

# HEE Quality Interventions Review Report

## East London NHS Foundation Trust Pharmacy Monitoring the Learning Environment Review (Learner and Educator Review)



**London – North East London**

**11 November 2020**

## Review Overview

<b>Background to the Review:</b>	<p>This review was conducted as part of Health Education England's (HEE) series of planned quality reviews to London preregistration pharmacy training programmes.</p> <p>The purpose was to review the quality of education for preregistration pharmacists (PRPs) and preregistration pharmacy technicians (PTPTs) at East London NHS Foundation Trust, with a view to identifying areas of good practice and any areas for improvement.</p>
<b>Training Programme/Learner Groups Reviewed:</b>	Pharmacy
<b>Who we met with:</b>	<p>Chief Pharmacist  Education and Training Lead &amp; Clinical Lead Pharmacist  Operations Manager  Specialist Pharmacy Technician - Education &amp; Training  Deputy Chief Pharmacist  Deputy Chief Pharmacist  Day Lewis Professional Services Pharmacist  Day Lewis Preregistration Manager  Preregistration pharmacists and preregistration pharmacy technicians at the Trust  Practice supervisors and educational supervisors  Chief Executive</p>
<b>Evidence utilised:</b>	<p>The Trust provided the following evidence to the review team ahead of the review:</p> <ul style="list-style-type: none"> <li>• Pharmacy Local Faculty Group (LFG) minutes and Terms of Reference</li> <li>• Recent LFG report and an update of progress against actions</li> <li>• PTPT training year rota, including sites and names of practice supervisors for each rotation for 2020/21</li> <li>• PRP training year rota including sites and names of practice supervisors for each rotation for 2020/21</li> <li>• Induction and training guides for PRPs and PTPTs</li> <li>• Departmental structure chart</li> </ul>

## Review Panel

Role	Job Title / Role
<b>Quality Review Lead</b>	Helen Porter Postgraduate Dean Health Education England (London and Kent, Surrey, and Sussex)
<b>Specialty Expert</b>	Pam Bahia Pharmacy Programme Facilitator Health Education England (London and Kent, Surrey, and Sussex)
<b>External Specialty Expert</b>	Minal Shivaanand Preregistration Pharmacist Educational Programme Director at Whittington Health NHS Trust
<b>Lay representative</b>	Anne Sinclair
<b>HEE Quality Representative</b>	Chloe Snowdon Learning Environment Quality Coordinator Health Education England (North East London)
<b>HEE Quality Representative</b>	Naila Hassanali Quality and Patient Safety Officer Health Education England (North East London)
<b>Supportive role</b>	Matthew Cheung Preregistration Pharmacist

## Executive summary

A monitoring the learning environment review (learner and educator review) of pharmacy at East London NHS Foundation Trust was arranged as part of Health Education England's (HEE) series of planned quality reviews to London preregistration pharmacy training programmes. The review team met with leads for the pharmacy department, preregistration pharmacists (PRPs) and preregistration pharmacy technicians (PTPTs), as well as practice supervisors (PSs) and educational supervisors (ESs) for PRPs and PTPTs, with a view to identifying areas of good practice and any areas for improvement.

The review team was pleased to hear how the Trust was actively involved in shaping new models of working for pharmacy in mental health through its partnership collaborations. The review team heard from both trainees and supervisors that staff wellbeing and development were key priorities for the organisation. The review team invited the Trust to share the induction packs they had created for PSs and ESs with HEE so that they could be shared with other Trusts as a good practice item.

The review team heard that the Trust's pharmacy workforce and the breadth of roles in the department was expanding. The review team said the education and training team should plan how it would ensure that all staff understood the roles and associated responsibilities within the department. The trainees were unaware what local faculty group (LFG) meetings were and some PSs and ESs reported a lack of clarity around feeding into the meetings and the outcomes of the meetings. The review team asked the Trust to ensure all staff at ELFT and ELFT's partner organisations were aware of the LFG meetings and how to participate. Although the review team recognised the value and opportunity of the split course (six months at a Day Lewis Pharmacy in the community and six months at ELFT) for PRPs, the Trust were asked to ensure better communication of the expectations and learning outcomes of the role to trainees before they began. ELFT's pharmacy department had a growing number of ESs and PSs and the review team asked the Trust to set up a formal communication channel for them to discuss education and training. No Immediate Mandatory Requirements were identified.

