

# **Pharmacy Trainee Support Guide: A Resource for Pharmacy Trainees, Supervisors and Employers**

**2025-26**



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## Glossary of Terms

Term/Acronym	Description
Designated Prescribing Practitioner (DPP)	A Designated Prescribing Professional (DPP) is a healthcare professional in Great Britain or Northern Ireland with legal independent prescribing rights who supervises a health care professional during their independent prescribing (IP) and provides 'sign-off' on their competency to prescribe.
Educational Agreement	An agreement with the trainee and assigned supervisor to define, in terms of education and training, the relationship, duties and obligations on each side.
Educational Lead	Pharmacy technician or pharmacist who is responsible for overseeing and managing an educational programme.
Employer	The organisation in charge of employing a pharmacy trainee
Educator	Person (s) within the employing organisation or placement responsible for supervising a pharmacy trainee (also see supervisor below)
Foundation Trainee Pharmacist (FTP)	Person(s) undergoing a minimum 52-week placement under a designated supervisor in approved training sites, developing their practice to meet a range of learning outcomes.
Pre-registration Trainee Technician (PTPT)	Person(s) training within the workplace and completing a 2-year GPhC-approved integrated competency and knowledge-based qualification/course.
Pharmacy Trainee	Person(s) undertaking a pharmacy training placement funded by NHS England (FTP or PTPT as described above)

Statutory Education Body (SEB)	SEBs are organisations responsible for the development and delivery of healthcare education and training. Pharmacy SEBs will be responsible for foundation trainee pharmacists in their respective jurisdictions, with the exception of Foundation Training years delivered as part of an integrated MPharm (GPhC, 2021). NHS England will be responsible for quality management and overseeing the delivery of the foundation year for FTPs.
Supervisor	<p>Term used to describe an educational supervisor, tutor, practice supervisor, designated supervisor, or designated prescribing practitioner.</p> <p>Person(s) who is selected and appropriately trained to be responsible for the overall supervision and management of a specified trainee's educational progress during a period of training placement or series of placements. The supervisor within their role may also be responsible for the trainee's Educational Agreement to include formal assessment and sign off.</p>



## Introduction

Welcome to the Trainee Support Guide for Pharmacy Trainees, Supervisors and Employers. This resource has been developed to support those who are undertaking or involved in any aspect of training for pharmacy trainees. It is important that all individuals can access appropriate support for issues or concerns that may be experienced over the course of the training period\*. In the most part, issues can be resolved or prevented from causing significant ongoing detriment, if signs are identified early and acted on appropriately and supportively, as explained within this resource.

*\*training period in this context denotes the period the pharmacy trainee is undertaking a funded programme towards their qualification.*

All pharmacy trainees, supervisors and employers should familiarise themselves with this resource before commencing their role, so that they are aware of what can constitute a potential concern, and how to identify when support may be required.

**Please consult the glossary for full definitions of terms used throughout this resource.**

## How to access help urgently

**In most situations, you will be able to access the timeliest assistance within your workplace. (See section on additional support and for further information).**

However, if you need help urgently, know that there is always someone available to listen if you are facing a difficult situation. Alongside NHS patient-facing services such as your GP or a hospital emergency department, some examples of external organisations that may be able to provide listening support are listed below:

- [Samaritans](#) You can contact a Samaritan at any time for anyone who's struggling to cope, who needs someone to listen without judgement or pressure. Samaritans is not only for the moment of crisis, but also taking action to prevent the crisis. Samaritans give people ways to cope and the skills to be there for others.
- [Pharmacist Support](#) You can contact Pharmacist Support to access a range of confidential services covering mental health and wellbeing, physical health, family and personal life and finances, right through to managing your work life, trainee and student experience. Please note that currently pharmacy technicians and PTPTs are unable to access support from Pharmacist Support.

Whilst these options can provide valuable assistance, they are external to NHS England WT&E, and therefore NHSE WT&E has no responsibility for and cannot provide any assurances in relation to any support provided by such external organisations.

## Contacting NHS England WT&E Regional Teams

**NHS England WT&E Regional team** Should you have a significant issue within your training that you have been unable to resolve with your employer, please contact your regional teams for further advice. Depending on the nature of the concern we may be able to assist with a resolution.

