

An Evaluation of the Multi-Sector Pre-Registration Pharmacy Programme in Wales (2020/21)

Executive Summary

February 2022

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Executive Summary

Background

A multi-sector pre-registration programme was first piloted in Wales in 2016. Various models have since been tried and evaluated. Results have demonstrated that pharmacists pursuing multi-sector training value their experience, gain a more holistic perspective of pharmacy and the patient journey, and would choose this option again. Disadvantages relate to the more limited time and experience in each sector.

Aims

The aims of this study were to evaluate the feasibility of the newly developed multi-sector training programme curriculum and identify the suitability of two implemented models. In one model trainees complete 2-month block rotations in the three sectors during the first six-months of their training and then revisit each sector for a second 2-month rotation in the second half of the year (the 2(3x2-month) model, North Wales). In the other model, trainees complete 4-month block rotations in the three sectors in sequence (the 3x4-month model, South Wales).

The specific objectives were fourfold:

1. To seek the views of trainees on both models, and their educational supervisors, on the feasibility of achieving the curriculum outcomes
2. To seek the views of trainees and educational supervisors on how well the curriculum prepares trainees for practice (i.e. is the curriculum fit for purpose?)
3. To seek the views of educational and training leads on objectives 1 and 2
4. To compare findings of the two models, identifying the strengths and limitations of each and whether one better facilitates the achievement of the intended outcomes.

Methods

Data collection was carried in two phases:

Phase 1: Focus groups/interviews with trainees and educational supervisors in the multi-sector programmes approximately midway through training.

Phase 2: Focus groups/interviews with trainees and educational supervisors on the multi-sector programme and a focus group with E&T Leads. All conducted towards the end of the programme.

Summary of Participants across Phase 1 and 2 according to Role and Region

Participant	Phase 1: Midpoint		Phase 2: Endpoint	
	North Wales	South Wales	North Wales	South Wales
Trainees	8	6	3	2
Hospital Supervisors	3	1	1	0
Primary Care Supervisors*	3	3	3	2
Community Supervisors	4	0	3	0
Education and Training Leads	-	-	3	2
Total	18	10	13	6

*includes supervisors in medicines management.

All data were collected remotely via Microsoft Teams or telephone. All focus groups and interviews were audio recorded, transcribed and transferred into NVivo software for pattern coding and thematic analysis.

Across both phases of the study, we conducted a total of eight focus groups and 20 telephone interviews. These ranged in duration from 15 to 56 minutes and accumulated to 14 hours and 28 minutes of conversation data in total.

Summary and Conclusions

Key Findings Mapped against the Evaluation Objectives

The feasibility of achieving the curriculum outcomes

- All participant groups generally felt there were too many learning outcomes, particularly in the primary care sector, as well as duplication with the trainee workbook
- Quantity of outcomes meant trainees were often more focused on ticking boxes than immersing themselves in the multi-sector training experience
- Some learning outcomes were perceived to be too sector-specific – there was a desire for greater flexibility in how and where outcomes were demonstrated
- Characteristics of the trainee are important – to thrive in the programme they need to be capable, adaptable, organised, and pro-active to match the fast pace and high intensity of the programme
- The pandemic influenced what services were running and sometimes limited trainees' exposure to particular opportunities for evidence collection. It also impacted the extent to which supervisors could prepare for the programme

The extent the multi-sector training programme prepares trainees for practice

- Participants held mixed views on how prepared trainees were to enter practice upon completion of their multi-sector training
- The need to integrate into multiple teams throughout the year helped trainees to develop into adaptable, versatile pharmacists
- Some trainees felt less prepared for clinical and safety aspects often citing the hospital setting, in particular. Previous longitudinal evaluation suggests these are common concerns but not longstanding
- Participants recognised that trainees would need support early on in their posts as registered pharmacists
- Supervisors and E&T leads also felt the preparedness of trainees would depend on the individual
- Results are somewhat limited by the time of data collection, however they are supplemented by our previous evaluation of multi-sector training and longitudinal follow-up

Views of education and training leads

- E&T leads felt the results were not surprising and generally agreed with views of trainees and supervisors. They also highlighted impact of trainee characteristics and importance of having a wider support network
- E&T leads provided additional context to challenges of the year (e.g. the pandemic, readiness of supervisors and support staff, wider landscape of primary care setting)
- They thought that the year had been a useful learning experience and placed them in good stead for the following year and the future
- The imbalance between the increased intensity and burden on training sites and supervisors but reduced return on investment was noted
- Concerns were expressed that the pandemic had skewed the programme and the evaluation and thus could inhibit an accurate reflection of the programme.

Comparison of two models

The 2(3x2-month) Model:

- Provides trainees with exposure to all three sectors before applying for jobs
- Provides opportunity to return to sectors and apply new learning and experiences. However, there is increased pressure when returning to sectors to complete outstanding learning outcomes
- The intensity and fast pace of training builds resilience and softer skills but can also create difficulties for trainees already feeling overwhelmed

The 3x4-month Model:

- Allows immersion within each sector, gain competence and sign-off at the end of each rotation, however not returning to sectors means new learning from elsewhere cannot be applied
 - Provides better opportunities to build relationships with the wider team and benefits the workplace logistically
 - It is difficult to ascertain a suitable order of sector rotations and can potentially leave a big gap between training in a sector and working in that sector
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