

ALLIED-HEALTH PROFESSIONALS PILOT REVIEW

Visit Details	
LEP	The Whittington Hospital NHS Trust (Whittington Health)
Date of visit	20 January 2015
Background to visit	<p>The Trust had not been formally visited since March 2012, when an Annual Quality Visit of post-graduate medical specialties was held which did not highlight serious areas of concern or generate specific mandatory actions.</p> <p>The Head of Quality Performance and Programmes in Health Education North Central and East London requested to organise a pilot visit for health care professionals. The multi-professional education quality visit was aligned as a parallel visit to the postgraduate medical Trust-wide review and included sessions with Nurses, Midwives and Allied Health Professionals. This was the first time that nursing and midwifery training had been reviewed at this Trust. Previous to this pilot visit, nursing would complete a self-assessment annually in conjunction with Middlesex University London and the Trust was rated as good across all nursing specialties.</p>
Visit summary and outcomes	<p>The visit team met with two pre-registration Pharmacists, one pre-registration Physiotherapist and four pre-registration Radiographers. In another session the visit team met with post-registration Allied Health Professional learners including; two Pharmacists, two Radiologists three Speech and Language Therapists (SLTs) and one Dietician. Finally the visit team met with Clinical and Educational Supervisors from the Allied Health Professional specialties, including two Dieticians, one Pharmacists and one Radiographer.</p> <p>The visit team were pleased to hear that there is a good culture of learning and education evident within the trust both at pre and post-registration level. The visit team head that there was a lot of postgraduate study being funded and there was a lot of encouragement for personal development. It was also evident that the learners within the Allied Health Professionals specialties all felt well integrated within the teams in which they were functioning, and they all felt well supported. The visit team was also pleased to hear that across the board, learners felt confident about raising concerns about bullying and harassment and serious incidents. Learners indicated that they knew who they needed to contact in such circumstances and felt encouraged to do so.</p> <p>The visit team felt that there could be some development of the feedback mechanisms in place for learners in the different AHP specialties. Whilst it was clear that informal feedback was being provided, there did not seem to be a method for learners to formally feedback on their experience at the trust during their training.</p> <p>The visit team was pleased to see that the board had developed a good educational structure for the trust, but it was not evident that the Clinical and Educational Supervisors were aware of how this structure worked, and who their representatives at board level were.</p> <p>The visit team heard from both learners and trainers that supervisors were sometimes stretched when trying to fit in both their service and educational responsibilities. However there was no evidence that training had suffered as a result of this.</p> <p>Finally, all learners across the board said that they would recommend the placement to a friend, and there was also a consensus that learners would be happy to have a member of their family treated within their departments. The visit team were also happy to hear that trainees all felt supported, were complimentary about their training experience and feel well integrated and part of their respective teams.</p>

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Visit team				
Lead Visitor	Peter Rolland	Service Representative	Donna Poole	
HEE Representative	Lisa Hughes	HEE Representative	Danielle Fullwood	
Learner Representative	Sarah Senocq	University Representative	Janet Wood	
Lay Member	Karen Sandler	Visit Officer	Rishi Athwal	
Findings				
Key Lines of Enquiry	Ref	Findings	Action and Evidence Required. Full details on Action Plan	RAG rating of action
n/a	AHP1	<p>Feedback</p> <p>Pharmacy The visit team heard from the pharmaceutical pre-registration trainees that they complete feedback forms at the end of each rotation, and at the end of teaching sessions. They stated that they will also receive feedback from their supervisors regarding their progress at this time. Trainees said the feedback was specific to their learning objectives rather than their specific experience at the trust. They indicated there is currently no formal mechanism that they are aware of for feeding back specifically about their trust experience. Pharmacy trainers told the visit team that they student training is discussed as a standing item in all of their staff meetings.</p> <p>Radiography Radiography trainees told the visit team that they had not been made aware of any opportunity to formally provide feedback. They said that they have progress sheets that they fill out every week, based on their personal progression through their training. Radiography trainers stated that they do not have a separate trainee survey, they just have the annual staff survey, but they said that they do analyse retention rates.</p> <p>Dietetics Dietetics trainers told the visit team they currently do not have a trainee survey of their own, but</p>	We recommend that you ask the learners to complete some formal feedback regarding their experience at the trust, in order to find out if there are any ways in which their experiences can be improved.	<p>Green</p> <p>Recommendation</p>

