

# Interim Foundation Pharmacist Programme Supervisor's handbook 2020/21



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## Foreword

Patients and other health professionals are becoming increasingly reliant on the clinical knowledge and skills of pharmacists. Clinical pharmacists are being deployed across Primary Care Networks, hospital pharmacists are now firmly part of multidisciplinary teams and practice in specialist areas including at consultant level, and community pharmacists are providing urgent care for low acuity conditions through the Community Pharmacist Consultation Service. Many more pharmacists are becoming prescribers.

These types of clinical services are largely replicated across the UK, and all require pharmacists to have additional training, in part because their initial education and training does not fully support these needs. This has been recognised by the pharmacy professional regulator, the General Pharmaceutical Council, who are shortly to finalise new regulatory standards for the five years of pharmacist initial education and training.

The objective for foundation training is to support pharmacists in the early stages of their careers through a structured work-based approach that embeds knowledge, skills, abilities, values, attitudes and beliefs in their practice. This in turn will lead to practitioners with the necessary skills to take on extended clinical roles and to work flexibly across sectors and in collaboration with other healthcare professionals. It will also be a sound base from which pharmacists can extend their skills and develop their careers into advanced and consultant level practice, including research.

The new IFPP education and training programme has been established to support the 2019/20 cohort of pre-registration pharmacists whose training and registration have been disrupted by the COVID-19 pandemic. We understand the unique challenges that they have encountered during the pandemic and the IFPP is designed to be a flexible programme to support provisionally pharmacists registered in England transition to full GPhC registration and beyond.

The IFPP will develop the new provisional registrants' ability to achieve high quality outcomes for patients and improve patient safety. It will also provide them with the opportunities and support to develop their proficiency as a pharmacist, setting them on the pathway to expertise as a practitioner.

We will be actively seeking your feedback to understand how we can best support you, in your role as a supervisor, and the new registrants during the IFPP. I would like to thank you for the support that you will give to your foundation pharmacist.

**Helen Porter**

**Senior Responsible Officer IFPP**

**Pharmacy Dean**

**Health Education England London and Kent, Surrey and Sussex**

## Introduction

Supervision is a core element of the Interim Foundation Pharmacist Programme (IFPP). HEE's quality framework states that:

*'providers must ensure that learners have an appropriate level of supervision at all times by an experienced and competent educator, who can advise or attend as needed. The level of supervision must fit the individual learner's competence, confidence and experience. The support and supervision must be clearly outlined to the learner and the educator.'*

As such, this handbook has been designed to support the role of both educational and practice supervisors who are involved in the IFPP, starting in England in September 2020.

The IFPP is designed to support pharmacists during their provisional registration phase and once they are on the GPhC register.

## Programme aims and overview

### Programme aim

The Interim Foundation Pharmacist Programme (IFPP) is designed for provisionally registered pharmacists in England. It will provide them with the support they need when making the transition from pre-registration trainee, through provisional registration, to a fully registered foundation pharmacist and beyond.

The IFPP aims to:

- support pharmacists through the challenges of provisional registration and on to full GPhC registration and beyond;
- help them achieve high-quality outcomes for patients and improve patient safety;
- inform the next stages of their education, development and career.

### Programme overview

There are two aspects of the IFPP:

- Resources to support all provisionally registered pharmacists (irrespective of their employment status)
- Educational support and learning through work-based experiences, to help them develop their practice

The IFPP is predominantly a vocational training programme, in which foundation pharmacists will use their work-based experiences to identify areas of good practice, while also taking the time to reflect on potential further development opportunities. It will be up to each foundation pharmacist to manage their own personal learning objectives as time out of practice for training is not a mandatory requirement.

Foundation pharmacists will need to make the most of the online resources available within the programme, which are designed to offer flexible delivery and access to content, to help them balance their personal development with their commitments.

All foundation pharmacists (irrespective of employment status) will be given access to a library of resources. These resources are designed to help them maintain and develop their clinical knowledge, while at the same time, helping with the revision they will need to undertake ready for their GPhC registration assessment.