## Review Findings

Not all the Quality Framework standards have been included within the tables below. The standards included are where the quality interventions are expected to have a direct operational impact on the quality of the learning environment. The other standards are still expected to be reviewed for each organisation and will be undertaken through different tools than the Quality Interventions identified within Table 2.1

Identify the review findings for each of the relevant standards below and remove the standards where there is no comment to be made.

Domain 1 - Learning environment and culture		
<p>1.1. Learners are in an environment that delivers safe, effective, compassionate care that provides a positive experience for service users.</p> <p>1.2. The learning environment is one in which education and training is valued and learners are treated fairly, with dignity and respect, and are not subject to negative attitudes or behaviours.</p> <p>1.3. There are opportunities for learners to be involved in activities that facilitate quality improvement (QI), improving evidence-based practice (EBP) and research and innovation (R&amp;I).</p> <p>1.4. There are opportunities to learn constructively from the experience and outcomes of service users, whether positive or negative.</p> <p>1.5. The learning environment provides suitable educational facilities for both learners and educators, including space, IT facilities and access to quality assured library and knowledge.</p> <p>1.6. The learning environment promotes interprofessional learning opportunities.</p>		
HEE Standard	HEE Quality Domain 1 - Learning Environment & Culture	Requirement Reference Number
1.2	<p><b>Bullying and undermining</b></p> <p>The trainees confirmed they had not experienced any bullying or undermining behaviour. The trainees said they had been encouraged to, and would feel confident in, raising any issues if they did experience or witness bullying or undermining behaviour.</p>	
1.3	<p><b>Quality Improvement</b></p> <p>The Trust representatives told the review team that East London NHS Foundation Trust (ELFT) had a well-established quality improvement (QI) training scheme which provided all staff (including trainees) with the opportunity to engage in QI training from smaller “bitesize” sessions through to longer QI mastery courses. The Trust representatives said that preregistration pharmacists (PRPs) were encouraged to take part in the QI training programme. Additionally, the Trust representatives reported that the QI team worked with the pharmacy department to improve processes, based on feedback from frontline staff. The Chief Pharmacist explained that ELFT wanted to explore how to better support trainees and staff to undertake research.</p>	
1.4	<p><b>Appropriate levels of Clinical Supervision</b></p> <p>Most of the trainees confirmed they met with their practice supervisors (PSs) and educational supervisors (ESs) regularly, but it was felt that sometimes trainees had to ask for meetings. The trainees also commented that sometimes one to one meetings with PSs could be better structured.</p>	P1.4
1.4	<p><b>Appropriate levels of Educational Supervision</b></p> <p>The trainees confirmed they had generally been in good contact with their ESs and that their PSs raised any problems with the ESs on their behalf. Some of the trainees confirmed that one to ones were well documented and that they could access the notes from the meetings when they wanted to. The ESs said that they had regular meetings with trainees and in between, trainees got in contact if they needed to. The ESs also reported that PSs told them of any issues trainees were having and that in the PS pack, there were details explaining to the PS when they should contact the ES about problems trainees were having.</p>	

<b>1.6</b>	<b>Multi-professional learning</b>	
	The trainees reported some opportunities to attend ward rounds in order to interact with the multi-professional team.	

