and engage local and regional resources at your disposal in a proportionate manner. Effective and fair management of learners requiring additional support requires an objective assessment of the circumstances. It is important to involve an experienced colleague (usually a training programme director or equivalent, or experienced educational supervisor) early to assist in identifying and exploring underlying factors and to help set clear goals for improvement. These may include the learning environment and/or learner behaviour. Remember: early and proportionate intervention may prevent problems becoming intractable. Early intervention is essential if adverse consequences are to be avoided for patient safety

Taken from NACT UK supporting trainees document, May 2018.
NACT – National Association of Clinical Teachers: <http://www.nact.org.uk/>

2.2 Initial meeting with the learner

If there are concerns about a learner who may or may not be showing any of the signs and symptoms set out in diagram 1 and which have been identified by people other than the ES, then the learner's ES should be informed and involved in the first instance. The ES should then arrange to meet with the learner to explore the concerns as soon as possible. It is important that any evidence presented to the learner is documented accurately and is fully objective in nature. Where possible collate evidence from a variety of sources. As part of this initial meeting, the ES and learner need to consider whether a particular incident is a one-off that can be easily remedied, or part of a series of events. Full documentation and evidence of any repeated events should be provided to the learner.

Where there is an educational programme director (EPD) or education lead or equivalent, then the ES should contact them at the outset to provide support, advice and guidance to both parties.

What to discuss in the initial meeting?

It is important to note that concerns about performance is a 'symptom not a diagnosis' and as part of the initial meeting it is essential to explore the underlying cause or causes. Key areas to explore are:

1. Clinical knowledge and skills, organisational skills performance:
 - a. Challenges experienced in achieving expected standard within evidence and supervised learning events
 - b. Learner not meeting programme progress benchmarks
2. Generic professional development:
 - a. Communication issues with patients, staff and/or colleagues
 - b. Challenges relating to teamworking
 - c. Time management and/or basic organisational skills
3. Health and wellbeing
 - a. Learner requiring additional support relating to a health and wellbeing issue
 - b. Time away from training which may require adjustments to the training period
4. Disability
5. Alleged discrimination or bullying of the learner
6. Life events
 - a. Personal relationship issues

- b. Bereavement, critical family illness
 - c. Financial challenges
 - d. Family and caring responsibilities
 - e. Pregnancy
 - f. Experiencing trauma
 - g. Training away from home country/lack of support network outside workplace
7. Exam preparation concerns

2.3 Documentation and action planning

At the initial meeting it is essential for the ES and learner to document the meeting and create an action plan. A template is provided in appendix 1. The action plan must:

- be clear/unambiguous
- be agreed by both parties
- have specific, defined and achievable actions
- contain action deadlines, review dates and clear consequences of not achieving the actions
- ensure follow up meetings allow for further evolution of subsequent action plans.

The action plan is a working document between the ES and their learner that will be revisited and updated as actions are completed over time. It is important that both the learner and the ES sign the action plan when it is created, updated and reviewed. Communicate objectives to the learner and the key individuals involved with the training e.g. rotation lead. Section 3.1 contains more information about possible courses of action and support.

For many, this action plan will only be required for a short time frame to help address any concerns or issues. If the problem reoccurs or new issues arise the process can be applied for each new concern.

Learners are responsible for listening, raising concerns promptly and taking the agreed action within the set deadlines. This meeting and the subsequent action plan must be documented, signed and a copy held by both the ES and the learner. This may be kept in the learner's educational portfolio. All further documentation and action planning should be accurately recorded

and retained. The frequency of the reviews and follow-up meetings is determined by the individual case and level of support required.

If concerns persist, a follow up meeting should be arranged to review the action plan. And within that meeting, outline the possible future courses of action. Seek further advice from an EPD (or equivalent).

Documentation and its storage should comply with the employer or training programme's information governance policies and procedures and not transferred to any third party (including HEE) without the demonstrable consent of the learner. See also section 3.2 regarding ongoing documentations.

2.4 The role of the ES and the senior pharmacist in provisional registration

All learners on the IFPP who are in employment are provisional registrants of the GPhC. Professional supervision provided via a senior pharmacist (as per [the GPhC requirements](#)) is a different role to the supervisory role required within the IFPP - although it is recognised that in certain circumstances the two roles may be provided by the same person. Professional supervision provided by the senior pharmacist to meet the GPhC's requirements relates to the ability of the foundation pharmacist to practise professionally in a safe manner and to always uphold patient safety.

