## **Foundation Training Year: Learning needs analysis and personal development plan**

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| **Trainee pharmacist:** |  |
| **Designated supervisor:** |  |
| **Date completed:** |  |
| **LNA completion (tick one):** | **Start** |  | **Week 26** |  | **Other** |  |
| If other, specify which point of the training year  |  |

Trainees should complete a learning needs analysis (LNA) at the start of the training year and discuss this with the designated supervisor. The LNA should be repeated before the week 26 progress review. Trainees may also wish to undertake the LNA at other points in the year and it is suggested that this be repeated before the week 13 and 39 progress review meetings.

The LNA will form the basis of the trainee’s personal development plan (PDP). Learning outcomes that are ranked medium-to-high relevance with low-to-medium ability should be transferred to the trainee’s PDP to help develop smart objectives.

Trainees may use the PDP template at the end of this document, or they can use existing organisational PDP templates and upload them on the e-portfolio as needed.

Trainees and designated supervisors may find it useful to review the [HEE learning needs assessment microlearning resource](https://sway.office.com/9IjykRqsbaN0Bh8B). Designated supervisors may also find the [HEE Constructive feedback microlearning resource](https://sway.office.com/Flhe8v6I8NDbNQT9) useful to support the process of providing feedback.

The following table provided by CPPE gives some guidance on how to self-assess your knowledge, skills, or experience, from high to low.



The table starting on page 3 lists all the foundation training year learning outcomes (LOs) for trainee pharmacists. For each learning outcome, trainees should:

* Rate their current ability on a scale of low, medium, or high (see table above for descriptions)
* Rate how relevant this learning outcome is to their current practice/placement (i.e. at the point of completing the LNA). This will help prioritise learning and development through the training year.

Once complete, trainees should identify the learning outcomes where the current ability has been rated as ‘low’ (or possibly ‘medium’) but are of ‘high’ relevance to practice.

A PDP template is also provided at the end of this document.

