

The future pharmacy workforce

The vision for the pharmacy workforce in the context of the NHS Long Term Plan

Informed by the
HEE Advancing Pharmacy Education and Training (APET) Review

Focus of the presentation

The NHS *Long Term Plan* vision for pharmacy

The HEE Advancing Pharmacy Education and Training (APET) Review

Current issues, recommendations and major developments

Initial education and training of pharmacy technicians

Early career (post-registration) pharmacy technician training

Initial education and training of pharmacists

Early career (post-registration) pharmacist training

Post-foundation and advanced clinical practice

Consultant practice

Technical services



The vision for the pharmacy workforce

- To have a robust plan to deliver the LTP through a pharmacy workforce, providing high quality, patient-focused medicines optimisation across all sectors, including primary care networks and support to urgent care treatment centres, and to reduce preventable illness and identify people with high-risk conditions.
- To work with partners to ensure the initial education and training of pharmacists and pharmacy technicians creates the right workforce in the right place, through modern education and funding models.
- By working through the new Education Governance Oversight Board, including the Royal Pharmaceutical Society, GPhC, employers, learners, universities and education providers, to:
 - deliver a cross-sector foundation programme.
 - support the development of pharmacy professionals beyond early years foundation level training, to create routes to progress to higher levels of practice, including clinical pharmacy technicians, advanced clinical practitioner and consultant pharmacist status and to senior organisation and system leadership roles.

The vision for the pharmacy workforce (continued)



- Ensure that all training for all pharmacy professionals is performed to robust standards with appropriate training pathways that underpin the roles of the whole pharmacy team.
- Deliver best value and patient outcomes from approximately £17.4 billion annual medicines expenditure by developing leadership capacity and capability and a local head of profession for each ICS in the form of Clinical Directors of Pharmacy and Medicines Optimisation.
- Build engagement, consensus and support for the changes in education and training being developed to support the LTP by working with stakeholders and through successful national and regional campaigns.

The vision for the pharmacy workforce (continued)

- Enable ICS senior managers and the new Clinical Directors of Pharmacy and Medicines Optimisation to develop their local pharmacy teams to deliver the LTP need through national and local management of workforce demand and supply, using meaningful and reliable data, reducing geographical variation in supply, vacancies and improved recruitment and retention.
- Attract more, and a wider pool of, people to the pharmacy professions by improving the image and reputation of the pharmacy professions, raising the profile of new and valued roles for pharmacy in supporting NHS patients.
- Achieve a consistent and high-quality approach to modern pharmacy practice through our combined interventions.



Advancing pharmacy education and training review

- The NHS *Long term plan* presents new opportunities for pharmacy professionals to work with patients and, within a multi-professional team environment, widen their contribution to frontline care and make the most of their clinical skills, including, but also beyond, medicines optimisation.
- To help ensure the success of these initiatives for patients, the NHS pharmacy workforce will need to continue to meet the highest professional standards, underpinned by a rigorous, more clinically-focused, career-long framework of training and education.
- This requirement led NHS England, NHS Improvement and Health Education England to commission a review of pharmacy education and training. The pharmacy deans at Health Education England have worked together, with the policy team, to reflect on the current arrangements for pharmacy training and education and consider the levers for change.
- Recommendations have been made, based on an analysis of existing evidence and reflecting best practice across the career stages.

Initial education and training of pharmacy technicians

Key issues, challenges and interdependencies

- Supply of pharmacy technicians as the GPhC register numbers are static.
- Impact of the new initial education and training (IET) standards on the current workforce.
- Ensuring educational infrastructure and training quality.
- The impact of the new apprenticeships, the apprenticeship levy and Government targets for apprentices.
- Need to develop cross-sector experiences.
- HEE Talent for Care strategy and widening participation.
- Rebalancing medicines legislation and pharmacy regulation.