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		they have asked the university if they can have access to the one that they ask the trainees to complete. They said that they do get a lot of informal feedback from trainees. They said they that they also get feedback from the student leads meetings that they attend, and that the structure of placements has changed as a result of some of the feedback received.		
n/a	AHP2	<p>Study Days</p> <p>Pharmaceutical pre-registration trainees told the visit team that they had no problems being released for study days, stating that these days were mandatory and they have to provide a good reason not to attend them. They also said that they have an allocated study hour on a Wednesday each week which gives them time to complete preparation work for any upcoming study days.</p> <p>The visit team was informed that in Physiotherapy, trainees are given one afternoon off per week for study time, and that they are asked which day of the week that they would like to have this on.</p>		
n/a	AHP3	<p>Supervision</p> <p>Pharmacy</p> <p>The visit team was told by the Pharmaceutical learners that they are each assigned a tutor, which is usually a senior pharmacist. They said that they will meet with their tutor once a month and they will be assigned to this them for the full pre-registration year. In addition to their tutor, they also have a supervisor that will be with them on a daily basis. They said that they will have one supervisor per rotation, and their role is to provide daily supervision and feedback. Learners indicated that their training was very structured and that they have a booklet of objectives that they will work through per rotation, they indicated that they were happy with their training. They also told the visit team that they have appraisals every three months and they attend intercollegiate study days once a month with other pre-registration pharmacists, and that these meetings would be based on the clinical topics.</p> <p>Pharmaceutical learners did mention that at times tutors might be a little bit stretched with their workload which sometimes made it difficult to arrange time for their monthly meetings.</p> <p>The visit team heard from the Pharmaceutical trainers that they have a list of mentors and supervisors within the department, and that they limit the number of students the supervisors can be responsible for.</p> <p>Physiotherapy</p> <p>The visit team herd that within physiotherapy, the learners will be provided a supervisor for a full placement, who they will follow for the duration of their working days. A learner indicated that</p>		