Regional team	Email address	Regional trainee support request form
East of England	<a href="mailto:england.WTEpharmacy.eoe@nhs.net">england.WTEpharmacy.eoe@nhs.net</a>	<a href="#">East of England</a>
London	<a href="mailto:england.WTEpharmacy.london@nhs.net">england.WTEpharmacy.london@nhs.net</a>	<a href="#">London</a>
Midlands	<a href="mailto:england.WTEpharmacy.mids@nhs.net">england.WTEpharmacy.mids@nhs.net</a>	<a href="#">Midlands</a>
North East & Yorkshire	<a href="mailto:england.WTEpharmacy.ney@nhs.net">england.WTEpharmacy.ney@nhs.net</a>	<a href="#">North East &amp; Yorkshire</a>
North West	<a href="mailto:england.WTEpharmacy.nw@nhs.net">england.WTEpharmacy.nw@nhs.net</a>	<a href="#">North West</a>
South East	<a href="mailto:england.WTEpharmacy.se@nhs.net">england.WTEpharmacy.se@nhs.net</a>	<a href="#">South East</a>
South West	<a href="mailto:england.WTEpharmacy.sw@nhs.net">england.WTEpharmacy.sw@nhs.net</a>	<a href="#">South West</a>

## Scope of Guidance

This guidance is underpinned by the principles laid out in the [NHS England Education Quality Framework](#). The Quality Framework articulates our expectations of the quality of the clinical learning environment as a whole system, complementing other regulatory and professional frameworks and requirements (relating, for example, to clinical safety, curricula and programmes). It does this across six core domains, reflecting key components of quality in all clinical learning environments, for all learner groups, and our commitment to developing a sustainable workforce. These six domains are outlined below.

1. Learning environment and culture
2. Educational governance and commitment to quality
3. Developing and supporting learners
4. Developing and supporting supervisors
5. Delivering programmes and curricula
6. Developing a sustainable workforce.



## The Safe Learning Environment Charter

The Safe Learning Environment Charter is relevant for all our pharmacy learners. It is a useful tool to support what a good placement looks like for all learners and how it can be achieved through 10 priority areas required of the placement environment and the people within it.

The Safe Learning Environment Charter supports the development of positive safety cultures and continuous learning across all learning environments in the NHS. It is underpinned by principles of equality, diversity, and inclusion.

The Charter is designed for learners and those responsible for supporting placement learning across all learning environments and all professions within them. It is aligned to the [NHS People Promise](#) in recognition that learners are vital to the workforce and are included in the promises we must all make to each other, to improve everyone's experience of working in the NHS. The Charter sets out the supportive learning environment required to allow learners to become well-rounded professionals with the right skills and knowledge to provide safe and compassionate care of the highest quality.

To find out more, visit: <https://www.england.nhs.uk/mat-transformation/safe-learning-environment-charter/>

### Scope for Foundation Trainee Pharmacists (FTP)

From 2025, the General Pharmaceutical Council (GPhC) will delegate responsibility for quality management of all FTP training sites in England to NHS England Workforce Training and Education (NHSE WTE) directorate as the Statutory Education Body (SEB) for England.

As part of this approach to quality management, it is a requirement that all foundation trainee pharmacists will be recruited through the National Recruitment Scheme (NRS) – (Oriel).

This guide aims to support individuals from the point at which they accept a training place in England, through the NRS, in the lead up to and during their foundation training subject to [GPhC time limits](#). This includes:

- Pharmacy undergraduates who have accepted an employer offer through the NRS, for the duration leading up to the commencement of their training programme.
- FTPs in all sectors, including but not limited to the NHS managed sector, community pharmacies and general practice.
- Any FTP who needs to take a break from their work-based training programme.
- Any FTP who takes a break between completing their MPharm and before commencing their Foundation Training.





## Scope for Preregistration Trainee Pharmacy Technicians (PTPTs)

This guidance applies to Pre-registration Trainee Pharmacy Technicians (PTPT) whose employer(s) receives a training contribution from NHS England.

## Scope for Supervisors and Employers

NHSE WTE are responsible for providing a financial contribution to employers towards training and assuring the quality of the training provided. However, pharmacy trainees and those involved in their supervision and training in the workplace are not employed by NHSE WTE. All pharmacy trainees and supervisors are employed by the organisation with whom they have a contract of employment. Financial contributions towards training to employers made by NHS England does not result in us having a degree of control or influence over individual supervisors, nor does it result in an employment or agency relationship arising between NHSE WTE and individual supervisors. Employing organisations are expected to meet the minimum standards set out in the [NHS England Education Quality Framework](#), and the [ORIEL platform's Terms of Participation](#) (for FTPs). Regional Pharmacy Teams provide support to employing organisations in meeting the expectations of the Quality Framework.

