

Transcript

Elspeth Boxall

So hello and welcome to the next podcast in our series of NES Pharmacy podcasts and today we're gonna be discussing modular training in the Foundation Year programme and we're joined today by Debbie Guthrie, who is a hospital pharmacist with, um, an education role and has been involved in developing modular training, uh, in NHS Tayside and Colin Dougall, who's a community pharmacist from NHS Glasgow, who has a, a lot of experience in supporting training over the years and is also gonna be facilitating modular training, uh, for the Foundation Year programme. So, I think Debbie and Colin are gonna give us some insight into their plans for the modular training year and just give us some ideas and practical tips on how that's gonna work. So, welcome, Debbie and Colin. Thank you for joining us today. Um, I think first of all, it'd be really quite useful if we explained a bit more about the Modular Foundation Training programme and just what it looks like in practice for people. Um, so starting with you, Debbie, is.... could you describe a bit about the programme?

Debbie Guthrie

Yeah, of course. Thank you, Elspeth. So, it's important to note that modular programmes may vary in structure and components, um, across the different health boards. Um, so to give a wee example, in Tayside, all of our modular programmes include six months working in a community pharmacy environment, and then four months in a hospital base with two months in a more specialist setting. Um, so to give some examples of the different specialist settings that we use: that could include clinical areas like infectious Diseases, Women, Children and Families, um, Mental Health, um, and it may include also some time in primary care, um, or, um, also the opportunity to experience a more technical setting. Um, for example, the, um, NHS Scotland Pharmaceutical Specials Service: there's a chance to spend some time there as well, um, in one of our programmes. So even within the programmes that we have in our area, they can all look wee bit different. Um, and these programmes might be delivered as distinct placement blocks as I've just described, or there are some that lend themselves well to a more blended approach. So that might be where the trainee is working in different settings across the week, um, as described there. Um, I'll hand over now to, to Colin perhaps to describe a little bit, um, about modular as well.

Colin Dougall

So, Debbie, thank you very much. Um, so my, uh, my kinda dealings with the modular programme um, we run the modular programme from the community pharmacy side. Um, so the, the FTYs come to us for a six-month placement. Um, we are linked... in GGC, we are linked with a mental health placement in hospital. So again, slightly different. There, there is quite a variety of settings, um, that they can, that they can happen in. Uh, and what tends to happen with the, the FTYs that come to see us: they spend six months with ourselves, then they go off to their hospital placement for the other six months. But in that time, they also get some primary care experience as well. Um, so there, there is a nice mixture, um, to see what's happening and just kind of working through a, all the kind

of training and the learning outcomes that are needed in that case. When they, they come and spend their six months in community with myself, we, uh, have been running Pharmacy First Plus now for, uh, a number of years and certainly the, um, the trainees get good experience kind of firsthand experience of how Pharmacy First Plus works in community pharmacy and I know that is one of the big kind of issues at the moment, um, with whether they're going to have a Designated Supervisor or a DPP and trying to get all that to, to match up. So yeah, um, it's something that we're well aware of and are, are prepared for going forward.

Elsbeth Boxall

That's absolutely brilliant. I mean, it sounds like you're, you know, you're really giving these pharmacists a huge, like, breadth of experience. They're gonna be really adaptable because, um, when they come out of their training because they, they've seen all these different types of pharmacy and different settings, so it's absolutely... it sounds like a brilliant opportunity. Um, and I suppose what you sort of touched on, you know, the, a little bit there calling about the DPP and DSS roles and how, how does the super-, what does the supervision of the trainee pharmacists in the modular programme look like? Because obviously, you know, they, they are going between these different settings. Can you, can you kinda describe how the, the supervision works?

Colin Dougall

So, so the supervision is based with, if they're in the community pharmacy, um, with myself, I am the supervisor and I'm also the DPP. Uh, so that kind of ironing out one of the issues that may happen going forward at the moment until everybody's fully trained up as an IP. Um, there may be cases where they've got a DS, uh, that might not be their DPP, um, but certainly the... NES are involved with a lot of training with physical assessment skills for the pharmacists that are DS's that don't have that qualification as yet. Um, so that will certainly help, uh, with their training, um, making sure that the learning outcomes can be met along the way. Um, there are some of the learning outcomes that are dual sign off, uh, when maybe there is a DS involved that isn't a DPP for that person, um, and that will certainly be coordinated throughout the, the year or, in our case it would be six months, but it's, it's not an issue for here as I would be the DPP and their DS, uh, within the community setting. Um, so we could sign off, uh, as we go, as they collate all their evidence, uh, to support as they go through the, their six months here and year in total.