Initial education and training of pharmacy technicians

Recommendations

1. Work with NHS England Improvement to support the growth of the workforce to meet service demands through:
 - undertaking a workforce intelligence study to understand the changing landscape of the pharmacy technicians' workforce;
 - supporting employers in accessing the pharmacy technician apprenticeship scheme;
 - supporting growth of the workforce and meeting demand by increasing the number of pre-registration trainee pharmacy technicians in training.
2. Work with partners to increase the quality of the learning environment through existing educational infrastructures.
3. Identify how the new qualification could be used to support growth of a pharmacy technician workforce educated in primary care, with cross-sector learning experienc

Initial education and training of pharmacy technicians

Current major developments

- A new single qualification, ready to launch in February 2020.
- New Level 3 apprenticeship remains in development.
- Local work with workplaces and employers to enable them to deliver the new qualification and new elements, such as accuracy checking and medicines reconciliation.
- Emerging cross-sector pilots across the country linking hospital, community and general practice pharmacy technician training.



Early career (post-registration) pharmacy technician training

Key issues, challenges and interdependencies

- Much of the current workforce needs access to further training to meet these changes and demands.
- Many new roles are developing in the NHS, including:
 - clinical pharmacy technicians in hospitals and general practice;
 - medicines administration roles in hospitals;
 - care home and primary care roles;
 - Healthy Living Pharmacy leadership.
- Existing medicines management frameworks, which are now co-ordinated by APTUK, which need to track these developments.



Early career (post-registration) pharmacy technician training

Recommendations

1. Work with partners to explore future opportunities for pharmacy technicians to practise in order to advance their education and training, enabling them to contribute to future service development and workforce capacity, within all HEE workforce plans.
2. Work with professional organisations to ensure entry into the profession requires the use of professional development frameworks and incorporates educational and clinical supervision for individuals on the development pathway.
3. Develop multiprofessional clinical syllabi, to include clinical pharmacy technicians requirements, alongside other professions.
4. Following the introduction of the new IET qualification, work with employers and professional bodies to ensure that the legacy workforce and newly qualified pharmacy technicians complete a post-registration programme to attain competence in a range of key medicines optimisation activities.

Early career (post-registration) pharmacy technician training

Current major developments

- Commence role analysis of pharmacy technicians with APTUK, funded by PhIF, to develop new career professional framework, including a clinical pharmacy syllabus.
- Local and regional support for post-registration development, via HEE Schools of Pharmacy and Medicines Optimisation and HEE Pharmacy Teams.
- Access to a wide range of learning resources, via HEE funded CPPE.
- Ongoing access for community pharmacy technicians to NHS Leadership Academy Programme 'Mary Seacole', via CPPE, through PhIF funding.
- Ongoing access for community pharmacy technicians to Accuracy Checking Qualification, via PhIF funding.



Initial education and training of pharmacists

Key issues, challenges and interdependencies

- Patients and service require a pharmacist to be clinically focused earlier in the career pathway.
- Changing world of Higher Education (Augur Review).
- Experiencing a lower number of applications into the MPharm degree.
- Exposure to practice and involvement of the NHS in MPharm programmes remains limited.
- Increasing number of places for pre-registration pharmacist training, are being submitted through the HEE national recruitment scheme (Oriel).
- Recent GPhC consultation on initial education and training (IET) standards.
- Early work on a pharmacist apprenticeship.

Initial education and training of pharmacists

Recommendations

1. Work with the GPhC to explore future options to develop and test integrated models of initial education and training (IET) for pharmacists, following the outcome of the GPhC's consultation. Review HEE funded pre-registration pharmacist training programmes as part of this work.
2. Work with NHS England and NHS Improvement to review the commissioning arrangements for pre-registration pharmacists and develop a reformed funding model that is responsive to regulatory reform and service needs.
3. Work with employers, education providers, professional and regulatory bodies to ensure trainee pharmacists are clinically competent at the point of registration and beyond and are equipped with the appropriate soft and hard skills to meet the objectives of the *Long-term plan* and the NHS.
4. Work with employers, education providers, professional and regulatory bodies to enable the HEE quality framework to be applied across pharmacy practice settings, providing a clinical learning environment
5. Continue to roll out robust quality measures.