This document should be considered a supportive guide for anyone involved in the supervision of pharmacy trainees. It includes (but is not limited to):

- Supervisors
- Educational Leads
- Line Managers
- Other Placement Leads
- Designated Prescribing Practitioners
- Superintendent Pharmacists
- Chief Pharmacists

**For the remainder of this guidance any further reference to NHS England will be as 'us' and 'we'**



## Information for Pharmacy Trainees

Across all professions including pharmacy, it is recognised that you as an individual may encounter difficulties during your training. Please be reassured that this is not uncommon, and this support guide has been developed to help address any concerns you may have. The primary aim is to implement supportive processes as early as possible to ensure you are provided with the best opportunity to successfully complete your training.

If an issue is suspected or identified, before or during the training period, you should refer to this guide and follow the relevant steps at the earliest opportunity. This guide may not cover every possible issue, so it is important that you seek support when you need it so colleagues/employers can help.

We embrace [the social model of disability \(and reject the medical model\)](#)<sup>11</sup> so that people with disabilities feel enabled and empowered. It should be noted however that this does not alter the statutory definition of disability which is set out by and applies under the Equality Act 2010. Any support and/or adjustments to training may be required for a short period of time or the full training period. It is therefore important to remain aware, behave pro-actively, and act promptly to ensure you access the appropriate assistance. Patient safety must be paramount in all circumstances and if anything arises that might compromise this, it must be raised through the appropriate channels urgently.

Guidance relating to raising concerns including whistleblowing is outlined below.

### Could I benefit from additional support?


#### Before starting your training – Foundation Trainee Pharmacists (FTPs)

If you are a student currently applying for a Foundation Trainee Pharmacist programme through the National Recruitment Scheme (Oriel), please refer to the National Recruitment Scheme applicant handbook, [National Recruitment Scheme Website](#) and Oriel platform for advice and support. This includes information on adjustments during the recruitment process/assessments.

Prior to starting training, it is your responsibility to disclose any specific needs you have and/or additional support you may require during the training period. Any adjustments you may require for your training post must be discussed and arranged with your future employer, with a view to ensuring that you are appropriately supported throughout your time in training. Please ensure

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<sup>1</sup> Equality Act 2010 provides a statutory definition of Disability. The Equality 2010 provides statutory protection for Disabled people not shared by other people, included people from protected characteristic groups. EA 2010 allows disabled people to be put in a better position, also allows for some forms of positive discrimination – but only for those meeting the s.6 definition. The largest % of student complaints to Ombudsman revolve around disability discrimination. Failure to make reasonable adjustments can be a costly legal breach .



that alongside your individual circumstances, you have considered the following (non-exhaustive list):

- Your employment contract and requirements
- Any requests for less than full time working
- Any requests for reasonable adjustments – information [here](#) from NHS Employers.
- Any changes in your employment status

## **NHS Health Passport**

You may consider completing the [NHS Health Passport](#) which allows individuals to record details about their disability, health condition or learning disability. The passport helps to ensure there is a clear record and can be used with your new employer to explain what is needed in the workplace to help you carry out your role.

**Please contact the relevant regional NHS England Pharmacy workforce, training and education team urgently if your placement is withdrawn following acceptance.**


## **Before starting your training – Pre-registration Trainee Pharmacy Technicians**

Prior to starting training, it is your responsibility to ensure you disclose any specific needs you have and/or additional support you may require during the training period. Any adjustments you would require for your training post must be discussed and arranged with your future employer, with a view to ensuring that you are appropriately supported throughout your time in training. Please ensure that alongside your individual circumstances, you have considered the following (non-exhaustive list):

- Your employment contract and requirements
- Any requests for less than full time working
- Any requests for reasonable adjustments - information [here](#) from NHS Employers.
- Any changes in your employment status

## **Upon starting your training (for FTP and PTPT)**

As a pharmacy trainee you should feel able to discuss your training experience and identify factors that may impact your progress. To ensure that you make the most of your training you have a responsibility to report any issues that may adversely impact your training as soon as you become aware of them. Regular feedback should be provided by your supervisors regarding your progress as part of educational review meetings to help develop areas that you may require assistance with.



You should be given a comprehensive induction and given the opportunity to discuss support needs you may have.