HEE will also be extending access to these resources to pre-registration pharmacists who have previously sat the registration exam but who are not eligible to become provisionally registered pharmacists.

## **Programme ethos**

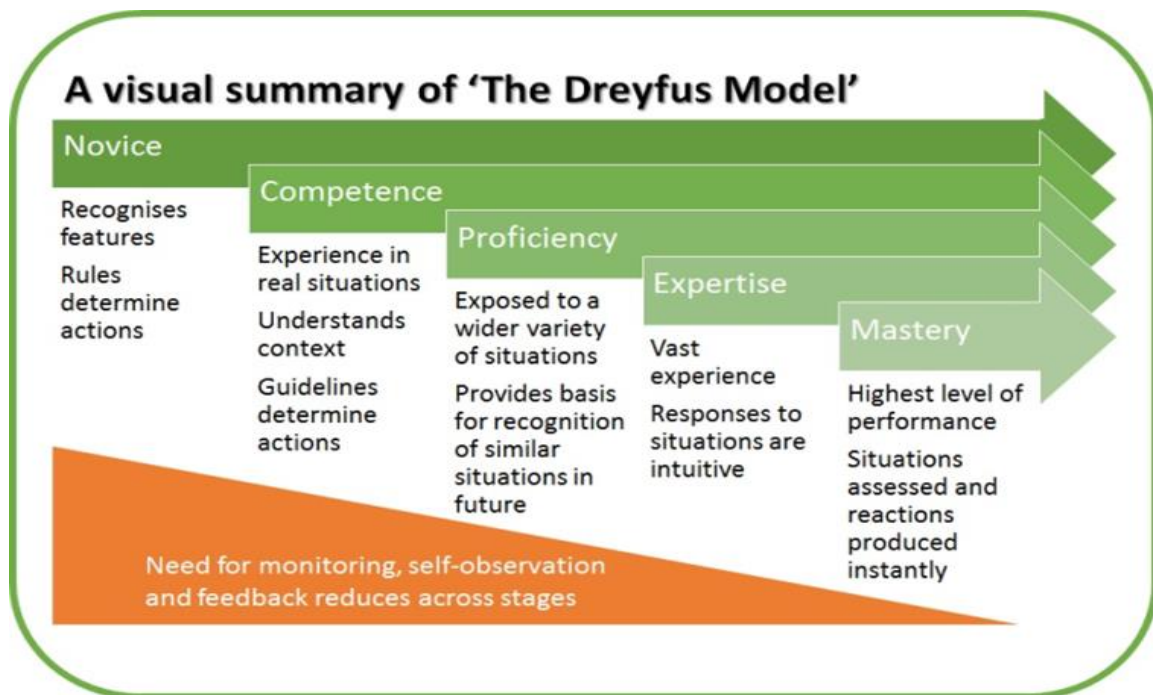
The IFPP is designed to be a trainee-led vocational training programme, where the learning is predominantly based in the workplace with learning opportunities that arise from lived experiences in day-to-day practice.

For the foundation pharmacist to gain the most from the programme it is essential that they:

- embrace new ways of learning;
- manage and organise their personal development plan and learning;
- identify work-based experiences that provide learning opportunities;
- seek opportunities outside of traditional learning methods, for example, peer review;
- take part in supervised learning events, for example, case-based discussions;
- reflect on practice, identifying the positive elements, as well as areas for improvement;
- seek feedback from others on their performance and seek and act on that feedback;
- work with their educational supervisor to maximise their development.

As the foundation pharmacist develops within the programme they should be seeking to achieve not only competence against the learning outcomes, but also proficiency. Figure 1 below summarises the steps involved in skill acquisition, as someone moves from 'novice' to 'proficiency' and beyond.