The GPhC guidance also stipulates that the senior pharmacist should support the provisionally registered pharmacist to identify a mentor. The guidance has the remit to assist the senior pharmacist in signposting training and development opportunities. The role of the supervisors within the IFPP can perform this remit in regards to education development of the provisional registrant, but organisational training requirements and opportunities may be carried out by another mentor.

In some circumstances the ES will not be employed by the same organisation as the learner, such as those accessing supervisors from the Centre for Pharmacy Postgraduate Education (CPPE). Both the learner and ES have a duty of care to patients and therefore if an issue arises that is a patient safety concern, it is essential that the senior pharmacist is informed. In the first instance the ES should encourage the learner to feedback the issue to the senior pharmacist, with the contact details of the ES provided. If the issue is serious or of an urgent matter, then the ES should seek to contact the senior pharmacist and have a joint meeting with the learner to provide feedback and offer support.

2.5 Learner self-identifying additional support required

Any learner who feels that they require additional support with their training should seek support from the ES in the first instance. Together both parties should utilise this document to identify the learner's personal area/s of concern and identify appropriate support mechanisms to be built into a tailored action plan.

It is important, especially in the current circumstance, that the learner is aware of how to maintain their wellbeing, motivation and resilience. The learner may choose to address these concerns by first contacting external organisations such as:

- [Pharmacist Support](#) is an independent support charity for the profession and is able to provide individual support to pharmacy learners.
- The [NHS wellbeing website](#) also offers emotional, psychological and practical support to learners. This includes access to the mental health hotline (0300 131 7000) which is open between 7:00 and 23:00 every day. Calls offer support for mental health, financial help, bereavement, care and coaching. Staff can also text FRONTLINE to 85258 for support 24 hours a day.
- Any learner who has concerns about malpractice, wrongdoing or fraud can also call the whistleblowing helpline for specialist signposting, advice and guidance. For more information, visit [NHS England Whistleblowing Information Page](#) or refer to your organisation's whistleblowing policy.
- RPS Provisional Registration Service Support line for help with:
 - Practical everyday advice on working as a pharmacist
 - Final preparation for the registration assessment
 - Future professional development
 - Anything else a provisional registrant might need to discuss.

Contact the support line, Mon-Fri, 9am-5pm, 0207 572 2737 or email

ProvReg@rpharms.com

- **Please consult appendix 2 for further resources**

3. Management of learners requiring additional support

3.1 Possible courses of action and support

Following identification of a learner needing additional support, the ES and learner must develop an action plan to support remediation of the issue/s identified.

Appendix 2 provides examples of commonly encountered issues for learners across healthcare and sets out possible courses of action and support in each example. The list of suggestions is not exhaustive and is designed to be used to guide the development of issue appropriate SMART objectives.

ES and learners are expected to liaise with the following parties, as appropriate, in identifying courses of action and support:

- Educational programme director/education and training lead/programme lead
- In-house / programme educational governance structures, where they exist, e.g. local faculty group or programme boards
- Human resources departments or equivalents
- Occupational health
- Employee assistance programmes
- The General Pharmaceutical Council
- UK Border Agency

3.2 Ongoing record keeping

Accurate and prompt documentation minimises disagreement about the facts and creates an audit trail that can help link future problems to past patterns of performance or behaviour.

Accurate documentation also reduces the scope for future challenge especially if decisions result in a lack of competency sign-off at the end of the educational programme. **All documentation must comply with the requirements of the Data Protection, GDPR and Freedom of Information Acts in relation to processing, retention and security of records.**

Supervisors and employers should be aware that **any** documentation (be that, for example, appraisal documentation, meeting notes, emails or call records) relating to instances where

learners require or signal a need for additional support need to be carefully recorded (with joint agreement between both parties where appropriate), timed, dated and filed. This is to ensure that all parties are able to confidently produce documents and evidence where required, as part of any regulatory or legal proceedings which might follow. This is of the upmost importance in protecting the interests of all parties.