Elsbeth Boxall

That's brilliant. Colin and Debbie, like, have you got, um, anything to add to that? How would, how do you see those different roles coordinating?

Debbie Guthrie

Yeah, thank you. So, to, to give a wee bit of insight into what we're working on in Tayside at the moment. I think some elements will remain very similar to how we have, um, run supervision of FTY, uh, going forward into 25/26, um, with a slight change with the DPP element. So, as it stands at the moment, all of our modular trainees are supported by two Designated Supervisors. So, one of those will be based in the community pharmacy setting, the other will be based in the managed service. Um, so those, uh, supervisors

work together with the trainee. There's regular meetings, um, to review progress, to review evidence in the portfolio, um, and prepare for, uh, the appraisal points during the year as well. So just really helping to make sure that that trainee, um, is on track, uh, with their training. Um, what we propose to do is have one of those designated supervisors also act as the DPP, uh, for the trainee. So then they would still be interacting with the same two people, um, but obviously that DPP would have more of a responsibility looking at the prescribing-related outcomes, um, and making sure that the, the period of learning in practice, um, and the outcomes associated with that are all on track for, for being achieved, um, in the desired timeframe. Um, it's also not just Designated Supervisors and the DPP that are going to be supporting our trainees throughout the year. So, it's important I suppose to add as well that in the modular programmes a huge benefit is that there's lots and lots of support from other members of the wider pharmacy team and the multidisciplinary team as well. Um, and there are mechanisms for requesting and providing more formal feedback. Um, so things like tabs and individual feedback forms, um, and also the wider team can help support with the Supervised Learning Events as well, um, to help, um, kind of gauge and give feedback on, on the trainees knowledge and performance as well.

Elsbeth Boxall

That's, it's really helpful to hear the different ways that this can work, you know, and the different people who are gonna be involved. Um, obviously this is all a little bit new to everybody, so it's, it's good to get ideas of how you, how you can do it. Um, I guess another question that people might have is, obviously with different, the different DS and DPPs involved and the other, uh, supervisors who might be involved in the training, how will appraisals, um, and meetings be arranged to coordinate the, this, the feedback for the, for the trainees and make sure that, that there's sort of regular meetings throughout the training when obviously the, the trainees are moving between different settings? Have you got a sort of a plan for that? Maybe go to you first, Debbie, like that?

Debbie Guthrie

Uh, yeah, yeah, thank you for that. So, something that we've, um, run Tayside before, and plan to keep running, is a meet and greet evening event. So quite early on in the FTY we have found it, um, to be really beneficial to set up an event for all of our modular trainees and all of the Designated Supervisors, so that would include the DPPs as well, obviously for, for the next group. Um, they may not be working together day-to-day until later points in the programme. So having that early opportunity to kind of meet, get to know each other a little, um, and feel more comfortable contacting each other to set up meetings, um, is something that we've found really beneficial just to kind of start things off on the best possible footing. Um, and we would encourage the trainees to take responsibility as much as possible, um, for helping to, um, arrange and coordinate those meetings. Um, and obviously as the Education and Training teams, we can help provide support as well, whatever needed, uh, there too.

Elsbeth Boxall

That sounds really good, Debbie... and Colin, how have you found that that works with, um, so you've got good experience of working between, you know, with trainees working between two settings. How do you find coordinating supervision meetings?

Colin Dougall

The, the supervision meetings aren't really a, an issue. Um, we would just as usual in a community pharmacy, um, we, we are a small and compact space, um, so meetings aren't a problem. Uh, at any point throughout the day if a meeting is felt that we need to have a meeting, have a chat, that's not a problem. No, we can have kinda regular catchups just to see how progress is going. Um, and with respect to the, the appraisals themselves, um, we arrange, uh, a meeting together with the hospital supervisor. Um, so we'll all get together just to see how things are going to make sure things are, are going as they should. Um, it's, it's quite straightforward to organise, um, set a date in the diary, find a location, and uh, just have the meeting, so it's, it's not a problem. Um, but certainly community is a bit different from hospital where a, in hospital they wouldn't necessarily be working with their supervisor all the time, um, in community pharmacy settings, they, they are stuck with me all the time, I'm afraid.