**Figure 1: The Dreyfus *Five-stage model of the mental activities involved in direct skill acquisition.***



Source: richrtesting.com

In your role as educational supervisor within the IFPP you will be supporting the foundation pharmacist through their developmental journey by:

- orientating them to the programme;
- helping them set tailored realistic expectations and goals;
- signposting learning and development opportunities;
- supporting development through use of supervised learning events (in some circumstances this may be delegated to practice supervisors);
- providing constructive feedback on evidence;
- challenging and encouraging the foundation pharmacist to strive for excellence where appropriate.

The foundation pharmacist is accountable for their learning and development within the IFPP. It is your responsibility as educational supervisor to support them to keep on track with their development plans and facilitate their progress towards the GPhC registration assessment.

## HEE quality strategy

High quality supervision underpins the IFPP. We are committed to supporting supervisors to develop these skills. The IFPP quality strategy will be available in a separate document and shared via the IFPP website.

## IFPP learning outcomes

The IFPP learning outcomes are designed to guide the learning and developmental activities of the foundation pharmacist throughout their time on the IFPP. As they work towards these outcomes they will be making the transition from a competent pre-registration pharmacist to a proficient foundation pharmacist.

The IFPP learning outcomes consist of five domains (as shown below in Figure 2). Each domain comprises a set of capabilities and related learning outcomes (see Appendix 1 in the Pharmacist's handbook for the full set of learning outcomes).

**Figure 2: The five IFPP learning outcome domains**

Domain 1	Domain 2	Domain 3	Domain 4	Domain 5
Professional practice	Communication and collaborative working	Leadership and management	Education	Research

The IFPP learning outcomes have been developed, in partnership with the RPS, to focus on confidence, proficiency, workplace outcomes and decision-making. They are based on the RPS [Interim Foundation Pharmacists' Curriculum](#), which has been developed in response to the COVID-19 pandemic by partners across the UK.

Each learning outcome has been categorised as either **high priority** or **longer-term priority**. The high priority outcomes are identified as those deemed to be essential for the delivery of patient-facing services and realistically could be completed within the duration of the IFPP. As the focus of the provisionally registered pharmacist will be on the GPhC registration assessment, as well as the other significant current pressures they will be dealing with in the workplace, the remaining outcomes should be regarded as longer-term priority.

As part of their learning on the IFPP the foundation pharmacist will carry out an analysis of their individual learning needs to meet these high-priority outcomes. This learning needs analysis will also support them to achieve the longer-term learning outcomes as they go on to develop as a pharmacy practitioner.

## Provisional registration

For all healthcare practitioners, the move into professional practice is complex and demanding, and includes a period of intense learning of new skills, knowledge and behaviours. Provisionally registered pharmacists will need to adapt to a new phase in their career in which, probably for the first time, they will experience the responsibilities of professional judgment and accountability. Newly registered



pharmacists have described 'lack of confidence', 'decision making', 'managing professional relationships', 'being in charge', and 'adapting to the workplace' as the greatest challenges they face.<sup>1</sup>

Provisional pharmacist registration is a unique situation brought about by the COVID-19 pandemic. The IFPP is designed to give provisionally registered pharmacists the support, direction, information and resources they need to bridge the transition from pre-registration training to independent practice. The programme signposts them to the resources and support that will help to build their confidence, aid decision making, manage relationships and develop leadership. Most importantly it will help them to adapt to the workplace in these challenging times, give them guidance on how to prepare for the GPhC registration assessment, while at the same time balancing the pressures of the ongoing pandemic.

The IFPP is designed to support all provisionally registered pharmacists, those in employment and those not in employment. Specific elements of the programme will support those in employment to reflect and learn from their experiences. These elements of the programme are designed to be flexible and can commence at any stage through the IFPP. More details of the IFPP structure can be found in the *IFPP Pharmacist's handbook*.

## The structure of the programme

The start date for the programme is flexible and will align with when the pharmacist registers as a provisionally registered pharmacist. It is designed to provide them with the support and learning opportunities they will require throughout their time as a foundation pharmacist, not only during provisional registration. Foundation pharmacists will have access to resources from September 2020 and up to the end of August 2021.