However, it is recognised that you may face an issue(s) in the following areas which may impact your progression during the training programme (please note this is not an exhaustive list):

- Work environment
- Health (physical/mental)
- Neurodivergence e.g. Dyslexia, Autism, ADHD, Dyspraxia, Dyscalculia
- Life events, e.g. pregnancy, bereavement, financial difficulties
- Concerns relating to the [standards for pharmacy professionals](#)

## How to access support

### Within the workplace

Any trainee who feels that they require support with their training should discuss this with their supervisor in the first instance. If you feel unable to discuss the matter with your supervisor, please escalate your concern to an appropriate senior person within your organisation.

**On raising a concern with your supervisor, if deemed appropriate, escalation will be categorised using the Classification Matrix -See [Appendix 2](#) for further details**

On occasion you may need to raise concerns over the course of your training which may include (but are not limited to):

- Patient Safety
- Recording near misses or incidents
- Safeguarding concerns
- Discrimination
- Bullying and Harassment
- Sexual safety
- Employment Issues
- Wellbeing and Mental Health services

Your employer will be able to provide you with information regarding support available locally, please refer in the first instance to local policies and procedures concerning the above for further information.



## Reasonable adjustments

Employers are generally responsible for making reasonable adjustments to ensure that disabled people are not disadvantaged when carrying out the duties of their role. Support and further guidance relating to this is available through the governments [Access to work](#) scheme.

It should be noted that NHS England cannot alter the Learning Outcomes that apply to training, as these are set by the GPhC. Whilst adjustments to an individual's training plan could potentially be explored, NHS England cannot disapply or alter the Learning Outcomes that a training plan is designed to facilitate the achievement of.

## GPhC Registration Assessment (for FTP only)

The GPhC can grant reasonable adjustments within the registration assessment to help make sure you are not unfairly disadvantaged because of health issues, disabilities, specific learning needs or other specific needs. If you are planning to sit the registration assessment and have a specific need which you feel could disadvantage you when sitting, you can request a reasonable adjustment. [Please refer to the GPhC for further information.](#)

## Raising concerns and whistleblowing

If you have any concerns about patient safety, malpractice, wrongdoing, or fraud within your employing organisation you can raise these within your employing organisation under the appropriate internal whistleblowing process. You could also call the [whistleblowing helpline for specialist signposting, advice and guidance](#). NHS England are a prescribed body for the purposes of the legislation, so if trainees feel they are unable to raise concerns with their organisation, trainees can raise concerns to us and expect statutory protection (subject to the relevant statutory requirements). For more information refer to your organisation's whistleblowing policy, [The National Guardian's Office policy](#) or [Raising Concerns: Policy Guidance For the NHS](#).

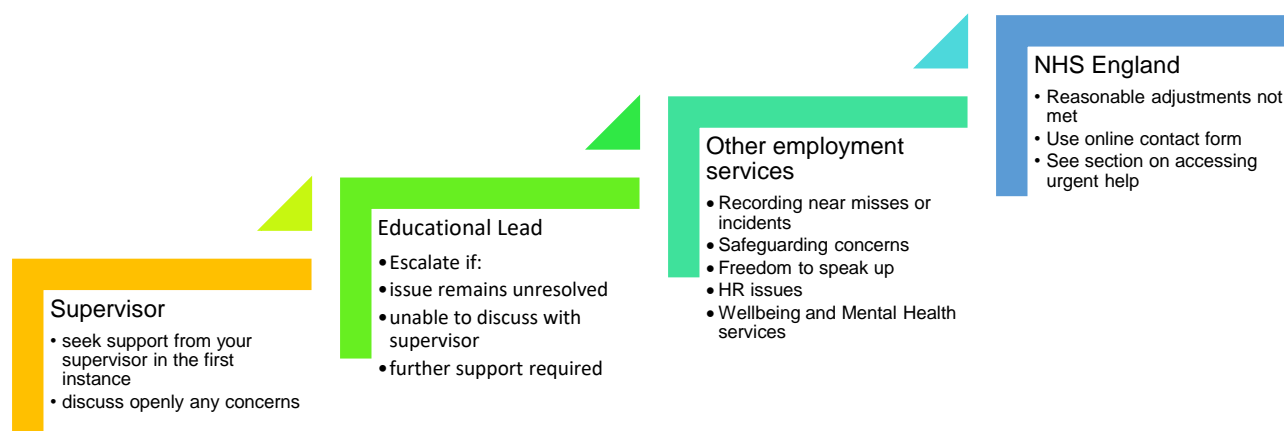
## Contacting NHS England

You can contact us if you have concerns that have not been addressed or resolved by your employer. Use our regional team online form to contact us