Initial education and training of pharmacists

Current major developments

- Modernising Pharmacy Careers (MPC) Workstream 1
 - Evidence base for contextualising learning early in professional development
- Multisector training, including general practice, funded by Pharmacy Integration Fund and HEE, for 19/20 and 20/21 intakes
 - Building partnerships locally
- National recruitment scheme (Oriel) seeing increasing number of places
 - Developing collaboration across pharmacy workforce nationally
- Application of the HEE Quality Framework in work places
 - Develops expectations across healthcare professions
- Workforce demand and supply modelling are being explored



Early career (foundation) pharmacist training

Key issues, challenges and interdependencies

- Don't have national agreed standards and outcomes to assure patient safety.
- Current model will not meet demand nor meet changing work locations and practices.
- Keep up with changes in the MPharm.
- Need to join up career development stages at pre-registration and advanced and advanced clinical practice stage.
- Provide the key features of high quality training for all.
- Adequately resource for training for a significant number of clinical pharmacists.
- Drive vocational learning and facilitate multidisciplinary learning and training.

Early career (foundation) pharmacist training

Recommendations

1. Work with employers, education providers, professional and regulatory bodies to develop and design a national vocational foundation training programme for pharmacists. This would initially be based on the principles set out in the body of this review, will build on the GPhC consultation and review of initial education and training, and be phased accordingly.
2. Create an England-wide working group to develop an implementation plan for piloting and testing the national vocational foundation training programme for pharmacists. Ensure close working with UK health education colleagues to ensure UK alignment.
3. Work with NHS England and NHS Improvement to create a sustainable funding model for foundation pharmacist training.

Early career (foundation) pharmacist training – Principles

- **Principle 1:** a national training programme aligned to a national curriculum (ideally UK), with a career framework, including syllabus, as well as an assessment strategy and a national certificate of completion.
- **Principle 2:** a programme based on experiential learning, with a common approach to assessment.
- **Principle 3:** supported by an efficient and flexible quality assured educational infrastructure, appropriately deployed at national, regional and local levels to include leadership, e-portfolio, trainee tracking, robust clinical and educational supervision, with trainees requiring additional support systems.
- **Principle 4:** a programme that prepares pharmacists to work across patient-facing areas,
- **Principle 5:** a programme that is supported and endorsed by early career pharmacists, employers, commissioners and professional bodies.
- **Principle 6:** a programme that is appropriately funded at national, regional, local and individual levels

Early career (foundation) pharmacist training

Current major developments

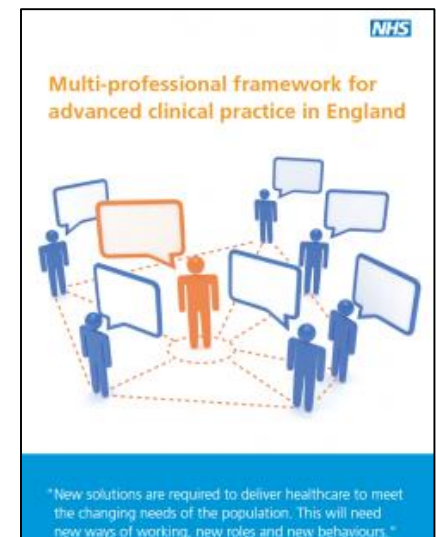
- Learn from regional and national programmes of training to develop new models. This includes the national training programmes for Clinical Pharmacists in Care Homes and GP practices and Community Pharmacy postgraduate clinical pharmacy training, funded by PhIF.
- Support the roll out of Primary Care Network Pharmacists
- Create a HEE-led Foundation Pharmacist Training Working Group to:
 - develop a set of principles for the curriculum for a foundation pharmacist training;
 - finalise a new foundation pharmacist framework with the RPS;
 - co-commission a foundation pharmacist training syllabus;
 - work with the RPS to create a common approach to assessment.



Post-foundation and advanced clinical practice

Key issues, challenges and interdependencies

- Many pharmacists are keen to develop wider and higher levels of practice and roles post-foundation. But is post-foundation practice and ACP the 'career role' for all pharmacists?
- Robust training programmes can be successful in enabling role development.
- These roles are effective and are accepted by other members of the healthcare team.
- The avoidance of duplication and divergence in the way professional frameworks are developed, uniprofessional and multiprofessional clinical syllabi are required to be developed, to include ACP pharmacist requirements, alongside other non-medical professions.