During the registration process they will have seen a flowchart that sets out the eligibility criteria and structure of the IFPP, which you can refer to here: [IFPP – Eligibility and process flowchart](#)

## Local support and contact details

The IFPP will continue to develop as the year progresses and we will keep in regular contact with supervisors. However, if you have a query, please contact the IFPP team by email, via your local HEE Pharmacy Team:

- London and South East (LaSE) – [Lasepharmacy@hee.nhs.uk](mailto:Lasepharmacy@hee.nhs.uk)
- Midlands and East – [Pharmacy.me@hee.nhs.uk](mailto:Pharmacy.me@hee.nhs.uk)
- North – [Medicinesoptimisationnorth@hee.nhs.uk](mailto:Medicinesoptimisationnorth@hee.nhs.uk)
- South – [Pharmacy.south@hee.nhs.uk](mailto:Pharmacy.south@hee.nhs.uk)



# Principles of supervision

## GPhC requirements for provisional registrants

During the period of provisional registration, the supervision requirements defined by the General Pharmaceutical Council (GPhC) must be met. All supervisors should be mindful of the impact of Covid-19 on pre-registration pharmacist training and that for many provisionally registered pharmacists, preparation for the rescheduled assessment will be their focus during the initial period of training.

The IFPP is designed to support pharmacists within their provisional registration phase and once they are on the GPhC register.

Supervisors should follow the GPhC's guidance for employing a provisionally registered pharmacist, which can be found [here](#).

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 GPhC's requirements relates to the ability of the foundation pharmacist to practise professionally in a safe manner and to uphold patient safety at all times.

The GPhC guidance also stipulates, that the Senior Pharmacist support the provisionally registered pharmacists to identify a mentor, with 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.

The role of educational supervisor(s) and practice supervisor(s), as set out in this document, are designed to support the educational journey of a foundation pharmacist, in line with the RPS Foundation Pharmacist Framework and the IFPP learning outcomes.

Throughout the IFPP, the key educational relationships will be between the foundation pharmacist, and their educational and practice supervisors. All supervisors should be familiar with the programme of learning, the educational approach, and the assessment processes.

## Supervision – roles and responsibilities within the IFPP

The arrangements for supervision within the IFPP will be influenced by employer arrangements, workplace context and the programme being used eg. CPPE or employer lead. The HEE Regional Foundation Facilitators will work with employers to ensure that local models work and that they meet the outcomes of the programme. Some core definitions and requirements are given below.

## Educational supervisor

Every foundation pharmacist on the programme must have a named educational supervisor. The role of educational supervisor is to oversee and review the educational progress of the foundation pharmacist during the IFPP. They will guide the personal and professional development by signposting to learning opportunities and relevant resources, as appropriate. They will monitor the quality of any evidence the foundation pharmacist submits and provide timely and effective feedback on progress. However, the primary responsibility for learning and development lies with the foundation pharmacist. They need to take a self-directed approach to their learning and development and make use of the support provided by the educational supervisor and practice supervisor (as applicable).

Educational supervisors should provide a positive role model and have an awareness of their responsibilities to promoting equality and diversity when learning in the workplace.

The educational supervisor is expected to:

- ensure that the learner is receiving appropriate support and access to learning to cover the curriculum;
- have a good understanding of any supporting IT tools, for example, the RPS e-portfolio;
- understand what is considered acceptable progress;
- review learning and provide formative feedback for reflective practice;
- assess workplace evidence against the curriculum;
- meet regularly with the learners to review progress through the curriculum;
- identify learners who are struggling and instigate initial steps to support anyone experiencing difficulties.

In larger organisations the foundation pharmacist in training may be supported by more than one supervisor. In these circumstances the educational supervisor may delegate some of the supervision and assessment activities to others. These people will be referred to as practice supervisors to distinguish the two roles. However, the educational supervisor remains responsible for the foundation pharmacist in training throughout the programme.

## Practice supervisor

A practice supervisor is responsible for supervision in the workplace setting, combining workplace learning with service provision. Their guidance will help and support the foundation pharmacist to take responsibility for real-life patient management, while managing potential risks to patient safety through effective clinical governance. A practice supervisor provides teaching and learning opportunities based on learning needs. They should provide timely and effective feedback and be present to support the learner's training when issues arise. Some elements of practice supervision may be delegated to other members of the multidisciplinary team who have suitable experience.