<b>Domain 2 – Educational governance and leadership</b>		
<p><b>2.1.</b> The educational governance arrangements measure performance against the quality standards and actively respond when standards are not being met.</p> <p><b>2.2.</b> The educational leadership uses the educational governance arrangements to continuously improve the quality of education and training.</p> <p><b>2.3.</b> The educational governance structures promote team-working and a multi-professional approach to education and training where appropriate, through multi-professional educational leadership.</p> <p><b>2.4.</b> Education and training opportunities are based on principles of equality and diversity.</p> <p><b>2.5.</b> There are processes in place to inform the appropriate stakeholders when performance issues with learners are identified or learners are involved in patient safety incidents.</p>		
<b>HEE Standard</b>	<b>HEE Quality Domain 2 – Educational Governance and Leadership</b>	<b>Requirement Reference Number</b>
<b>2.1</b>	<p><b>Effective, transparent and clearly understood educational governance systems and processes</b></p> <p>The review team asked the Trust representatives to explain the pharmacy education and training structure and governance at ELFT. The Education and Training Lead and Clinical Lead Pharmacist explained that each trainee had a PS (in each rotation) who reported to the trainee's ES, who reported to the Educational Programme Director (EPD), who in turn, fed back to the pharmacy education and training team. The Trust representatives explained that the pharmacy education team consisted of the Chief Pharmacist, the Education and Training Lead and Clinical Lead Pharmacist, and two pharmacy EPDs - one for the preregistration pharmacists (PRPs) and one for the preregistration trainee pharmacy technicians (PTPTs). The Trust representatives said the PRP EPD was also the education and training lead. The Chief Pharmacist said that the Trust did not currently have funding for a whole-time equivalent (WTE) Education and Training Lead role. The Trust representatives highlighted that the number and types of roles available in the pharmacy department were expanding rapidly, as were the numbers of PSs and ESs. The review team were pleased to hear that the education and training team had established strategy meetings to formulate plans for optimising ELFT's pharmacy workforce and thought the meetings should be used to plan how to ensure the roles and responsibilities in the department were made clear to all staff and trainees. The review team said the Trust should use the meetings for succession planning of supervision roles too.</p> <p>The Trust representatives reported that local faculty group (LFG) meetings had been running for over two years and took place every three months (although the most recent meeting had been postponed a month due to staffing changes). The Trust representatives explained that the LFG meetings allowed for all staff and trainees to provide feedback to the pharmacy education and training team (through representatives). The Chief Pharmacist informed the review team that more work was needed to ensure input from ELFT's partner organisations, and that it was hoped holding LFGs through Microsoft (MS) Teams (rather than in person) would help with this. The review team asked whether actions from LFG meetings were dealt with in a timely</p>	<p>P2.1a</p> <p>P2.1b</p>



	<p>way and the Trust representatives said that they were, with an update on previous actions given at each LFG meeting.</p> <p>The trainees reported that they did not know what LFG meetings were. Some of the PSs and ESs advised that one supervisor attended the LFG meetings to represent the PTPT supervisors, and a rota to determine the PRP representative was in place. The PSs and ESs confirmed there were minutes from the LFG meetings which they could monitor any actions from. Some PSs and ESs had never attended a LFG meeting or accessed the minutes.</p>	<p>P2.1c P2.1d</p>
2.1	<p><b>Impact of service design on users</b></p> <p>The review team asked the Trust representatives to provide an overview of the services ELFT provided, and the learning opportunities for trainees and staff within these. The Chief Pharmacist explained that ELFT provided pharmacy services across multiple sites including City &amp; Hackney, Newham, Tower Hamlets and Luton, and also worked with partners such as Barts NHS Health Trust, Homerton University Hospital Foundation Trust and Bedford, Luton and Milton Keynes (BLMK). The Chief Pharmacist told the review team that ELFT was changing the pharmacy services it provided in line with the NHS Long Term Plan, working towards providing wrap around mental health (MH) pharmacy services in the community. The Trust representatives reported that ELFT was working with GP surgeries and care homes to provide MH pharmacy knowledge, ran the Newham crisis café offering drop-in sessions for service users, and from January 2021, would run a programme to enable band 5 pharmacy technicians to rotate through a range of services in North East London.</p> <p>The Trust representatives explained that the PRPs programme was split so that trainees spent six months at a Day Lewis Pharmacy in the community and six months at ELFT (and its partner organisations). The Trust representatives explained that this gave PRPs the opportunity to work in both primary and secondary care settings, as well as in general hospitals and mental health hospital settings. The Trust representatives said that during the six months at ELFT, PRPs had rotations including with the medicine safety officer to work on an audit project, in the dispensary (always the first rotation), older people's services, forensics, and in an acute hospital (at Barts Health NHS Trust). The Day Lewis representatives informed the review team that trainees had online training sessions during the whole year (not just the six months at Day Lewis) with an e-assessment at the end of each module, as well as pre-work to complete. The Day Lewis representatives said that the training materials were available to trainees all year round.</p> <p>The trainees said that when working under ELFT, the timetable they were given was well structured, objectives were very clear, and they were given the details of all their rotations in advance. The trainees informed the review team that it would be good to have a similar understanding of the structure and objectives for the six months based at Day Lewis.</p> <p>The PSs and ESs said that the Trust structured timetables for the trainees very well, with close monitoring of objectives and an appraisal at the end of each rotation. The supervisors also informed the review team that trainees had good opportunities to work in many different settings and teams.</p> <p>The review team asked about weekend working for trainees and the Education and Training Lead and Clinical Lead Pharmacist explained that trainees worked one Saturday every other month. The Education and Training</p>	<p>P2.1e</p>

