

# HEE Quality Interventions Review Report

**Royal Free London NHS Foundation Trust  
Pharmacy  
Educator Review**



**Quality, Reviews and Intelligence Team, HEE London**

**22 April 2021**

**Final Report 17 June 2021**

## Review Overview

<p><b>Background to the review:</b></p>	<p>Royal Free London NHS Foundation Trust flagged a number of concerns in its recent Pharmacy trainee exit survey. These concerns, combined with actions still outstanding on the Quality Management Portal from previous HEE quality visits, and a recent request by the Trust to redevelop its Educational Programme Director (EPD) structure has led to a request to conduct a formal review of the Pharmacy Education and Training structure at the Trust.</p> <p>Concerns raised in the Pharmacy exit survey included:</p> <ul style="list-style-type: none"> <li>- Weekend Working – lack of induction and supervision for trainees working weekends.</li> <li>- Wide variation in meeting frequency of trainees and supervisors, ranging from every two weeks to every 13 weeks.</li> <li>- Pre-registration Pharmacy trainees not provided with opportunities to undertake the minimum expected level of supervised learning events across their training year.</li> <li>- Lack of balance between trainees supporting service provision and learning opportunities.</li> <li>- Lack of standardised frequency of feedback to trainees on progress against objectives, and reports that there is no standardised way to record and document this feedback as trainees move through rotations.</li> <li>- Dispensary rotation – Induction and supervision in the dispensary was raised as a concern by all trainee groups.</li> </ul>
<p><b>Subject of the review (e.g. programme, specialty, level of training, healthcare learner group)</b></p>	<p>Pre-registration Pharmacists (PRP) and Pre-registration Trainee Pharmacy Technicians (PTPT)</p>
<p><b>Who we met with:</b></p>	<p>The review team met with the following:</p> <ul style="list-style-type: none"> <li>- Chief Pharmacist</li> <li>- Deputy Chief Pharmacist/Clinical Pharmacy lead (Royal Free Hospital)</li> <li>- Deputy Chief Pharmacist/Clinical Pharmacy lead (Barnet Hospital)</li> <li>- Deputy Chief Pharmacist/Clinical Pharmacy Lead (Chase Farm Hospital)</li> <li>- Chief Pharmacy Technician, Education Programme Director (EPD)</li> <li>- Senior Pharmacy Technician, Education Programme Director</li> <li>- Pre-registration Pharmacist Education Programme Director (EPD)</li> </ul>

<b>Evidence utilised:</b>	<p>The following evidence was utilised for this review:</p> <ul style="list-style-type: none"> <li>- LFG Action Points 171218</li> <li>- LFG Action Points 22.05.19</li> <li>- LFG Action Points July 19</li> <li>- LFG report RFH 2019-2020 final 090421</li> <li>- Pre-registration pharmacist rota 2019-20 final LSK</li> <li>- PTPT rota 2019-2022</li> </ul>
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## Review Panel

<b>Role</b>	<b>Name / Job Title / Role</b>
<b>Quality Review Lead</b>	Shane Costigan Associate Head of Pharmacy, HEE LaSE
<b>Specialty Expert</b>	Rachel Stretch Pre-registration Pharmacist Training Programme Director, HEE LaSE
<b>Specialty Expert</b>	Tracey Tisley Pre-registration Trainee Pharmacy Technicians (PTPT) Programme Lead, HEE LaSE
<b>HEE Quality Representative</b>	Nicole Lallaway Learning Environment Quality Coordinator, HEE Quality Team
<b>HEE Quality Representative (observing)</b>	Rebecca Bennett Learning Environment Quality Coordinator, HEE Quality Team

## Executive summary

The review team met virtually with Pharmacy Education Leads from Royal Free London NHS Foundation Trust for an Educator Review of the pre-registration pharmacist (PRP) programme and pre-registration trainee pharmacy technician (PTPT) programme.

The review team found that the educational governance structure of the Pharmacy department remained unclear, and it was recognised by the Trust that there were still some gaps in governance to be addressed. It was also felt from the Educator Review that the roles and responsibilities of the EPD and the Practice Supervisors was unclear.

The review team identified the following areas for improvement:

- Trainees were not always aware of who their Practice Supervisor was.
- Practice Supervisors and trainees were not always clear on the learning objectives of the rotation.
- Governance around education and training infrastructure across programmes and capacity for the current Trust Education Programme Director to lead both the PRP and PTPT programmes remains a concern.

Next Steps:

- HEE LaSE Pharmacy team offer of support regarding actions identified below and outstanding actions from previous quality visits. (May/June 2021).
- Progress against actions to be uploaded to HEE via the Quality Management Portal (QMP) at the following reporting deadlines, 1<sup>st</sup> June 2021, 1<sup>st</sup> September 2021, 1<sup>st</sup> December 2021, 1<sup>st</sup> March 2022.
- HEE will review progress made against actions ahead of national pre-registration pharmacist recruitment scheme deadlines, including collation of trainee feedback from summer 2021.
- If sufficient progress is not made against actions identified and actions outstanding from previous quality visits by September 2021, HEE reserves the right to review trainee commissioning number allocations for future trainee cohorts for both the PRP and PTPT programmes.