Post-foundation and advanced clinical practice

Recommendations

1. Work with partners to scope credentialing for the RPS advanced pharmacy framework for equivalence with the HEE ACP framework.
2. Continue to work with the ACP programme to develop multi-professional clinical syllabi, to include ACP pharmacist requirements, alongside other non-medical professions.
3. Along with other professions, simplify the terminology for pharmacists operating at higher levels of post-foundation practice and make it consistent.
4. Work with the proposed UK Pharmacy Training Board (PTB) to oversee, with HEE's full involvement, the frameworks and processes for higher levels of pharmacy practice.
5. Work with employers ensuring these changes use professional development frameworks and incorporate educational and clinical supervision for individuals on the development pathway.

Post-foundation and advanced clinical practice

Current major developments

- Pharmacists are undertaking additional advanced level training, eg, clinical examination skills.
- Pharmacists are training to become advanced clinical practitioners (ACP) in different clinical settings.
- National work is underway with the RPS on the development of multiprofessional curricula and syllabuses, as well as routes to be credentialed as an ACP both formal and informal.
- Enquiries to be made locally via HEE offices about ACP funding and training opportunities.
- ACP framework: <https://www.hee.nhs.uk/our-work/advanced-clinical-practice/multi-professional-framework>



Consultant pharmacists

Key issues, challenges and interdependencies

- National guidance developed over 12 years ago.
- Legacy approach to approving posts.
- No formal credentialing of individuals.
- Limited growth in numbers of consultant pharmacists across England.
- Limited roles across systems, ie, primary and secondary care.
- No specific development approaches for consultant pharmacists.



Consultant pharmacists

Recommendations

1. Support the development and publication of new guidance that clearly sets out the role and expectation of consultant pharmacists, including working with key stakeholders (RPS, NHSI, NHSE) to create a post approval process that is fit for purpose.
2. Work with partners, including the RPS, to scope the development of a robust credentialing process for consultant pharmacists.
3. Work with stakeholders to consider a development programme suitable for all types of leadership roles, including consultant pharmacists, to widen participation and succession planning into consultant posts.

Consultant pharmacists

Current major developments

- Publish new consultant pharmacist guidance across Great Britain.
- Work with the RPS to develop the credentialing of individuals and post approval.
- Adapt the 'Chief Pharmacist Development Programme' into 'Pharmacy Top Leaders Development Programme', which will cover consultant pharmacists.
- Pharmacy Deans to continue to support local and regional leaders to create and develop consultant pharmacist posts.
- Encourage development of ICS-wide consultant pharmacist investment plan by employers.



Technical services

Key issues, challenges and interdependencies

- A technical services review is currently being undertaken by NHS Improvement
- Assistant technical officers: there is a growing role for unregistered team members.
- Pharmacy technicians: there is a perceived risk to workforce supply after the change to the NVQ.
- Early career pharmacists and their exposure
- Senior managers: succession planning for senior team.
- There is a decline in the number of qualified persons becoming NHS QPs



Technical services

Recommendations

1. Work with the apprenticeship programme team to explore the science manufacturing technician (SMT) apprenticeship in light of the changes to the initial education and training of pharmacy technicians, while working with stakeholders and partners to increase exposure to technical services within the new qualification for pharmacy technicians.
2. Work with employers to make better use of the wider workforce, such as assistant technical officers (ATOs), through improved training opportunities.
3. Work with employers to increase the number of technical services staff undertaking core (such as Technical Specialist Education and Training Aseptic Processing Programme) and higher level qualifications (such as pharmaceutical technology and quality assurance (PTQA)) to ensure succession planning for senior specialist, quality assurance and QP staff.

Technical services

Current major developments

- A working group is being formed to oversee recommendations, with leadership from the sector.
- A group is currently working on developing a science and manufacturing technician role and qualification.
- The career framework for those wanting a career in technical services is being reviewed.
- Work is taking place to improve access to qualifications for senior staff and quality assurance roles.
- A review of training opportunities for the wider workforce is taking place.