	Lead and Clinical Lead Pharmacist explained that all trainees were given an information pack on Saturday working before working a weekend and had a conversation with their ES about what to expect. The Trust representatives explained that trainees did their dispensary rotation first and did not work a Saturday until they had their dispensary induction. The Trust representatives informed the review team that there was good supervision on a Saturday with three pharmacists and three or four pharmacy technicians working. The trainees confirmed that before working weekends, they had received good communications on what to do and during weekend working, had good supervision.	
<b>2.2</b>	<b>Appropriate systems to manage learners' progression</b>  The Education and Training Lead and Clinical Lead Pharmacist explained that the Trust had ELFT-specific booklets for PRPs and PTPTs which documented all of the objectives for trainees to sign off, and this was provided to trainees during induction. The trainees confirmed they received the ELFT-specific booklets and that these were helpful for making sure they stayed on track with their learning as there were objectives they had to meet in each rotation. The supervisors further advised that all objectives were mapped to General Pharmaceutical Council standards and trainees had to ensure all objectives in the pack were signed off. The supervisors said objectives were closely monitored by the trainees' PSs, who reported any concerns to the ESs.	
<b>2.4</b>	<b>Reasonable adjustments for learners with protected characteristics</b>  The ESs said that where necessary, adjustments had been made to allow for trainees to work from home during the Covid-19 pandemic.	

<b>Domain 3 – Supporting and empowering learners</b>		
<p><b>3.1.</b> Learners receive educational and pastoral support to be able to demonstrate what is expected in their curriculum or professional standards to achieve the learning outcomes required.</p> <p><b>3.2.</b> Learners are supported to complete appropriate summative and formative assessments to evidence that they are meeting their curriculum, professional standards or learning outcomes.</p> <p><b>3.3.</b> Learners feel they are valued members of the healthcare team within which they are placed.</p> <p><b>3.4.</b> Learners receive an appropriate and timely induction into the learning environment.</p> <p><b>3.5.</b> Learners understand their role and the context of their placement in relation to care pathways and patient journeys.</p>		
<b>HEE Standard</b>	<b>HEE Quality Domain 3 – Supporting and empowering learners</b>	<b>Requirement Reference Number</b>
<b>3.1</b>	<p><b>Learners being asked to work above their level of competence, confidence and experience</b></p> <p>The review panel heard that a trainee had been attempting to meet their ward objectives by going to the ward themselves to meet patients. The trainee explained it was not until they flagged a potentially challenging patient that the supervisor was made aware the trainee had been attending wards unaccompanied. The trainee confirmed from that point onwards, they were always accompanied on the ward.</p>	<b>P3.1</b>