Records of conversations should be held confidentially with the knowledge and consent of both the learner and the person who has conducted the assessment of the issue. **Storage (including the length of time the documentation is stored) should be in line with the employing organisations/programme information governance policies and procedures.**

The learner should be given a copy of any documentation relating to them and encouraged to keep such copies in their records or portfolio for discussion at meetings. Learners should be made aware of where the information about them will be stored and who will have access to it.

3.3 Further support and resources

The following resources can be considered when managing learners requiring additional support. Some resources require self-referral by the learner; others provide the ES with support options and advice for specific issues. Dependent on sector of care, some of these resources may be available via external organisations. Pharmacies that are part of a multiple or chain will normally have further support and resources via their head office and/or the education and training lead.

- **Local employing organisations policies and procedures**

Organisations will have policies and guidance for various management issues. These should be consulted depending on the issue.

- **Occupational health (OH)**

Occupational health is a specialist branch of medicine focusing on the health of staff in the workplace. OH professionals aim to find out what impact work has on staff health and make sure that staff are fit to undertake the role they are employed to do both physically and emotionally.

OH specialists offer advice on absence management, sickness management and rehabilitation, risk assessments, health surveillance and prevention, workplace

immunisations and health promotion and wellbeing. For community pharmacy organisations, please contact your regional NHS England & Improvement (NHSE&I) office for more details of supporting occupational health services.

- **Human resources (HR)**

Human resources staff deal with all issues relating to the employment of staff, both clinical and non-clinical. HR specialists offer advice and support to line managers on managing performance, disciplinary proceedings and absences (planned or unplanned).

- **General practitioners (GPs)**

Individuals facing evolving health concerns should contact their registered GP for further medical management or appropriate referral where required.

- **Chief pharmacists/superintendent pharmacists/senior colleagues**

Organisation chief pharmacists or equivalent should be consulted in complex cases that require formal interventions.

- **[General Pharmaceutical Council](#)**

Any fitness to practice concerns regarding patient safety should be referred to the General Pharmaceutical Council.

- **Please consult appendix 2 for further resources on how to manage specific concerns or issues.**

3.4 Health and wellbeing resources

It is recognised that this group of learners are in an unusual position where their training has not followed the typical trajectory of the pre-registration year. The health and wellbeing support required by some learners cannot be underestimated as some of them may have personally been affected by the effects of COVID-19.

[Appendix 2](#) outlines the resources available to learners on health and wellbeing and also assessment preparation.

Appendix 1 – Template of learner progress review record and action plan

Learner progress form

This form along with an action plan should be completed with the learner when concerns emerge.

| | |
|---|--|
| Name of learner: | |
| Name of educational supervisor: | |
| Persons present at the meeting: | |
| Date of meeting/review: | |
| Meeting led by: | |
| Description of presenting issue: | |
| Summary of progress: <ul style="list-style-type: none"> • Progress against objectives (specifically refer back to action plan) | |
| Discussion: <ul style="list-style-type: none"> • Ongoing concerns • New actions (document on action plan) | |

Learner action plan

This is a working document between the ES and their learner that will be revisited and updated as actions are completed over time. It is important that both the learner and the ES sign the action plan when it is created and at each review.

| Identified area of concern | SMART objectives | Date set | How will I address them (action & resources) | Date set to achieve goal | Date completed |
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| Date of next review: | (Circle the following if appropriate) | |
| | Refer to occupational health: Yes/No | Involve: employer/senior pharmacists/chief pharmacist |

Document agreed SMART goals and objectives, i.e.

**Specific
Measurable
Achievable
Relevant
Time framed**

- *Agree clear timeframe*
- *Identify date for review*
- *Has the learner got adequate support?*

| | | | | | |
|----------------|--|------------------------|--|--|--|
| Signed & dated | | Signed & dated | | Signed & dated | |
| Learner | | Educational supervisor | | Educational programme director / Educational lead/equivalent – <i>optional</i> | |

Appendix 2 – Management framework of learner issues and recommended courses of action and support

The table below provides examples of commonly encountered situations where a learner may require additional support and sets out possible courses of action in each example. This list of suggestions is not exhaustive and is designed to be used to guide decisions around support options for learners.

Please note that issues relating to misconduct are not covered in this guide. In such cases advice should be sought from the regulatory body. Issues affecting patient safety should be escalated appropriately within the employing organisation and with the professional regulator as appropriate.

Educational supervisors should read this guidance in conjunction with the relevant local human resource and occupational health policies, where available.

