



PROVISION OF SUPPORT VIA DROP-IN SESSIONS TO LEARNERS AND THEIR EDUCATIONAL SUPERVISORS ON THE INTERIM FOUNDATION PHARMACIST PROGRAMME (IFPP)

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Objective

To obtain a descriptive overview of the engagement of learners and their educational supervisors with drop-in sessions led by IFPP regional leads, as part of the wider IFPP programme support by Health Education England.

Method

- ❑ Separate real-time online drop-in sessions were held for IFPP learners and educational supervisors.
- ❑ Lunch time and evening sessions were offered to provide wider access to the intended audience.
- ❑ Drop-in sessions covered a multitude of topics such as learning needs analysis, e-portfolio, 360-degree feedback, completion of the GPhC's registration exam and general queries.
- ❑ Routinely collated data on attendance numbers and feedback received by regional leads was reviewed.
- ❑ Ethics approval was not required.

Results

- ❑ Nine drop-in sessions were delivered with a total attendance of 70 participants.
- ❑ Four were delivered to IFPP registrants and five to educational leads and supervisors.
- ❑ Common questions and discussions covered learning needs analysis (LNA), access to e-portfolio, understanding the different functionalities of the e-portfolio and how to update IFPP registrant's details.
- ❑ Positive feedback was provided by attendees either at the end of sessions or emailed after the session to the regional lead, leading the session.
- ❑ Participants valued the opportunity to raise issues, ask questions or seek support. Learners suggested adaptation into a peer network.

Conclusions

- ❑ Queries raised at the drop-in sessions contributed to the FAQs section of IFPP website.
- ❑ Feedback from the sessions prompted the creation of Quick Guides for tools and processes which initially seemed challenging to navigate on the IFPP.
- ❑ The learning from the sessions and feedback were taken forward as part of a programme overview in preparation for the delivery of the Foundation Training Year by Health Education England.
- ❑ The use of an evaluation form at the end of each session could have generated more detailed feedback