Practice supervisors should also have an awareness of their responsibilities to promoting equality and diversity when learning in the workplace.

A practice supervisor should:

- be aware of the differences in the way individual foundation pharmacists may choose to learn and the relevance of this to teaching and training, so that they are able to adapt their own style accordingly;
- understand how best to teach the application of clinical knowledge or a clinical skill, and be able to adapt according to the learning style of the foundation pharmacist;
- use a variety of effective teaching methods delivered in a workplace setting;
- understand the importance of reflecting on and evaluating their own teaching/training;
- tailor and provide effective feedback to individual foundation pharmacists;
- use reflective discussion to support the learner to explore and manage challenges, complexity and other pressures in their roles;
- identify learners who are struggling, instigate initial steps to support them with any difficulties, and ensure the educational supervisor is aware of any agreed planned steps or actions, as appropriate.

There will be times when a foundation pharmacist in training does not progress as expected and will need additional support. This may be as a result of poor performance in the workplace, or absence from work, or other issues that hamper an individual's learning and development opportunities.

It is part of the supervisor's role to watch for problems such as this, so that they can ensure the required support is put in place as soon as possible. The foundation pharmacist should always be encouraged to work with their supervisor(s) to resolve any issues affecting progress or performance.

<b>Roles and responsibilities of supervisors</b>	<b>Practice Supervisor role</b>	<b>Educational Supervisor role</b>
Assure safe and effective patient care	✓	✓
Establishing and maintaining an environment for learning	✓	✓
Conducting workplace-based assessments	✓	✓
Teaching and facilitating learning	✓	✓
Enhancing learning through formative assessment	✓	✓
Continuing professional development as an educator	✓	✓
Supporting and monitoring educational progress	✗	✓
Guiding personal and professional development	✓	✓

## Minimum requirements for supervisors

### Person specification for supervisors

In order to meet the requirements of the IFPP, a set of minimum standards has been developed for the people involved in supervision on the programme.

#### **Educational supervisors** will:

- be registered pharmacists;
- have a minimum of two years' post-registration experience;
- have completed the minimum defined training in supervision skills (described later in this document);
- be able to meet with the foundation pharmacist on a regular basis throughout the whole programme;
- monitor the educational progress of the learner through the curriculum and its associated assessments;
- be proficient in providing feedback and undertaking relevant work-based assessment in practice.

#### **Practice supervisors** will:

- be proficient in the practice area in which they are supervising the foundation pharmacist;
- be proficient in providing feedback and undertaking relevant work-based assessment in practice;
- have completed the minimum defined training in supervision;
- be able to meet with the foundation pharmacist on a regular basis throughout the time when the foundation pharmacist is working in their area of practice;
- know how and when to escalate concerns to the educational supervisor, as appropriate.

Please note, all supervisors must be aware of equality and diversity with regards learning in the workplace.

### Minimum training requirements for supervisors

To ensure that all supervisors can carry out their role effectively, materials have been developed to support the learning and development of supervisors.

In the first month of the programme it is mandated that all educational supervisors and practice supervisors complete the HEE Midlands and East of England funded e-learning module: [Core Skills for Pharmacy Clinical and Educational Supervisors and a Training Needs Analysis](#).

The module should take around 90 minutes to complete and covers the basics of the skills you will need when supervising learners:

- Mentoring, coaching and facilitating
- Leadership

- Planning teaching
- Patient-centred teaching
- Assessment
- Feedback
- Reflection

The link to register and access the module is: <https://supervisor-training.articulate-online.com/6188233026>.

Once registered, learners can resume from where they left off by clicking on another link: <https://supervisor-training.articulate-online.com/6188240683>

Additional materials to support the development of supervisors will be available on the IFPP website.