General support available for a range of issues:

- [Listening Friends Helpline](#)
- [Pharmacist Support Fact Sheets](#)
- [Our NHS People](#)

| Area requiring support | Possible course of action and support |
|---|--|
| <p>Clinical knowledge and skills, organisational skills performance:</p> <ul style="list-style-type: none"> Challenges experienced in achieving expected standard within evidence and supervised learning events Learner not meeting programme progress benchmarks | <p>Educational intervention with more supervision.</p> <p>Targeted or repeat training interventions with clear educational objectives.</p> <p>Clearly identified and documented action using the action plan should be taken wherever possible. This should be implemented before invoking formal measures to address capability and performance in employment. For example, regular supportive meetings with supervisor and learner with action plan and review of SMART objectives; reflection on areas to support development; planned assessments; changes to educational/training plan.</p> <p>Additional resources:</p> <p>Goal setting guide to help make goals achievable.</p> <p>Assertiveness guide to help build confidence and self-esteem.</p> <p>VARK questionnaire to identify learning style/preferences.</p> <p>Wardley Wellbeing Service: a support service for pharmacists suffering stress.</p> |
| <p>Generic professional development:</p> <ul style="list-style-type: none"> Communication issues with patients, staff and/or colleagues Challenges relating to teamworking Time management and/or basic organisational skills | <p>Identify underlying issues with care and sensitivity.</p> <p>A mentor, coach or role model may be required. Sometimes professional development issues are the result of a lack of awareness or training. Consider work shadowing, support, training, planning of assessments, observations and reflective practice, as well as support to develop empathy and interpersonal skills.</p> <p>Develop and record an action plan between learner and ES to address any difficulties faced.</p> <p>Additional resources:</p> <p>CPPE guides: Consultation skills; time management guide; teamwork guide; self-management; coaching service.</p> |

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|--|--|
| <p>Health and wellbeing</p> <ul style="list-style-type: none"> Learner requiring additional support relating to a health and wellbeing issue | <ul style="list-style-type: none"> Confirm learner is registered with a GP. Referral and assessment by occupational health as appropriate (for community pharmacy organisations, please contact your regional NHSE&I office for contact details for occupational health services). Develop and record an action plan between learner and ES to address any difficulties faced. Referral to services within the employing organisation (e.g., counselling etc where appropriate/available) Maintain the confidentiality of the learner at all times and only disclose to other team members e.g., senior pharmacist *, if given the explicit consent of the learner to do so. It is helpful to give a reason why you might need to disclose information to other team members. An example would be that additional equipment is required to support the learner but the tutor does not hold a budget for this expenditure. <p>*Provisionally registered pharmacists are required to inform their senior pharmacist of issues affecting their ability to work. If the ES does not work in the same organisation (e.g. CPPE) then the employer needs to know.</p> <p>Additional resources</p> <p>Health Education England is offering wellbeing support that includes access to a mental health hotline (0300 131 7000), open between 7:00 and 23:00 every day. Calls offer support for mental health, financial help, bereavement, care and coaching. Staff can also text FRONTLINE to 85258 for support 24 hours a day. The hotline and text service is staffed by more than 1,500 trained volunteers.</p> <p>CPPE guides: Work life balance guide; life skills developing your potential.</p> <p>Stress and anxiety online and digital resources: anxiety factsheet; help with stress factsheet; managing stress; de-stress you; overcoming anxiety; Samaritans helpline; apps for mental health and wellbeing; Unmind – online platform; Headspace – online meditation platform;</p> |
|--|--|