To request support from the NHS England Workforce, Training and Education pharmacy team, please use the relevant regional links below:

[East of England](#) • [London](#) • [Midlands](#) • [North East & Yorkshire](#) • [North West](#) • [South East](#) • [South West](#)

## Summary of accessing help in the workplace



## Documentation and Action Planning

If issues have been raised with your employer, you can expect support to include a clear plan of resolution. This may be in the form of an action plan. The agreed action plan should:

- be clear
- be agreed by all parties
- have specific, defined, and achievable actions
- contain action deadlines and review dates
- ensure follow up meetings to support further evolution of subsequent action plans


The action plan is a live working document between you and your supervisor that should be revisited regularly and updated as actions are completed over time. For many, this action plan will only be required for a short time, to help address and resolve any concerns or issues.

Your employer may use the template in [Appendix 6](#) to help document the action plan.

## Disclosure of issues which may affect fitness to practise as a pharmacy trainee

[The GPhC outline the requirements of pharmacy professionals](#). You are encouraged to discuss issues which may affect your training so that appropriate support and adjustments can be put in place, this includes when your ability to perform in the role may be affected (fitness to practise).

The GPhC advises registrants: 'Declaring a health condition that could affect your ability to practise safely is an opportunity for you to tell us how you manage your condition. It also allows you to show that you have insight into any limits you may need to put on yourself, and



adjustments you may need to make, for you to practise your profession safely and effectively. Your registration will only be at risk if, on the evidence we have, it is not clear to us that your practice will be in line with the necessary standards of conduct, ethics and performance.’ If you fail to disclose an issue to the GPhC which may affect training or engage in discussions around the amendments to training and support that you may require, advice should be sought from the GPhC. Please note the above advice applies at the point of registration and beyond only.

GPhC do not advise PTPTs as they do not hold any information until the point of registration. Fitness to practice advice in relation to PTPTs must come from education providers or employers and relevant organisational documents and the standards for pharmacy professionals.

## **Additional Support and Resources**

You may want to consult the further support section for information and resources that you may find useful over the course of your training. Please see [Appendix 3](#) for additional resources available to support you in your training.



## Information for Employers and Supervisors

Before a trainee commences their training, relevant managers at the employing organisation / training site should discuss any specific support that may be required in the workplace and allow good time to arrange the implementation of this. All trainees should receive a comprehensive induction and be given the opportunity to describe any support needs they have.

For many trainees, support will only be required for a short time. In other cases, support and/or adjustments to training may be required for the full training period, so it is important to remain aware, behave proactively and act promptly. Requests from trainees for support, advice and/or adjustments should be met by employers, within the training environment, where reasonable and practicable. Employers must ensure that requests are not associated with stigma or disadvantage. The employing organisation is directly accountable for any issues that trainees may experience, and are responsible for addressing them, and resolving them in so far as is possible. This guidance does not alter an employing organisation's obligations under the Equality Act 2010.

**Patient safety must be paramount in all circumstances and if anything, arises that might compromise this, it must be raised through the appropriate channels by following your local process.**

We embrace [the social model of disability \(and reject the medical model\)](#)<sup>2</sup> so that people with disabilities feel enabled and empowered. Employing organisations are expected to meet the expectations set out in the NHSE Quality Framework for education and training. It is understood that our teams support employing organisations in meeting the expectations of the Quality Framework. In this context, this guide has been designed to help define the relationship between the employer and us in supporting trainees requiring support. Employers may use this guidance to assist with decision making around training and outcomes. All processes are part of our wider work to implement the [NHS England Education Quality Framework](#). This guide is also relevant to trainees who are working part-time and those who are undertaking a break from training.


### Is support required?

Employing organisations and those involved in pharmacy training should be vigilant to potential concerns so that they are identified as early as possible

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<sup>2</sup> 1s.6 of the Equality Act 2010 provides a statutory definition of Disability. The Equality 2010 provides statutory protection for Disabled people not shared by other people, included people from protected characteristic groups. EA 2010 allows disabled people to be put in a better position, also allows for some forms of positive discrimination – but only for those meeting the s.6 definition. The largest percentage of student complaints to Ombudsman revolve around disability discrimination. Failure to make reasonable adjustments can be a costly legal breach.