## Review findings

The findings detailed in the sections below should be referenced to the quality domains and standards set out towards the end of this template. Specifically, mandatory requirements should be explicitly linked to quality standards. Not all HEE's domains and standards have been included, only those that have a direct operational impact on the quality of the clinical learning environment, which a quality review will be most likely to identify (although this does not preclude other standards outlined in the Quality Framework being subject to review, comment and requirements where relevant).

### ***Mandatory requirements***

Mandatory requirements and Immediate Mandatory Requirements (IMRs) should be identified as set out below. IMRs are likely to require action 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> 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
	N/A	N/A
Requirement Reference number	Progress on immediate actions	Required Action, timeline, evidence
	N/A	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
Ph2.1	<p>The review team heard that the Educational Programme director (EPD) role covered both PRP and PTPT training programmes. The review team was concerned that the current Education and Training structure did not demonstrate sufficient capacity to implement the regulatory reforms to the initial education and training standards for Pharmacists and Pharmacy Technician training programmes at RFL over the coming years. The review team were concerned that the quality of future training placements at the trust would be impacted as a result.</p>	<p>The trust is required to review its education and training structure for Pharmacy Trainees. In particular, it is required that PRP and PTPT programmes are assigned dedicated, separate resource to manage the implementation of the new General Pharmaceutical Council's (GPhC) initial education and training standards for both Pharmacists and Pharmacy technicians into local programmes (i.e. each programme should have a single, dedicated EPD and if necessary, site Deputy EPDs to support the programmes across the different sites). This approach would align more closely with education and training structures for similarly sized organisations in London and would provide ongoing support for management of the programmes once the new standards have been implemented.</p> <p>Please submit an initial update against this action, including an overview of the Pharmacy education and training structure and job descriptions for the relevant post holders via the Quality Management Portal (QMP) by 01 September 2021, and further updates at future quality action plan submissions, 01 December 2021, 01 March 2022 and 01 June 2022.</p>

		This action will supersede the following two actions on QMP: 1_20191220_RFL_PHARM_N/a_141 and 1_20191220_RFL_PHARM_N/a_143
Ph3.4	The review team heard that trainees did not always know who their Practice Supervisor was, despite this being stated on the induction pack at the beginning of their programme.	The Trust is required to ensure that both PRP and PTPT trainees are aware of who their Practice Supervisor is on each rotation within the Trust. It is recommended that the Trust includes the named Practice Supervisor for the rotation on the rota for ease of use. Please submit evidence via LFG minutes/rota templates that this has been actioned by 01 September 2021.
Ph4.2	The Trust acknowledged that the knowledge of the learning objectives for both the PRPs and the PTPTs on each rotation was a challenge for Practice Supervisors.	The Trust is required to ensure that Practice Supervisors and trainees are aware of the learning objectives for each rotation. Please submit LFG minutes in support of this action on the Quality Management Portal (QMP) by 01 September 2021.

## Recommendations

Recommendations are not mandatory but intended to be helpful, 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
Ph2.1	It is recommended that the Education and Training Lead and the Education Programme Director meet with HEE PRP and PTPT Programme leads to discuss the roles and responsibilities of the Education Programme Director (EPD) role.
Ph2.1	It is recommended that the Trust connect with the HEE LaSE Early Careers Training Programme Director (TPD) and other colleagues within the North Central London Integrated Care System (ICS) to receive guidance on the possible structuring of the education team within the department.
Ph2.2	It is recommended that the Trust enables trainees to raise concerns to their Educational Supervisors in the first instance, with unresolved issues then escalated to the Education Programme Director.

## Good practice

Good practice is used as a phrase to incorporate educational or patient care initiatives that, in the view of the Quality Review Team, 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)
N/A		



## HEE Quality Standards and Domains for Quality Reviews

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
1.4	<p><b>Appropriate levels of Clinical Supervision</b></p> <p>The review team heard that there is a mentorship support programme across both Royal Free Hospital and Barnet Hospital. Pre-registration Pharmacists (PRP) and Pre-registration Trainee Pharmacy Technicians (PTPT) all have a Practice Supervisor (PS) located on the ward for each rotation and are allocated an Educational Supervisor (ES).</p>	