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|---|---|
| | <p>Daylight: self-help app; wellbeing factsheet; sleep factsheet; Sleepio – sleep improvement app; mindfulness fact sheet; stress container interactive tool.</p> <p>Emotional exhaustion/burnout support: Carers Trust; work life balance guide; coping with bereavement factsheet; carers' breaks and respite care.</p> <p>Wellness Champions: each NHS organisation has <i>wellness champions</i> who can be approached by any NHS trainee including pharmacists on the IFPP. The champions offer a wellness induction, a signposting meeting that assists learners on their wellbeing journey.</p> |
| <p>Disability</p> | <p>Develop and record an action plan using the template in appendix 1 between the learner and ES to outline any adjustments that may be needed in the workplace because of disability.</p> <p>More information about the law relating to reasonable adjustments for learners with disabilities can be found here.</p> <p>More information and a guide to reasonable adjustments for employees is available here.</p> <p>Find out about dyslexia in the workplace here.</p> <p>Find out about dyslexia in healthcare training here. (Please note, while this resource is targeted at doctors, it is relevant to pharmacy training.)</p> <p>Information on autism in the workplace can be found here.</p> <p>Access to Work support scheme: employers must make certain changes (known as ‘reasonable adjustments’) to ensure employees are not substantially disadvantaged when doing their job. The Access to Work application should be initiated by an employee within six weeks of starting paid employment. If you are considering applying to the ‘Access to Work’ scheme, it is best to talk to your employer first.</p> |
| <p>Alleged discrimination or bullying of the learner</p> | <p>Seek support of senior pharmacy management and human resources with consent from the learner.</p> |

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| | <p>Advice may also be sought from a union.</p> <p>Online guides and support:</p> <p>Bullying in the workplace factsheet; whistleblowing factsheet; raising a concern: pharmacy education and/or training factsheet</p> <p>What is harassment and victimisation? Guidance from the Equality and Human Rights Commission.</p> <p>What is victimisation? Guidance from the Equality and Human Rights Commission.</p> <p>Protected characteristics - Equality Act 2010: Guidance from the Equality and Human Rights Commission.</p> <p>Speak Up: This is a free helpline service for employees and organisations working within the NHS and social care sector. It offers confidential advice on the speaking up process. Phone 08000 724 725 or visit the Speak Up website here.</p> |
| <p>Life events</p> <ul style="list-style-type: none"> • Personal relationship issues • Bereavement, critical family illness • Financial challenges • Family and caring responsibilities • Pregnancy • Experiencing trauma • Training away from home country/lack of support network outside workplace | <p>Develop and record an action plan between learner and ES to address any concerns.</p> <p>When supporting a learner with any of these issues, ensure confidentiality is maintained and do not disclose any information to other members of the team or third parties without the explicit consent of the learner.</p> <p>If you feel the learner is experiencing abuse or has been the victim of a crime, take advice from your safeguarding lead.</p> <p>Learners have legal protections under the Equality Act 2010. See the following factsheets.</p> <p>Support for carers: Carers Trust; Carers' breaks and respite care</p> |

Family and caring responsibilities: NHS Employers' guide to [achieving a balance between work and personal life](#).

Bereavement: [Coping with bereavement factsheet](#)

Financial challenges: [Financial assistance towards essential expenditure in times of difficulty may be provided to pharmacists and their families and pre-registration trainees](#).

Pregnancy:

[An Equality and Human Rights Commission toolkit about employer responsibilities if an employee is expecting a baby](#).

[NHS Employers' guide for employers on supporting employees with pregnancy and maternity](#).

Please note, it is important to consider the additional challenges faced by learners who are from overseas and may have a limited support network. Moving within the UK to a training placement may have disrupted support networks built up during undergraduate studies.

[Information and advice from the UK Council for International Student Affairs about health matters concerning learners who are away from their home country](#).

Trauma: [Advice and information about domestic violence and abuse](#); [Victim Support website supporting victims of crime](#); [CPS advice and information about becoming a victim or witnessing a crime](#); [NHS advice on counselling](#).

Relationship problems/breakdown: [Resolving conflict guide](#); [information on useful organisations that can help with relationship and family problems](#).

Addiction: [Help with gambling factsheet](#); [help with alcoholism factsheet](#); [help with drug abuse factsheet](#); [eating disorder factsheet](#); [Addiction Support Helpline](#).

| | |
|-------------------------------|--|
| | Finances: Help with debt factsheet ; managing your money factsheet ; finding funding factsheet ; Financial Assistance Helpline . |
| Assessment preparation | <p>There are various resources available to support learners in preparing for their assessment. The ES should discuss with the learner how they are preparing for the assessment and use resources like the exam game plan, which helps learners plan how to study whilst working. (NB: you will need to be registered with the IFPP and the learning hub to access this resource.)</p> <p>GPhC website</p> <p>RPS support line, Mon-Fri, 9am-5pm, 0207 572 2737 or email ProvReg@rpharms.com</p> <p>More advice, support and information for pharmacy students can be found here.</p> |