**Stakeholder Report Form  
EoE Primary Care School Board Meeting**

| Programme / Workstream Name: | Foundation Trainee Pharmacist Programme | | |
| --- | --- | --- | --- |
| Programme Lead: | Nikkie Umaru | | |
| PCS School Strategy Objective: | Placement Cpacity | | |
| Period of Update: | November to February 2024 | RAG Status for project: | A/G |
| Programme / Workstream Summary | | | |
| The full implementation of the initial education and training of pharmacist reforms commences July 2025. The mandated national requirement for training programmes to be multisector for the 26/27 training year has been pushed back to 27/28 to support further development and provision of multisector placements. | | | |
| Key Highlights | | | |
| Ongoing engagement across the region to increase offer of foundation pharmacist trainee rotation in Primary Care (GP Practices/PCN). There has been an improvement in agreements in principle with potential to confirm actual provision for the 2025/26 training year. | | | |
| Decisions made since last update | | | |
| Continued engagement using all means available including through training hubs. | | | |
| KPIs | | Financial Performance | |
| N/A – NHS England providing support rather than a requirement to ensure training sites secure partnerships. | | N/A | |
| Operational Updates | | Progress on previous goals | |
|  | |  | |
| Risk Assessment Overview: *(Issues, Risks, Concerns, Barriers etc)* | | Governance and Compliance | |
|  | |  | |
| Stakeholder engagement | | | |
| The pharmacy team has continued to support regional potential partner introduction. A Pharmacy Workforce Strategy Group has identified this as a key area for collaboration to support employers working towards securing the required training site provisions. | | | |
| Future Outlook (Upcoming priorities, initiatives, or areas of focus) | | | |
| Placement allocations for 25/26 have been confirmed for trainees undertaking training in 2025/26. This will support progress towards confirmation of agreements and move towards securing independent placement learning environments in areas such as GP practices. | | | |
| Conclusion | | | |
|  | | | |