Domain 2 – Educational governance and leadership		
<p>2.1. The educational governance arrangements measure performance against the quality standards and actively respond when standards are not being met.</p> <p>2.2. The educational leadership uses the educational governance arrangements to continuously improve the quality of education and training.</p> <p>2.3. 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>2.4. Education and training opportunities are based on principles of equality and diversity.</p> <p>2.5. 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>		
HEE Standard	HEE Quality Domain 2 – Educational Governance and Leadership	Requirement Reference Number
2.1	<p><b>Effective, transparent and clearly understood educational governance systems and processes</b></p> <p>The review team heard that the Trust had changed the structure of leadership within the Pharmacy department, including the development of Education Programme Directors (EPD) across the three sites within the Trust; Royal Free Hospital; Barnet Hospital; and Chase Farm Hospital. The review team heard that there was one overall Education and Training Lead, and then there were site specific EPDs for each of the three sites. The review team were concerned that the Trust were unclear on the responsibilities of the EPD role as the dedicated lead for each respective programme. It was also reported that some of the EPDs were responsible for both the PRP and the PTPT programmes, and it was felt that this was not feasible to manage both programmes in the long term due to the GPhC reforms happening to both the initial education and training of Pharmacists and Pharmacy Technicians. It was suggested by the review team that the Trust had one lead for the PRP programme and one lead for PTPT programme, similar to models within other Trusts across London, and that any other additional support for the</p>	Yes, please see Ph2.1

	<p>programmes would be provided by an overall Education and Training lead or other non 'EPD' colleagues.</p> <p>The review team heard that the Trust organised quarterly meetings for EPDs to work to standardise processes across the three sites, and that the outcomes of this meeting would feed into the Local Faculty Group (LFG). It was reported that this meeting took place once during the Covid-19 pandemic to date, and that this helped with aligning processes and learning from each of the different sites. The review team heard that aligning and learning across the sites was one of the department's priorities.</p>	
<b>2.1</b>	<p><b>Impact of service design on users</b></p> <p>The review team heard that trainees were given the first six weeks in their placement to reach a certain level of competence before completing a weekend shift. During the beginning of the placement, it was reported that trainees completed a checklist in preparation for working on the weekend. Once completed, the Trust reported that trainees were able to work a weekend shift in the dispensary and were supervised by the nominated team lead. This was reported as the same across all three sites within the Trust.</p>	
<b>2.2</b>	<p><b>Appropriate systems for raising concerns about education and training</b></p> <p>The Trust reported that trainees were able to raise concerns directly to the EPD for their specific site. However, it was felt by the review team that the trainees were not encouraged to utilise their Educational Supervisors as the first person to raise concerns to, before being escalated to the EPD.</p>	

<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>3.4</b>	<p><b>Induction (organisational and placement)</b></p> <p>The review team heard that trainees were informed of who their PS were for their placement through their induction and in the induction pack at the start of their training year. However, it was noted by the Trust that feedback from the trainee exit survey suggested that some trainees were not always aware of who their designated PS was. Whilst it was agreed that this information was in the induction pack, the review team highlighted the importance of making clear who the PS were for each placement to trainees. The Trust were advised to include the named PS for each rotation on the rota to keep trainees informed.</p>	<p>Yes, please see Ph3.4</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
4.2	<p><b>Educators are familiar with the learners' programme/curriculum</b></p> <p>The Trust acknowledged the requirement for PS to be aware of their role in the training of PTPTs and PRPs. It was reported that PS were required to ensure trainees were undertaking their role according to the appropriate standards, as well as providing feedback to trainees and to ensure they were meeting the required objectives for their placement. This included ensuring that trainees were aware of the learning outcomes for their rotation. The Trust reported that they recognised this was a challenge for PS, and that peer-to-peer support and feedback was one of their priorities. It was also reported that the HEE PS and Educational Supervisor (ES) framework could be tied into appraisals and Personal Development Plans (PDP).</p>	Yes, please see Ph4.2

Domain 5 – Delivering curricula and assessments		
<p>5.1. 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>5.2. 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>5.3. 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 review team heard that pre-registration trainee pharmacy technicians undertook their apprenticeship with Buttercups Training, and that to meet the requirements of the apprenticeship standards, trainees were given one day off per week for training (the equivalent of 20% off the job learning), and an additional two-hours study time per week.</p>	

Domain 6 – Developing a sustainable workforce		
<p>6.1. Placement providers work with other organisations to mitigate avoidable learner attrition from programmes.</p> <p>6.2. 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>6.3. 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>6.4. 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
	<b>Domain not discussed at review</b>	

## Report sign off

<b>Quaity Review Report completed by (name(s) / role(s)):</b>	Nicole Lallaway
<b>Review Lead name and signature:</b>	 Shane Costigan Associate Head of Pharmacy: Quality and Operations
<b>Date signed:</b>	04 June 2021

<b>HEE authorised signature:</b>	Helen Porter Pharmacy Dean, London, Kent, Surrey and Sussex
<b>Date signed:</b>	17 June 2021

<b>Date final report submitted to organisation:</b>	17 June 2021
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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 HEE's national website. Information from quality reports will usually be shared with other System Partners such as Regulators and Quality Surveillance Groups