# Structure of supervision model

## Minimum supervision requirements

The IFPP minimum assessment requirements, to be achieved over 12 months, are:

- Four supervised learning events. These should be:
  - One mini clinical evaluation exercise (Mini-CEX)
  - One direct observation of practical skills (DOPS)
  - One case-based discussion (CBD)
  - One assessment using the medication-related consultation framework (MRCF) or equivalent
- One APLAN (Anonymised Peer Learning and Assessment Network) assessment
- Two reflective summaries
- One 360 feedback tool
- Learning needs analysis (and action plans) mapped against the IFPP Learning Outcomes to guide development – revisited every six months – and three times in total (month one, month six and at the end of the programme)

The foundation pharmacist will also be able to use other evidence to prove their development against the IFPP learning outcomes. Many workplace programmes, that support the IFPP, outline assessment strategies that will exceed this minimum. In these circumstances the foundation pharmacist should be encouraged to continue to this higher level.

Taking into consideration the minimum assessment requirements, the minimum supervision has been determined as:

- Meetings: There must be a supervision meeting with the FP every two months during the programme, to provide at least seven review meetings. The educational supervisor must meet with the FP for a minimum of three of these meetings; introduction, mid-point review and sign-off. The other supervision meetings can be carried out by the educational supervisor or delegated to a practice supervisor. Some employers may want to mandate more frequent meetings, this should be agreed locally.
- Support of portfolio development:
  - Support foundation pharmacists as they review their self-assessments related to the IFPP learning outcomes self-assessments and develop their personal development plans
  - Support foundation pharmacists as they work through the supervised learning events and provide developmental feedback. This can be delegated to appropriate practice supervisors where available.
  - Guide the use of the 360-degree tool and provide a constructive discussion regarding the feedback received.
  - Review the evidence submitted, including reflective summaries and APLAN assessment.

At each meeting the educational supervisor or the practice supervisor should:

- review the supervised learning events undertaken by the foundation pharmacist;
- review the progression of their personal development plan;
- provide constructive feedback on progress so far;
- review progression against the IFPP learning outcomes.

### **Support for supervisors working with trainees requiring additional support (TRAS)**

We recognise that some trainees will require additional support while on the programme. Additional information about our TRAS guidance will be made available to supervisors in a separate document which will be shared via the IFPP website.



## Resources for supervision and assessment

### Learning needs analysis

The **learning needs analysis** is a tool which has been integrated into the e-portfolio to guide learning and should be used during the initial stages of the IFPP to identify the learner's most important and urgent learning needs as identified by the IFPP learning outcomes.

The learning needs analysis is the first part of the IFPP learning needs cycle. More information is available in the Pharmacist's Handbook.

### Supervised learning events

The IFPP minimum requirements for completion of supervised learning events are described above. Templates for each of these supervised learning events are available within the RPS e-portfolio. Further information regarding these supervised learning events is provided in the boxed text below and via the relevant modules on the e-LfH hub.

Before carrying out the supervised learning events required as part of the IFPP, each supervisor should complete the relevant e-learning package (*see details below*).

Pharmacy – Introduction to Supervised Learning Events  
<https://portal.e-lfh.org.uk/Component/Details/658765>

Pharmacy – Mini Clinical Evaluation Exercise (MiniCEX)  
<https://portal.e-lfh.org.uk/Component/Details/658816>

Pharmacy – Case-Based Discussion (CBD)  
<https://portal.e-lfh.org.uk/Component/Details/658819>

Pharmacy – Direct Observation of Practical Skills (DOPS)  
<https://portal.e-lfh.org.uk/Component/Details/658822>

Each supervised learning event should be assessed by a suitably trained person and should under no circumstances be assessed by a fellow pharmacist currently enrolled on the IFPP or any another foundation pharmacist programme.

All supervised learning events should be documented in your e-portfolio system as evidence – please see the RPS e-portfolio *User guide for provisionally registered pharmacists* for further information. This will be made available to the foundation pharmacists once they sign up for the RPS e-portfolio.