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	<p>when their trainer was ill, they had received a call from them on that morning informing of another supervisor within the team that they would be working with that day. Physiotherapy learners do also have a tutor; however they are based at the university rather than at the hospital.</p> <p>Radiography Radiography learners told the visit team that they will work with a range of people who would provide them with day to day supervision; they felt that they were always supervised and they had seen no patient safety concerns. They also said that they have student co-ordinators but said that in the past they do not get much time with them. However they said that they had fed this back to their Lecturer at the university, and as a result, the issue is being resolved. The learners also said that the supervisors would support them as long as they were putting the effort in to get the best out of their placement. They said that sometimes supervisors were stretched as they are completing their service duties alongside supporting them. One trainee felt that if they had come into the job as a 19 year old they would have felt that they had been 'thrown in at the deep end', some trainees agreed with this, but it was also felt that it was good to be made to be more independent .</p> <p>The visit team was also told that the radiography learners are assigned a 'Rep' within the department who is newly qualified, but stated that contact with them is difficult and usually done via email as they are on different shifts.</p> <p>Radiography trainers told the visit team that they get given time to support the students within their job plans. They also indicated that there is good co-ordination between the university tutors and the clinical educational leads at the trust.</p> <p>Dietetics Dietetics Trainers informed the visit team that student training is considered a very important part of a staff member's role. They felt that they had ample time to complete their educational responsibilities providing the department was fully staffed, stating that they are given protected time provide feedback to the learners. Trainers also indicated that they have in the past refused to take on more students when they have not had adequate staff levels to teach them.</p> <p>Trainers told the visit team that they felt supported by the trust with regard to training that they may need as Educational Supervisors. They said that they do a student facilitator course, and an online training course. They also said if there is a failing student they will get debriefed from the university. They indicated that the trust have 'put the ball in their court' and asked them if there is any training or support they would like to receive.</p>	<p>The visit team recommends that the Trust strengthen ways in which communication between students and their 'Reps' / support staff can be improved, encouraging face to face contact when required.</p>	<p>Green Recommendation</p>
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n/a	AHP4	<p>Induction</p> <p>Pharmacy The visit team heard from the Pharmaceutical trainees that they received an induction when they joined the trust. They indicated that they had certain online modules that they had to complete, as well as certain mandatory training. The visit team was told that the first two weeks of their placement would be spent focussing on this mandatory training and the students were restricted in their activities until this had been completed. Students said that they felt the induction was sufficient, and stated that they had complaints and customer service training within this, but said that they were not formally given any information about the trust and the integrated care structures in place.</p> <p>The visit team heard from a post-registration pharmacist who had not previously been at the trust. They informed the team that they had a thorough induction alongside a mini cohort that were being inducted at the same time.</p> <p>Physiotherapy The visit team heard that within Physiotherapy learners received an email prior to starting at the trust providing them with some background information and details of who their supervisor would be. They then had an induction day with their supervisor when they started at the trust in which information on all the relevant trust policies was provided.</p> <p>Radiography Radiography learners told the visit team that they had an informal induction from one of the senior radiographers when they started. In addition to this they visited the department prior to starting their placement, at which time they were able to meet the trainees that were in place at the time.</p> <p>Dietician The visit team heard from the Dietician trainers that there are standard things that they will ask the trainees to do in their first two weeks at the trust. They also said that there were standard departments that they would work with and they would complete certain sections of their workbooks.</p>	As induction for students is provided within individual departments the Trust is asked to consider a framework / minimum standard to guide departments on what should be incorporated within student induction.	<p>Green</p> <p>Recommendation</p>
n/a	AHP5	<p>Workload</p> <p>Pharmacy The pharmaceutical learners informed the visit team that they will generally have enough time each day to complete their workload. They said that there are a lot of patients discharged on a</p>		

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		<p>Friday, but they have a late team that starts at 17.30 that they will hand over to rather than staying late themselves.</p> <p>Radiographers The pre-registration radiographers told the visit team that they felt the expectations and they workload placed on them was appropriate, as were the resources made available to them.</p> <p>Physiotherapy The visit team was told that within Physiotherapy there were no concerns with the workload. It was noted that there is a morning handover with the nurse that both the student and the supervisor attend, following this a plan for the day is developed.</p>		
n/a	AHP6	<p>Inter-professional Learning</p> <p>Pre-registration radiographers said that they are provided with a lot of opportunities to work with other areas, including doctors and nurses. Post-registration dieticians and Speech and Learning Therapists (SLT's) said that they provide a lot of training to ASP's and doctors. The SLT's said that they have monthly seminars to disseminate learning should someone in the department go on a relevant course or complete some research or improvement project. Dieticians indicated there is a similar practice within their department.</p> <p>The visit team heard from the trainers that there has been some shared learning that has developed from the AHP Executive Committee. They said that they are still conducting work to establish the similarities and differences between the different AHP specialties. Trainers indicated that any information from the AHP Executive Committee is fed back to them through senior management.</p>		
n/a	AHP7	<p>Patient Safety/Serious Incidents</p> <p>Pharmacy Pharmaceutical learners told the visit team that they will raise any concerns they have with regards to patient safety their mentor. Pharmacy trainers told the visit team that the students were told at the start of their placement who to talk to in the event of witnessing a serious incident.</p> <p>Physiotherapy Physiotherapy learners said that they are happy to raise any issues and said that that are a very close knit team. They felt that they were encouraged to raise concerns if they witnessed any.</p> <p>Radiographers Radiography pre-registration learners said that they would also be comfortable reporting serious incidents, stating that they do not feel restricted in what they can say. They also told the visit team</p>		