Employers should meet the following requirements:

- Statutory duties under the [Equality Act](#) and [Health and Safety at Work Act](#)
- Employing organisations have a responsibility to create a supportive environment in which trainees feel able to raise concerns or problems they are encountering
- Employing organisations have a responsibility to address concerns in a timely manner and develop and document action plans where appropriate
- Regular feedback should be provided by supervisors regarding progress in training as part of educational review meetings


**A trainee requiring support may be identified in the following ways:**

- Application for employment which highlights a disability<sup>3</sup>
- Trainee requesting support directly
- Concerns raised around performance or capability from colleagues/peers
- Through regular professional and performance appraisals
- Performance in assessments
- Clinical governance frameworks (including reporting of serious incidents or complaints)
- Clinical audit activities
- Absence from work, not fulfilling contracted hours of employment
- Professionalism concerns around attitude or behaviour.

Trainees are encouraged to discuss issues which may affect their training so that appropriate support and adjustments can be put in place. The GPhC advises registrants: 'Declaring a health condition that could affect your ability to practise safely is an opportunity for you to tell us how you manage your condition. It also allows you to show that you have insight into any limits you may need to put on yourself, and adjustments you may need to make, for you to practise your profession safely and effectively. Your registration will only be at risk if, on the evidence we have, it is not clear to us that your practice will be in line with the necessary standards of conduct, ethics and performance.' If you fail to disclose an issue to the GPhC which may affect training or engage in discussions around the amendments to training and support that you may require, advice should be sought from the GPhC. Please note the above advice applies at the point of registration and beyond only.

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<sup>3</sup> For FTP the National Recruitment Scheme application forms include a section inviting applicants to indicate their disabilities and any required reasonable adjustments interviews and assessments as part of the recruitment scheme. Adjustments requested on National Recruitment Scheme (ORIEL) application forms are requested for recruitment process purposes only. If a trainee requires adjustments to the workplace and/or training, the trainee should raise this with the employing organisation as early as possible, regardless of whether they have declared it on their Oriel form. For PTPTs employers should be part of Disability Confident scheme



The following areas are commonly found to be factors that can contribute to fitness to practise concerns, raised during training.

- Work environment
- Health (physical/mental)
- Neurodivergent conditions e.g. Dyslexia, Autism, ADHD, Dyspraxia, Dyscalculia
- Life events
- Concerns relating to professional standards

**It should be noted that these concerns can pertain to any individual or employer involved in training, as well as the pharmacy trainee. If the concerns have the potential to adversely affect the trainee completing their training period, these concerns should be addressed.**



## Providing support to trainees

If a trainee is identified as requiring support, it is important that any concerns are discussed with the trainee in a non-judgemental manner, taking the above potential contributing factors into account. Discussions about common areas of concern should also be incorporated into regular progress reviews, appraisals and meetings. These should be conducted as a two-way, supportive, professional conversation. The discussion and agreed actions must be documented at the earliest opportunity. Many trainees have never experienced these kinds of conversations before and may perceive that the act of documenting a conversation will adversely affect their training or how they are treated. It is therefore important to explain the reasons for documentation, (to prevent misunderstandings, agree any actions and accurately measure progress). If the supervisor is unsure whether the trainee requires support, they should refer to the Classification [Matrix](#) and escalate to the appropriate educational lead within the organisation.


For supervisors who are new to the role it is important to involve an experienced colleague at an early stage to assist in identifying and exploring possible contributing factors. Supervisors should make the trainee aware of why there may be an additional colleague assisting. Regular review meetings with the trainee, with feedback from supervisors and colleagues, allow potential issues to be identified or concerns raised. Early intervention allows trainees to be provided with the extra support they need to complete the remainder of their programme successfully. The trainee's supervisor has an integral role in identifying and recognising any early issues. Early identification is crucial and can prevent issues becoming difficult to resolve.

The educational lead, if different to the supervisor, should also be involved in any case from the outset to provide support, advice and guidance to both parties.

### Initial meeting with trainee to address concerns

The supervisor and trainee have a joint responsibility to address and resolve any challenges or issues as they arise, rather than waiting for the next scheduled meeting. Trainees and supervisors are responsible for listening to any concerns raised and taking the agreed action within agreed timescales. If there are still concerns, the next step is to consider what the underlying matter might be, and to explore the context in which the challenges are occurring.

