



Educational Supervisor Training for the Community Pharmacy Workforce

Why Supervisor Training?



Key Drivers:

The ability to independently prescribe is crucial for pharmacists delivering care across the NHS.

Funded training offers for pharmacists aiming to become independent prescribers.

Training will enable the provision of new models of care.

IETP reform will also see pharmacists joining the register as independent prescribers in 2026.

Pharmacists now able to apply for thousands of funded independent prescribing training places

Places are available to pharmacists working in primary care networks, NHS trusts, community, general practice, integrated care boards and those in prisons and secure environments.





There is currently a major shortage of DPPs particularly for pharmacists in the community



Training is required to support the expansion of supervisors access and capacity ensure a confident, competent designated prescribing practitioner workforce.



Without effective supervision, the achievement of higher levels of clinical skills by trainees will be hindered, which in turn could have a detrimental effects on patient safety.

Training for Educational Supervisors including Designated Supervisors (DS)

Both pharmacists and pharmacy technicians can apply for the educational supervisor training.



Training for Designated Prescribing Practitioners (DPP)

Designated Prescribing Practitioners (DPP) supporting supervision of learners from a community pharmacy setting



Educational Supervisor Programme (Designated Supervisors)

1. Educational Supervision
2. Facilitating Learning
3. Giving Effective Feedback
4. Assessment & Monitoring
5. Supporting Trainees

3 modules, flexible online learning
Two Live online workshops (3 hours)
Option to attend face-to-face



Designated Prescribing Practitioner Programme

1. Introduction to DPP supervision
2. Facilitating Learning
3. Giving Effective Feedback
4. Assessing & Monitoring
5. Developing as a Designated Prescribing Practitioner

Three delivered via flexible online webinars
Two Live online workshops (3 hours)



Key Features

- ✓ Flexible learning allowing you to complete within a 3-month period
- ✓ Choose between video and audio learning to suit your learning style
- ✓ Access to a wealth of resources and the opportunity to get certified
- ✓ Login to the VLE at a time that is convenient
- ✓ 5 modules (per programme)
- ✓ On-Demand lessons (20-30 minutes)
- ✓ Module 1 & 5 online live training day (3 hours)
- ✓ Face-to-face option available

Peer Discussions

- Engaging Peer Discussions on key topics
- Share best practice
- Develop your network

Discussion: Good Feedback



Guides & Resources

Guide to Supporting Trainees Requiring Additional Support

Early identification **Expression of concerns**

- Identify Type of Concern**
1. Performance or Capability
2. Attitude or Behaviour
3. Health
4. Work Environment
5. Life Events
- Identify Level of Concern**
Level 1
Level 2
Level 3*
- Acknowledge**
Establish all the facts
Are there any other sources of information? Evidence?
- Discuss Concern**
- Provide Support**
- Involve an experienced colleague/EPD**
early to assist in identifying and exploring underlying factors and to help set clear goals for improvement
- Develop an Action Plan**
- Keep a Record**
- Refer The Trainee Appropriately**
Resources, occupational health, HR
- Monitor and Review Action**

Notes:

- Concerns about performance can be a symptom for other underlying causes.
- *Only Refer Level 3 to HEE once written consent from trainee provided
- Only form a judgement once you have all the information
- Make sure you ask for consent

The Principles of Giving Effective Feedback

- 1 Be clear**
Check that the learner is ready for feedback and gain approval. This means you should clearly define the purpose of the feedback session prior to or at the outset of the session. Make sure you have collected any information you need from the relevant people in preparation for this.
- 2 Make it timely**
Whether feedback is negative or positive it should be given as close to the event as possible for it to be used effectively to improve performance. Delayed negative feedback may result in repeated poor performance. Delayed positive feedback is a missed opportunity to build morale and encourage even better performance.
- 3 Give constructive feedback based on evidence**
Give feedback to your learner that is specific and based on evidence. When offering evaluative comments use "I".
For example:
"I think that ..."
"My opinion is that ..."
When giving feedback it is important to check how your feedback will fit in within their overall learning, how their performance compares to past performance and how it compares to the level of competence that the learner should be aiming to demonstrate in future. It is very important to ensure that the feedback given to the learner is aligned with the overall learning outcomes of the programme, teaching session or clinical activity in which the learner is engaged. It is important that you are clear about the outcome you wish to see which is ultimately improvement of a performance or behaviour.
- 4 Give feedback that encourages reflection**
This can be done by using open questions and asking them to comment on the feedback given. Usually if given the chance, learners are honest about where they need to improve, so find out if they have a solution before you give yours.
Examples of Open questions include:
How did you feel that went?
How do you think the patient felt?
If you were doing this again, what would you do differently?
What did you learn from that?
Use descriptive language
For example:
"Your patient looked confused as you talked to her: Did you notice that?"
is more helpful than "You didn't do that well"

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Requirement to get Certified?

- Contribution to peer discussions and case studies
- Reflective Accounts
- Peer Observation
- Multisource feedback

End of Programme
Assessments
Get Certified!



Registration & Enrolment:

<https://propharmace.com/est/>

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Pre-Register Now

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Pre-Register Now



FAQ's



Q: How long does the training take to complete?

A: Up to 3 months but can be done quicker as the learning is flexible.

Q: Can only community pharmacist IP's enrol on the DPP training?

A: No. Any actively prescribing IP can join, from any sector. There is an expectation that DPP's will then use those skills to support community pharmacy colleagues.

Q: Is the Education Supervisor training only open to pharmacists?

A: No – any registered pharmacy professional can enrol.