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		<p>that if there had been an incident, which staff need to know about, then it is disseminated to all of them.</p> <p>Dietetics Dietetics trainers informed the visit team that trainees sign an expectation agreement at the start of their placements, so they know what to do and who to talk to in the event of a serious incident. This expectation also stipulates and that they will raise this at the time of seeing it.</p>		
n/a	AHP8	<p>Bullying and Undermining Learners across all specialties indicated that they had not been victims of bullying and undermining, and there was a consensus that they knew who to contact should any issues arise. Pharmaceutical trainees reiterated that the department is a very open one, and physiotherapy trainees said that they were actively encouraged to raise any concerns they had.</p> <p>The Clinical and Educational Supervisors told the visit team that there was a formal bullying and undermining policy in place, stating that this was not specific to the trainees but the same for all members of staff.</p>		
n/a	AHP9	<p>Support for Post Registration Further Education</p> <p>Pharmacy The visit team heard from the post-registration pharmacy trainees that they had felt supported by the department throughout their period of further studying. They indicated that as they were fully qualified, they did not have time within their daily work to study, but said this was as they expected. One learner told the visit team that they would sometimes need accompaniment from someone senior within the department, and they have always been very supportive.</p> <p>Trainers told the visit team that the department will currently fund study days relating to the role, but said that they have recently starting to ask for a contribution for two distance learning courses and they have become very expensive.</p> <p>Speech and Language Therapy The visit team heard from a post-registration SLT that they also felt well supported within the department. They indicated that they moved to the trust mid-way through their study, and that the department honoured the commitments that the previous trust had put in place. Another told the visit team that they felt well supported by management, and said that they had time within their role to implement what they have been learning.</p> <p>Radiographers The Clinical and Educational Supervisors told the visit team that the department will offer 100% of</p>		

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		<p>fees paid and 100% study leave, so long as the course is relevant to the role that staff members are in.</p> <p>Dietetics The visit team was told by the Dietetics trainers that they have a number of staff currently studying funded postgraduate courses. They said that the department will either fund it all, or fund it on a modular basis, depending on how well it relates to the role.</p> <p>There was a consensus among all post-registration learners that management was very supportive of further learning across the AHP specialties. They said that whilst they were aware that the trust is operating within a difficult financial climate, they will always try and support external learning, and try to obtain funding if it is relevant to the work of the department.</p>		
n/a	AHP10	<p>Support for Education</p> <p>Radiography The visit team was told by the Radiography trainers that they felt that education was supported by the trust. They indicated that there was a lot of support for them as trainers, with someone in the department currently training to be a national supervisor. They stated that they will also have invitations to personal development days at the universities related to supervision.</p> <p>Dietetics Dietetics trainers also told the visit team that they felt that education was well supported. They said that they were supported to conduct a lot of multidisciplinary work, stating that there are currently a lot of collaborative projects, including one with midwifery. Trainers said that the universities will send a questionnaire to their department to ensure that all supervisors have the relevant qualifications.</p> <p>Trainers also informed the visit team that in the past year they had become more aware of the amount of money that was available to them through the educational tariff for training. They said that they were looking at ways in which they could best make use of this money for the students.</p> <p>Dietetics trainers said that they had opportunities to influence training stating that they recently had a meeting about the future of training and were asked for their views. They said that they were also able to provide informal feedback to the universities, citing a recent example students not being prepared in a certain area, as a result of their feedback the university put on an extra lecture.</p>		

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		Pharmacy Pharmaceutical trainers indicated that they felt there was a great culture of education within the trust. They were also pleased with the opportunity to conduct a lot of multidisciplinary work. They said that their relationships with the universities was not as close as in other specialties as they have national recruitment, so trainees can come from across the country. Trainers told the visit team that in an ideal world there would be educational specialists within departments who would have an educational over a service remit. They also said that the fact that there were no longer hospital based university representatives meant that more work was falling on their shoulders.						
Good Practice						Contact	Brief for Sharing	Date
N/A								
Other Actions (including actions to be taken by Health Education North Central and East London)								
Requirement						Responsibility		
N/A								
Information and reports provided to the team prior to the visit								
DME Annual Report	no	Regulator Reports/Data	no	LFG Reports	Yes	MEM minutes	Yes	
GMC Survey - trainees	no	GMC Survey - trainers	no	Previous visit reports & action plans	no			
Signed								
By the Lead Visitor on behalf of the Visiting Team:				Peter Rolland				
Date:				26 March 2015				