If there are concerns identified by persons other than the supervisor, in the first instance the issue should be raised with the trainee and their supervisor. The supervisor should arrange to meet with the trainee to explore the item raised as soon as possible. It is important that any evidence presented to the trainee is documented accurately, and that it is objective and impartial in nature. Where possible evidence should be collated from a variety of sources. As part of this initial meeting, the supervisor and trainee should consider whether the matter is a one-off that can be easily remedied, or an issue that requires further support. Full



documentation and evidence of any related events should be provided to the trainee. See section below for guidance on documentation and information governance.

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**The Classification [Matrix](#) is intended to support the supervisor and trainee to categorise the area(s) of concern and to ensure that the correct level of support is offered.**

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## Categorisation of concerns

The classification [matrix](#) provides further detail around areas of concern and the thresholds for escalation. This matrix is designed to support the supervisor and trainee to identify concerns of greater significance and higher urgency, both at the point concerns are identified and at ongoing progress reviews. This is to support escalation through support mechanisms within the employing organisation.

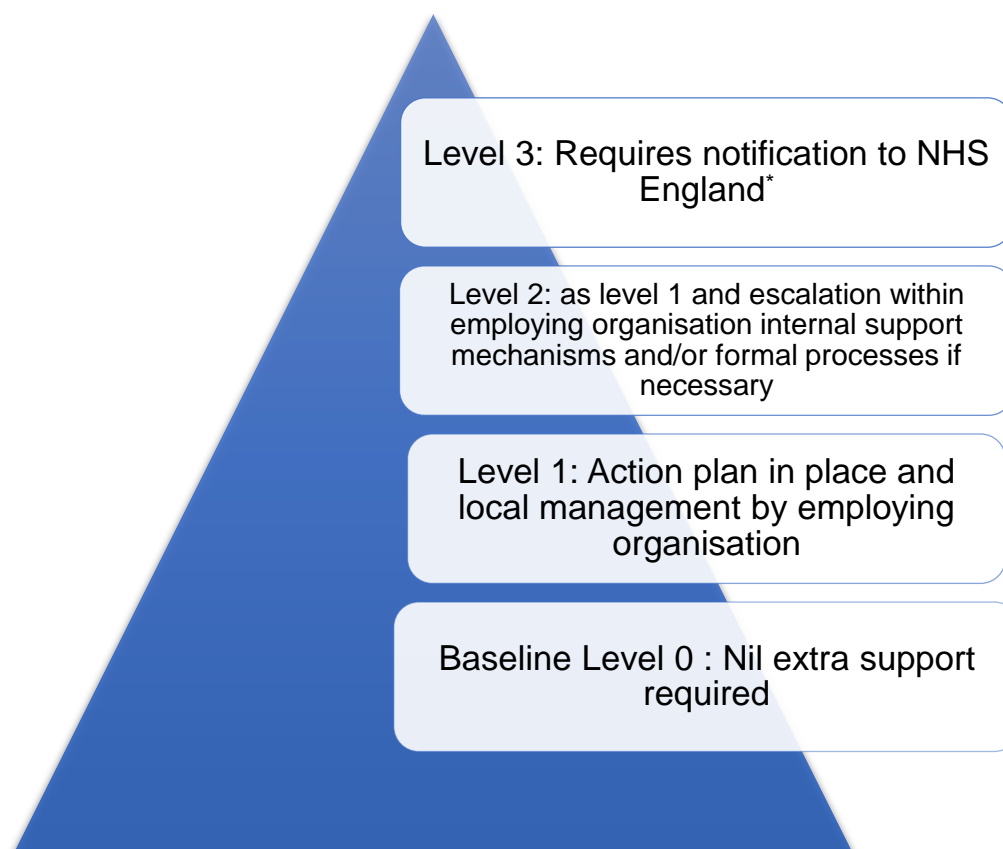
**It is also important to recognise that different problems require different approaches – for example, *health versus professional concerns*.**

Employers' internal support mechanisms should be consulted according to the issue that has arisen. Examples of support provided by employers may include the following:

- **Occupational Health:** offer advice on absence management, sickness management and rehabilitation, risk assessments, health surveillance, workplace immunisations, health promotion and wellbeing
- **Human Resources:** offer advice on managing performance, disciplinary proceedings, absences (planned/unplanned)
- **Contacting Area Manager**
- **Contacting Head Office**
- **Contacting Practice Manager**
- **Contacting Training Hub**
- **Referral to relevant healthcare provider**
- [Access to Work](#)

All issues identified should be assigned a rating Level (0, 1, 2 or 3) to guide appropriate action and support. Further information on how cases are reported to us, and processed, is detailed in Section 3. Please see [Appendix 1](#) for the management pathway flowchart.