3.1	<b>Regular constructive and meaningful feedback</b> <p>The Trust representatives reported that all staff, including trainees have regular continuing professional development (CPD) sessions and the general culture at the Trust was around encouraging people to improve and progress, with training readily available to all staff and trainees.</p>	
3.1	<b>Access to resources to support learners' health and wellbeing and to educational and pastoral support</b> <p>The Education and Training Lead and Clinical Lead Pharmacist told the review team that the culture at ELFT was very supportive, with lots of support packages for trainees. The Education and Training Lead and Clinical Lead Pharmacist explained that reflective sessions run by a psychologist were available to all staff (including trainees) and regular supervision was provided to trainees from their PSs and ESs.</p> <p>The trainees confirmed that the teams they had worked in were supportive and provided good pastoral support (both in ELFT and Day Lewis). The trainees said there was good communication in teams, they felt comfortable asking for help, and knew they would receive the help they asked for. The trainees said they felt like part of the team in each team they had been in.</p> <p>The PSs and ESs highlighted that pastoral support was available to both them and the trainees at ELFT and was a priority for the Trust.</p>	
3.2	<b>Time for learners to complete their assessments as required by the curriculum or professional standards</b> <p>Some trainees said they often had a very heavy workload due to the split programme (as they received work from both Day Lewis and from ELFT) and they reported working into the evening to get this done. The trainees also reported some confusion about the details of the work they had to do for the placement. The ESs and PSs for the PRPs also said that sometimes PRPs were not given protected time to get all of their work done and some PRPs felt overwhelmed with the workload. The supervisors said they had to help the trainees prioritise their workload.</p>	P3.2a  P3.2b
3.4	<b>Induction (organisational and placement)</b> <p>The trainees provided mixed feedback on their inductions with some feeling overwhelmed at the amount of information they were given, which left them feeling confused about who people were and what they were supposed to be doing. The trainees also highlighted some IT issues which made completing work in their first few weeks difficult.</p> <p>The trainees confirmed that they did not complete training on the Mental Health Act and mental capacity during induction, but they had since completed this.</p>	P3.4
3.5	<b>Learners have an initial, mid-point and final meeting to set and discuss progress against their learning agreement</b> <p>Trainees confirmed that they had an initial, mid-point and final meeting to discuss and sign off objectives in each rotation. The trainees said the mid-point meeting allowed them to discuss with their PSs the areas and objectives they needed to focus on for the rest of their rotation which they found useful.</p>	

Domain 4 – Supporting and empowering educators		
<p>4.1. Those undertaking formal education and training roles are appropriately trained as defined by the relevant regulator or professional body.</p> <p>4.2. Educators are familiar with the curricula of the learners they are educating.</p> <p>4.3. Educator performance is assessed through appraisals or other appropriate mechanisms, with constructive feedback and support provided for role development and progression.</p> <p>4.4. Formally recognised educators are appropriately supported to undertake their roles.</p>		
HEE Standard	HEE Quality Domain 4 – Supporting and empowering educators	Requirement Reference Number
4.1	<p><b>Access to appropriately funded professional development, training and appraisal for educators</b></p> <p>The Education and Training Lead &amp; Clinical Lead Pharmacist informed the review team that all new PSs and ESs had an induction with the relevant EPD and were provided with an induction pack. The Education and Training Lead &amp; Clinical Lead Pharmacist also said that all supervisors were asked to do an online course provided by 'Propharmace' with different modules about being a supervisor. The ESs and PSs confirmed that they were encouraged by the education and training team to enrol on 'The Pharmacy Training Company' courses and that they found them helpful. Some PSs said they had also received a handover from the previous PS. The Trust representatives confirmed that ELFT was using the HEE Quality Framework to identify gaps in the provision of training and support to ESs and PSs and was working to ensure the growing number of supervisors had the right knowledge. The Education and Training Lead &amp; Clinical Lead Pharmacist explained that the EPDs did the HEE orientation course.</p> <p>The Trust representatives informed the review team that there had been some resistance in the department around becoming a supervisor in the past which was thought to have come from a misunderstanding of the role so the education and training team was working to improve preconceptions of the PS and ES roles. The Chief Pharmacist explained that because of this, a rota had been set up for PRP ESs, but the aim was to fill the roles with volunteers in time.</p> <p>The PSs and ESs told the review team they had very good interactions with the education and training team and that the Education and Training Lead &amp; Clinical Lead Pharmacist kept them well updated using a MS Teams channel. The supervisors reported that important communications about curriculum and assessment changes would be made using the MS Teams channel and that rotas and documents were saved on there too. The PSs and ESs told the review team that they did not currently have any regular meetings as a group to share information or ask questions – this was done on the MS Teams channel. Some of the supervisors said regular meetings for supervisors would be a good idea.</p>	P4.1
4.3	<p><b>Educational appraisal and continued professional development</b></p> <p>The ESs said they had regular meetings with their mentors.</p>	