Elsbeth Boxall

Brilliant. I'm sure that's not a problem. Um, but yeah, no, that, that's, it's really helpful to have the kind of two different views on this. So that's, that's really helpful to, to see it working in different settings. And, I guess another thing that, you know, it's important to think about is, you know, this is quite a new process for everybody. So, what support do your organisations have available for, um, the pharmacists who are acting as DS or DPP, um,... Colin, I mean, what, what's available for you?

Colin Dougall

So, support as a, as a DS or DPP, we, we kind of work jointly with our other pharmacy in the group. So, um, they also, they're in NHS Lanarkshire and they also have the trainees there too and all the pharmacists that work there are also IPs. So, we can kinda work collaboratively to make sure that we're doing the, the best we can for our trainees, um, and they can get a bit of experience, um, between the two pharmacies as well, 'cause they're slightly different kind of settings, slightly different levels of business. Um, so again, it's a, it's a good opportunity just for a bit more learning, um, and just seeing how yes, community pharmacy could be classed as one thing that works very similarly, but there's always differences. Um, although it's all basically run along the same way that, there are always differences between individual community pharmacies. Um, and it's good for experience just to, to work with other pharmacists that are also IPs, um, and are delivering the, the similar kind of services with Pharmacy First Plus do, just to see what's happening.

Elsbeth Boxall

Yeah, that sounds really helpful, just kinda using your, your networks and uh for support, that sounds, yeah, really, really good, yeah and, and Debbie and in the setting that you're working in, what, what have you got set up for support?

Debbie Guthrie

Yeah, so a couple of different we things just to, to add in here. Um, something that we've run in the past and plan to utilise again is sort of some Peer Support drop-in sessions for our supervisors. Um, so we've run some like lunchtime and daytime sessions, um, for supervisors to have the chance to, um, chat with Education and Training team and with other supervisors, um, to kind of talk through any sort of queries that they might have. Um, we can generally work through those together. Um, and obviously there is good support from NES as well, um, for our supervisors. Um, something that we try to do locally as well is that if we have a new supervisor, um, who's come on board to join our group, we will try and pair them with a more experienced Designated Supervisor as their other counterpart. Um, so that there is that wee bit of peer support there as well, um, and they can learn from one another. One of the challenges that we have, um, in our area is that we have less DPPs working in the managed service than we do in community pharmacy. Um, so we're exploring ways of how we can sort of link into our wider network um with our more experienced community DPPs as well, um, and share learning there as we have more DPPs come on board across the different settings to help with modular. Um, and I think, I suppose the final thing to really add for me is about ensuring that, excuse me, that, um, Supervisors and DPPs have adequate time to do any training required, um, before doing the role, um, as well as being able to do the role throughout the year as well. There's lots of, uh, great resources from NES on TURAS, um, including e-learning and evening and daytime support sessions for Supervisors to drop into as well. Um, so we would always encourage, um, our supervisors to try and attend those, uh, where possible as well.

Elsbeth Boxall

Yeah, that's brilliant. Thanks both. So yeah, the variety of support available then using your own networks, um, being in touch with your education and training team locally just to see what's available and also the NES resources, which are all available on the NES, um, website are all, are all really good places to get support. So, um, there's plenty of support out there. But, um, again, because just as a this, this part of the Foundation Year Training is, is new, is obviously the, the, I think what people will be asking about is the PLP, um, and how that's going to work. So, um, again, maybe starting with yourself, Debbie, can you explain how the, the period of learning and practice will, will work in the training programme?

Debbie Guthrie

Yeah, thank you. So, this is something that is still kind of being worked on locally and it will look different in each programme. Um, we are looking at the sort of best possible timing for the PLP during FTY and we anticipate that the bulk of the PLP time would be achieved between week 13 and week 39 of training within our programmes. Um, and that would be sort of demonstrated across the different sectors, um, as our trainees would normally switch sectors at the six-month point. Uh, so there'd be lots and lots of opportunities, um, to achieve PLP across the different pharmacy settings.