### Anonymous Peer Learning and Assessment Network (APLAN)

The Anonymous Peer Learning and Assessment Network (APLAN) is a password-protected secure website designed to enable peer learning. The website allows

learners to upload an anonymous case study onto the system, which their peers and educational supervisors can look at and provide feedback. The system allows peers to learn from each other, promotes positive feedback to improve the care provided, stimulates reflection on critical incidents and interesting patients, and enables sharing of experience between pharmacists.

## 360 Feedback

A 360 Feedback, otherwise known as mini-team assessment of behaviour (Mini-TAB) or multisource feedback, enables learners to gain perspective from colleagues to identify positive areas of their behaviour and performance, as well as areas that may benefit from improvement.

A 360 Feedback is an opportunity for both personal and professional development. Bearing this in mind, the learner may want to consider who they wish to receive feedback from, for example, they might want to include colleagues they feel they have not worked particularly well with. They should also remember that they may receive more in-depth feedback from colleagues they have worked with more closely or for longer.

## Portfolio

To ensure the foundation pharmacist is consistently developing throughout the IFPP they will be required to prepare a portfolio of evidence. Within this they should document experiences and activities that demonstrate their skills and behaviours, mapped against the IFPP learning outcomes identified during their individualised learning needs analysis.

The RPS have developed an e-portfolio for the provisionally registered pharmacist to use for this purpose during the IFPP. This e-portfolio contains various templates and forms for them to use, as well as the option to upload other types of evidence. All those eligible for the IFPP can access the *RPS Provisional Pharmacist Portfolio*, irrelevant of RPS membership status. <http://www.rpharms.com/provisional-registration-e-portfolio>. Once registered the provisionally registered pharmacist can grant their educational supervisor access to view their evidence, as well as any supervised learning events that recorded in the e-portfolio.

Written reflections are an essential part of documenting their learning. These should focus on how the learner's practice has changed as a result of their learning. They can also help them to identify the best way to show how they have met a particular learning outcome. A reflective summary template can be found in the e-portfolio.

Instructions on how to use this e-portfolio can be found by referring to the user guide provided by the RPS.

## Reaching the end of the IFPP programme

A pharmacist who successfully completes the IFPP will receive a Health Education England (HEE) Statement of Progression against the Interim Foundation Pharmacist Programme. To achieve this statement the educational supervisor will review the portfolio to confirm the learner has:

- completed the minimum assessment requirements (see *Assessments and feedback above*);
- achieved a level of proficiency demonstrated by evidence mapped to the high-priority learning outcomes;
- participated in the foundation learning events;
- completed a personal development plan to identify future learning requirements, including the completion of any outstanding longer-term priority learning outcomes not achieved during the IFPP and how they intend to meet these outcomes.
- successful completion of full GPhC registration

Their personal development plan is there for the pharmacist to refer to as they approach the end of the IFPP and continue on their learning and development journey.

## Further information

If you need any additional information, please contact the IFPP team by email, via your local HEE Pharmacy Team:

- London and South East (LaSE) – [Lasepharmacy@hee.nhs.uk](mailto:Lasepharmacy@hee.nhs.uk)
- Midlands and East – [Pharmacy.me@hee.nhs.uk](mailto:Pharmacy.me@hee.nhs.uk)
- North – [Medicinesoptimisationnorth@hee.nhs.uk](mailto:Medicinesoptimisationnorth@hee.nhs.uk)
- South – [Pharmacy.south@hee.nhs.uk](mailto:Pharmacy.south@hee.nhs.uk)

## List of abbreviations

APLAN	Anonymised peer learning and assessment network
CBD	Case-based discussion
CPPE	Centre for Postgraduate Pharmacy Education
DOPS	Direct observation of practical skills
GPhC	General Pharmaceutical Council
HEE	Health Education England
IFPP	Interim Foundation Pharmacist Programme
Mini-CEX	Mini-clinical evaluation exercise
Mini-TAB	Mini team assessment of behaviour
MRCF	Medication-related consultation framework
RPS	Royal Pharmaceutical Society
SLE	Supervised learning event