Domain 5 – Delivering curricula and assessments		
<p><b>5.1.</b> The planning and delivery of curricula, assessments and programmes enable learners to meet the learning outcomes required by their curriculum or required professional standards.</p> <p><b>5.2.</b> Placement providers shape the delivery of curricula, assessments and programmes to ensure the content is responsive to changes in treatments, technologies and care delivery models.</p> <p><b>5.3.</b> Providers proactively engage patients, service users and learners in the development and delivery of education and training to embed the ethos of patient partnership within the learning environment.</p>		
HEE Standard	HEE Quality Domain 5 – Developing and implementing curricula and assessments	Requirement Reference Number
5.1	<p><b>Placements must enable learners to meet their required learning outcomes</b></p> <p>The trainees reported that they did not think they had any repeated rotations and that they felt they had enough time in rotations to achieve what they needed and get all their objectives signed off. The ESs and PSs said they thought rotations for trainees were well structured to allowed trainees to get the required learning. The supervisors said that in the past, they had rearranged timetables to allow trainees to get the competencies they needed if they missed some time in a rotation (due to illness for example). The ESs and PSs said that due to the good structure of the placements and monitoring of objectives, it became clear quite quickly if trainees were not meeting the required learning outcomes. The supervisors said this meant problems could be discussed with trainees early on and solutions found (e.g. returning to a rotation or completing objectives on another rotation). Additionally, the PTPT supervisors reported that due to Covid-19 restrictions, the PTPT rota had had to be altered to ensure the trainees got the required learning.</p>	
5.1	<p><b>Appropriate balance between providing services and accessing educational and training opportunities</b></p> <p>The ESs and PSs for the PTPTs explained that the PTPTs go to college one day a week and they had to complete a module in college before they were able to collect their evidence in the associated rotation at ELFT. The ESs and PSs for the PTPTs also highlighted that the PTPTs were given time to do reflective accounts and logs and were visited by a representative from their college three times a year to ensure all objectives were being completed properly.</p>	

Domain 6 – Developing a sustainable workforce		
<p><b>6.1.</b> Placement providers work with other organisations to mitigate avoidable learner attrition from programmes.</p> <p><b>6.2.</b> There are opportunities for learners to receive appropriate careers advice from colleagues within the learning environment, including understanding other roles and career pathway opportunities.</p> <p><b>6.3.</b> The organisation engages in local workforce planning to ensure it supports the development of learners who have the skills, knowledge and behaviours to meet the changing needs of patients and service.</p> <p><b>6.4.</b> Transition from a healthcare education programme to employment is underpinned by a clear process of support developed and delivered in partnership with the learner.</p>		
HEE Standard	HEE Quality Domain 6 – Developing a sustainable workforce	Requirement Reference Number