Elsbeth Boxall

Yeah, that sounds really good. Yeah, I think it's, it's gonna be a great opportunity, and, and Colin, how, how about in your, your setting, how do you envisage the PLP being? Uh...

Colin Dougall

Yeah, I think with the, the learning outcomes that are there and kind of incorporating in the PLP, they link well together um, and as we have done kinda more recently with any of our trainees that are in, um, it is very much a case of supervising consultations. It's using the SLEs, um, and building on that where there may be a more kind of a direct supervision initially. Um, but as time goes on, um, that will become a little bit... a little bit more relaxed, um, and letting our trainees then kind of get the full kind of experience of doing consultations, um, with the patients when they come in. Um, and there's, there's plenty of opportunities, uh, to collate their time for their PLP, um, as, as well as their, their other learning outcomes that they do along the year.

Elsbeth Boxall

That sounds really well structured. Um, and I think, I mean, staying with yourself Colin, 'cause you just, you did just sort of touch there on SLEs. Um, and I wonder if you could talk a little bit about how you would use the Curriculum Assessment Strategy to support the assessment of your trainees. It's lots of different ways that can be done.

Colin Dougall

There's, there's lots of different ways. The, the curriculum assessment strategy, it's a, it's a, it's a good plan to refer to. Um, it gives good suggestions along the way as to what kind of evidence can be used for all the different learning outcomes. Um, so utilising that as a tool, um, is...it's, it's a good reference source, um, just to kinda highlight what type of evidence may suit the different learning outcomes, um, and being able to then match it up, uh, and use that to support, uh, all their evidence and there's, that shows that they've, they've met the learning outcomes as they go along. Um, it all kind of links quite nicely together. Um, and it's just building on that and building on the experience as they go. Um, quite often it's worthwhile having a discussion, uh, with the DS's and the, the trainees just to see how they're progressing, what, uh, evidence has been gathered, um, and maybe finding ones where they might need a little bit more evidence just to support them, uh, throughout the year and then kind of looking out for moments where that can be done. Um, and community pharmacy, we, we, we just have to wait and see what comes through the front door, unfortunately. So, it's, uh, it is getting the timing right for these things. Um, but yeah, definitely just, uh, working on collating evidence as we go and just looking to try and kind of plug any gaps that might be there, um, that we feel are needed to, as just to support throughout the year.

Elsbeth Boxall

That sounds like a really practical approach, Colin, and absolutely that's, um, as you said, the, the Curriculum Assessment Strategies a, a brilliant place to start, for getting ideas as well and Debbie, how would you plan to use that?

Debbie Guthrie

Yeah so similarly to what Colins just described there, I think, um, we would definitely want to refer to the Assessment Strategy, you know, for ideas, um, for activities that could be completed and it's really beneficial that all training providers can refer to the Assessment Strategy and use that to build up a year, um, for the trainees just to help ensure sort of consistency of training and opportunities for trainees, um, no matter which environment or environments they're working in throughout the year. Um, so I think it is a great tool to be able to use, um, to help make sure that everyone is getting as equal an experience as possible, um, and being assessed as fairly as possible, uh, throughout their year as well.

Elsbeth Boxall

No, that's, that sounds exactly how it's supposed to be used, so that's absolutely brilliant. So, I mean, both of you have given us lots of really helpful practical tips there. Um, I think people will find this really useful as a starting point just to get ideas on how to structure the, the training year and, um, I think you've also mentioned some really good resources and I would encourage people to, to refer to the NES resources and the, the Foundation Year Training page. There's also an opportunity on that Foundation Year Training page to submit questions. Um, and I would encourage people to do that. We will, um, do our best to address any, uh, issues that are highlighted through that, so do take that opportunity. Um, and lastly, just I'd love to say thanks very much to both Debbie and Colin for taking the time to, to explain how you're planning to, to, um, facilitate the modular training for your students. I think it sounds like you're gonna give them a really good experience. So, thank you very, very much for your time. Thank you.

Colin Dougal

Thank you.

Debbie Guthrie

Thank You.