| **Domain** | **Foundation Training Year outcome level** | **Learning Outcome** | **Current ability** | **Relevance to upcoming training plan/period** | **Transfer to PDP (max 30 per LNA)** |
| --- | --- | --- | --- | --- | --- |
| **Person-centred care and collaboration** | Does | 1. Demonstrate empathy and keep the person at the centre of their approach to care at all times | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 2. Work in partnership with people to support and empower them inshared decision-making about their health and wellbeing | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 3. Demonstrate effective communication at all times and adapt their approach and communication style to meet the needs of the person | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 4. Understand the variety of settings and adapt their communication accordingly | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 5. Proactively support people to make safe and effective use of their medicines and devices | Low | Medium | High | Low | Medium | High | Yes | No |
| 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 | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 7. Obtain informed consent before providing care and pharmacy services | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 8. Assess and respond to the person’s particular health risks, taking account of individuals’ protected characteristics and background | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 9. Take responsibility for ensuring that personal values and beliefs do not compromise person-centred care | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 10. Demonstrate effective consultation skills, and in partnership with the person, decide the most appropriate course of action | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 11. Take into consideration factors that affect people’s behaviours in relation to health and wellbeing | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 12. Take an all-inclusive approach to ensure the most appropriate course of action based on clinical, legal, and professional considerations | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 13. Recognise the psychological, physiological, and physical impact of prescribing decisions on people | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 14. Work collaboratively and effectively with other members of the multidisciplinary team to ensure high-quality, person-centred care, including continuity of care | Low | Medium | High | Low | Medium | High | Yes | No |
| **Professional practice** | Does | 15. Demonstrate the values, attitudes and behaviours expected of a pharmacy professional at all times | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 16. Apply professional judgement in all circumstances, taking legal and ethical reasoning into account | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 17. Recognise and work within the limits of their knowledge and skills, and get support and refer to others when they need to | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 18. Take responsibility for all aspects of pharmacy services, and make sure that the care and services provided are safe and accurate | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 19. Take responsibility for all aspects of health and safety and take actions, when necessary, particularly but not exclusively during the COVID-19 pandemic | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 20. Act openly and honestly when things go wrong and raise concerns even when it is not easy to do so | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 21. Apply the science behind pharmacy in all activities | Low | Medium | High | Low | Medium | High | Yes | No |
| Knows How | 22. Demonstrate how the science behind pharmacy is applied in the discovery, design, development and safety testing of medicines and devices | Low | Medium | High | Low | Medium | High | Yes | No |
| Knows How | 23. Recognise the technologies that are behind developing advanced therapeutic medicinal products and precision medicines, including the formulation, supply, and quality assurance of these therapeutic agents | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 24. Keep abreast of new technologies and use data and digital technologies to improve clinical outcomes and patient safety, keeping to information governance principles | Low | Medium | High | Low | Medium | High | Yes | No |
| Shows How | 25. Apply pharmaceutical principles to the safe and effective formulation, preparation, packaging and disposal of medicines and products | Low | Medium | High | Low | Medium | High | Yes | No |
| Shows How | 26. Consider the quality, safety and risks associated with medicines and products and take appropriate action when producing and supplying them | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 27. Take responsibility for the legal, safe, and efficient supply and administration of medicines and devices | Low | Medium | High | Low | Medium | High | Yes | No |
| Shows How | 28. Demonstrate effective diagnostic skills, including physical examination, to decide the most appropriate course of action for the person. During the COVID-19 pandemic all relevant precautions must be taken to ensure the safety of the patient and foundation trainee when physical contact is necessary | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 29. Apply the principles of clinical therapeutics, pharmacology and genomics to make effective use of medicines for people | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 30. Appraise the evidence base and apply clinical reasoning and professional judgement to make safe and logical decisions which minimise risk and optimise outcomes for the person | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 31. Critically evaluate and use national guidelines and clinical evidence to support safe, rational, and cost-effective procurement for the use, and prescribing (by others) of, medicines, devices and services | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 32. Accurately perform calculations | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 33. Effectively promote healthy lifestyles using evidence-based techniques | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 34. Apply the principles of effective monitoring and management to improve health outcomes | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 35. Anticipate and recognise adverse drug reactions, and recognise the need to apply the principles of pharmacovigilance (monitoring the effects of medicines after they have been licensed for use, especially to identify previously unreported adverse reactions) | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 36. Apply relevant legislation related to prescribing | Low | Medium | High | Low | Medium | High | Yes | No |
| ~~Shows How~~ | ~~37. Understand clinical governance in relation to prescribing~~ | ~~Low | Medium | High~~ | ~~Low | Medium | High~~ | ~~Yes | No~~ |
| Does | 38. Take responsibility for people’s health records, including the legality, appropriateness, accuracy, security, and confidentiality of personal data | Low | Medium | High | Low | Medium | High | Yes | No |
|  | Does | 39. Understand and implement relevant safeguarding procedures, including local and national guidance in relation to each person | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 40. Effectively make use of local and national health and social care policies to improve health outcomes and public health, and to address health inequalities | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 41. Proactively participate in the promotion and protection of public health in their practice | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 42. Identify misuse of medicines and implement effective strategies to deal with this | Low | Medium | High | Low | Medium | High | Yes | No |
| Shows How | 43. Respond appropriately to medical emergencies, including the provision of first aid | Low | Medium | High | Low | Medium | High | Yes | No |
| **Leadership and management** | Does | 44. Demonstrate effective leadership and management skills as part of the multi-disciplinary team | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 45. Make use of the skills and knowledge of other members of the multidisciplinary team to manage resources and priorities | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 46. Develop, lead, and apply effective strategies to improve the quality of care and safe use of medicines | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 47. Actively take part in the management of risks and consider the impacts on people | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 48. Use tools and techniques to avoid medication errors associated with prescribing (by others), supply and administration | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 49. Take appropriate actions to respond to complaints, incidents or errors in a timely manner and to prevent them happening again | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 50. Recognise when and how their performance or that of others could put people at risk and take appropriate actions | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 51. Demonstrate resilience and flexibility, and apply effective strategies to manage multiple priorities, uncertainty, complexity, and change | Low | Medium | High | Low | Medium | High | Yes | No |
| **Education and research** | Does | 52. Reflect upon, identify, and proactively address their learning needs | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 53. Support the learning and development of others, including through mentoring | Low | Medium | High | Low | Medium | High | Yes | No |
| Does | 54. Take part in research activities, audit, service evaluation and quality improvement, and demonstrate how these are used to improve care and services | Low | Medium | High | Low | Medium | High | Yes | No |

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| **Designator supervisor comments:** |

**Foundation Training Year: Personal development plan**

Trainees can use the template below to record a personal development plan (PDP) or use an existing template available.

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| **Trainee pharmacist:** |  |
| **Designated supervisor:** |  |
| **Date completed:** |  |
| **PDP completion (tick one):** | **Start** |  | **Week 26** |  | **Other** |  |
| If other, specify which point of the training year: |  |

Trainees should discuss the actions with the designated supervisor(s) and revise plans as needed.

Key for BRAG status:

Blue complete Green: on target Amber: at risk of not completing on time Red: missed deadline

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| **Learning Outcome** | ***Foundation Training Year Outcome Level*** | **Learning action(s)***Activities/learning to undertake? Provide detail rotations/placements where this will be achieved* | **Evaluation***How will success be measured?* | **Deadline***When will this be completed by?* | **BRAG status** for overview of LO completion  |
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| **Designated supervisor comments:** |