6.1	<b>Retention and attrition of learners</b>  The Trust representatives told the review team that ELFT worked hard to ensure all trainees felt supported at the Trust and received all the learning they needed to help them become employees. The Trust representatives were very pleased that many trainees chose to stay on at ELFT when qualified. The trainees said they would recommend ELFT as a place to train.	
6.4	<b>Support for students making the transition from their education programme to employment</b>  The review team were pleased to hear that the Trust representatives said they aimed to provide knowledge and experience to trainees to help them transition into qualified roles within the Trust. The Trust representatives said they also created many opportunities for trainees transitioning into employment such as the band 5 pharmacy technician programme starting from January 2021 (which will allow staff to rotate through a range of services in North East London) and more opportunities for pharmacists to become non-medical prescribers and advanced clinical practitioners. The Trust representatives explained that the PTPT course had been developed over the last year to incorporate more ward-based and clinic-based time to align more with the qualified technician role.  The Chief Pharmacist explained that the pharmacy department had recently had their first apprentice transition into employment at the Trust and hoped to learn from the process to make improvements for future apprentices. The Trust representatives told the review team that pharmacy assistant technical officers were also being introduced to the wards to support pharmacy technicians and this had been positively received.	

## Requirements (mandatory)

Any Immediate Mandatory Requirements (IMRs) identified should be identified separately in the appropriate table below. The requirement for any immediate actions will be undertaken prior to the draft Quality Review Report being created and forwarded to the placement provider. The report should identify how the IMR has been implemented in the short term and any longer termed plans. Any failure to meet these immediate requirements and the subsequent escalation of actions to be taken should also be recorded if there is a need to.

- All mandatory requirements should be detailed in this section. The requirement reference should work chronologically throughout the report and link with the right-hand column in the 'Review Findings' section
- Requirements identified should be succinct, SMART and not include the full narrative from the detailed report
- Any Requirements should clearly relate to improved achievement of HEE Domain & Standards by the placement provider

<b>Immediate Mandatory Requirements</b> Given the severity of an Immediate Mandatory Requirement, initial action must be undertaken as required within 5 days and will be monitored by HEE Quality Team. Completion of immediate requirements will be recorded below. Subsequent action to embed and sustain any changes may be required and should also be entered below with relevant timescales		
Requirement Reference number	Review Findings	Required Action, timeline, evidence (to be completed within 5 days following review)
	None.	
Requirement Reference number	Progress on immediate actions	Required Action, timeline, evidence (to be completed within an agreed timeframe)
	N/A	

<b>Mandatory Requirements</b> The Quality Review Panel will consider which individual or collective findings from the intervention will be added to the Quality Reporting Register, determining the relevant risk score, ISF rating and reflecting the accepted QRR narrative conventions.		
Requirement Reference number	Review Findings	Required Action, timeline, evidence
P1.4	Trainees reported a mixed approach to meetings with their practice supervisors (PSs) and educational supervisors (ESs), with variation in the frequency and structure of meetings.	Evidence that East London NHS Foundation Trust (ELFT) and its partner organisations have agreed joint guidelines for PSs and ESs which detail how often one to one meetings with trainees should take place and the structure of those meetings. These guidelines should be included in induction packs for trainees and supervisors. To be provided by 01 March 2021.
P2.1a	The review team heard the Trust's pharmacy workforce and the breadth of roles in the department was expanding. The education and training team representatives explained they had set up a strategy group tasked with optimising ELFT's pharmacy workforce going forwards.	Education and training team to create a clear education and training strategy to support workforce growth and the governance that underpins its delivery. It should also include clarification of education and training roles and responsibilities, and succession planning for supervision. To be provided by 01 March 2021.
P2.1b	The Chief Pharmacist reported that ELFT needed to do further work around ensuring representation from the Trust's partners at local faculty group meetings (LFGs).	Evidence through LFG minutes that ELFT's partners are regularly attending, and providing good input into, LFG meetings to ensure the ongoing improvement of the training programmes. To be provided by 01 March 2021.
P2.1c	The trainees Health Education England (HEE) met with reported that they were unaware of the Trust's LFGs. The practice supervisors and educational supervisors also reported a lack of clarity around feeding into the meetings and the outcomes of the meetings.	Evidence that plans are in place to communicate the purpose of LFG meetings and how to have input into them to current and future learners and staff in the department. Evidence also of plans to ensure dissemination of LFG meeting minutes which detail the progress of all open actions to learners and staff. To be provided by 01 March 2021.
P2.1e	Although the review team recognised the value and opportunity of the split course (six	Create a document (with input from ELFT's partners) to be provided to trainees at the beginning of their placement to better

	months at a Day Lewis Pharmacy in the community and six months at ELFT) for the preregistration pharmacists (PRPs), the trainees reported some confusion around the structure and expectations of the six months at Day Lewis.	communicate the expectations of the role and learning outcomes at both ELFT and Day Lewis. To be provided by 01 March 2021.
P3.1	A trainee was attending the ward unaccompanied until a supervisor became aware of this.	Provide an action plan detailing how the Trust will ensure current and future trainees will not attend the wards unsupervised. To be provided by 01 March 2021.
P3.2a	Trainees reported a heavy workload for PRPs. Trainees also reported confusion over what work needed to be completed, and when.	ELFT and its partner organisations to create a work pack with a timetable detailing all of the work to be completed over the year (including the deadlines for each piece of work), details of how much protected work time trainees should expect, helpful tips and techniques for getting work done, and information on where to go for advice on workload. To be provided by 01 March 2021.
P3.2b	Trainees and supervisors reported a heavy workload for PRPs due to work being required for both ELFT and Day Lewis.	ELFT and its partner organisations to carry out a review of the workload across the whole PRP programme, mapping it to General Pharmaceutical Council performance standards and streamlining where appropriate. This will ensure all work is relevant to the PRP year and trainees' roles in practice. To be provided by 01 March 2021.
P3.4	Trainees reported that they did not complete training on the Mental Health Act and mental capacity during their induction.	Evidence (for example, a carefully planned timetable and checklist to be provided to trainees and supervisors) that provisions have been made to ensure future trainees complete all induction training during their induction period. To be provided by 01 March 2021.
P4.1	The PSs and ESs reported that there was currently no formal mechanism for supervisors to share information and ask questions.	Evidence of, and supervisor feedback of, a formal, streamlined mechanism put in place to allow supervisors to interact on a regular basis on issues relating to the education and training of trainees in the Trust. To be provided by 01 March 2021.

## Recommendations

Recommendations are not mandatory, and they would not be expected to be included within any requirements for the placement provider in terms of action plans or timeframe. It may however be useful to raise them at any future reviews or conversations with the placement provider in terms of evaluating whether they have resulted in any beneficial outcome.

Recommendation	
Related Domain(s) & Standard(s)	Recommendation
2.1d	The review team recommend the Trust work to improve communications and engagement with LFG meetings, to ensure all learners and staff members in the Trust and partner organisations feel included in the process (especially bearing in mind the expanding number of roles in the department). This could include providing good



	advance notice of meetings, encouraging contributions to agenda items, and ensuring every group of learners/staff have a representative at each meeting who is well informed of their role for the meeting.
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## Good practice

Good practice is used as a phrase to incorporate educational or patient care initiatives that, in the view of the HEE Quality representatives, enable the standards within the Quality Framework to be more effectively delivered or help make a difference or improvement to the learning environment being reviewed. Examples of good practice may be worthy of wider dissemination

Learning environment / Prof. group / Dept. / Team	Good practice	Related Domain(s) & Standard(s)
Pharmacy educational supervisors and practice supervisors	The review team heard that the Trust had created induction packs for educational supervisors and practice supervisors and highlighted this as an area of good practice which Health Education England (HEE) would like to share with other Trusts, if East London NHS Foundation Trust (ELFT) would be willing to do so.	4.1

## Report sign off

Outcome report completed by (name):	Chloe Snowdon
Review Lead signature:	Helen Porter
Date signed:	11 December 2020

HEE authorised signature:	Helen Porter
Date signed:	11 December 2020

Date final report submitted to organisation:	14 December 2020
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## **What happens next:**

Any requirements generated during this review will be recorded and monitored following the usual HEE Quality Assurance processes.

As part of our intention to develop a consistent approach to the management of quality across England, Quality Reports will increasingly be published and where that is the case, these can be found on [\(web link\)](#) Information from quality reports will be shared with other System Partners such as Regulators and Quality Surveillance Groups