## Categorisation of concerns



\*Level 3 should be considered only if there are concerns about programme completion or significant issues risking the integrity/quality of the trainee's placement (such as relationship breakdown).

The levels assigned should be considered a dynamic process with movement between the levels, including de-escalation. The levels should be reviewed regularly at appropriate programme milestones and meetings.

## Documentation and Action Planning

At the initial meeting, the supervisor and trainee should complete a Trainee Progress Review Record ([Appendix 5](#)) and create an action plan ([Appendix 6](#)). This action plan should:

- be clear and unambiguous
- be agreed by all parties
- have specific, defined, and achievable actions
- contain action deadlines, review dates and clear consequences of not achieving the actions

- ensure follow up meetings allow for further evolution of subsequent action plans.

Where considered necessary the action plan may include **increased monitoring** to review progress and/or **further formative assessments** such as calculations, accuracy/competency logs to improve practice. The action plan is an agreed working document between the supervisor and their trainee and should be revisited and updated as actions are completed over time. It is important that both the trainee and the supervisor sign the action plan when it is created, updated and reviewed. The supervisor should communicate the agreed objectives to the trainee and key individuals involved with the individual's training (for example, the rotation lead). [Appendix 3](#) contains more information about possible courses of action and support.

During the initial meeting, trainees are responsible for listening, raising concerns or issues promptly and taking the agreed action within the set deadlines. This meeting and the subsequent action plan should be documented, signed and a copy held by both the supervisor and the trainee. This may be kept in the trainee's educational portfolio. All further documentation and action planning should be accurately recorded and retained. The frequency of the reviews and follow-up meetings is determined by the individual case and level of support required.

For many, this action plan will only be required for a short time to help address any concerns or issue, and once resolved successfully, the support classification will no longer apply. If the problem reoccurs or new issues arise, the process can be applied for each new concern.

If concerns persist, a follow up meeting should be arranged to review the action plan and, within the follow-up meeting, the supervisor should outline the possible future courses of action. If required, both parties should seek further advice from the appropriate lead team member and, if relevant, escalate to the relevant educational lead or other appropriate employment lead.

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## Action planning should not be delayed until deadlines for progress reviews

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Documentation and its storage should comply with the employer's Information Governance (IG) policies and procedures and not be transferred to any third party (including us) without the demonstrable consent of the trainee. It is important that the supervisor and employers understand their responsibilities in this area.

## Reporting and management

### Reporting to NHS England WT&E

We are limited to providing support or guidance in the following areas:

- Signposting to additional support and guidance, including professional support and wellbeing, and ensuring all options have been explored, as outlined in the additional resources section
- Issues pertaining to the domains within the NHS England Education Quality Framework
- Advice regarding extensions or amendments to the training period, including requests for part time working or breaks in training.

[The Classification Matrix](#) ([Appendix 2](#)) should be referred to for guidance regarding reporting and categorisation.

Depending on the categorisation of the case the following action should be undertaken:

Baseline Level	Level 1	Level 2	Level 3
<ul style="list-style-type: none"><li>• Nil action required</li><li>• Trainee is at expected level for the training placement <b>and has no concerns about their training placement</b></li></ul>	<ul style="list-style-type: none"><li>• Complete and retain action plans</li><li>• NHS England does not need to be notified</li></ul>	<ul style="list-style-type: none"><li>• Complete and retain action plans</li><li>• Escalate within the employing organisation</li><li>• NHS England does not need to be notified</li><li>• Local management by employing organisations is advised</li></ul>	<ul style="list-style-type: none"><li>• Report to NHS England</li><li>• Ensure escalated within the employing organisation</li><li>• Concerns about programme completion or significant issues risking the integrity/quality of the trainee's placement (such as relationship breakdown)</li></ul>



## How to report to us:

As outlined in the GPhC's Guidance on Managing Fitness to Practice concerns, everyone involved in the education or training of a student or trainee has a responsibility to raise concerns where they are encountered. Where an individual or an organisation becomes aware of a potential concern about an individual student or trainee, they must raise this to the appropriate person, which may include sharing the concern/related information with a school of pharmacy or an Overseas Pharmacists' Assessment Programmes, an awarding body or course provider, a provider of training including employers of trainees, or a national commissioning body (such as NHS England).


Ideally, a trainee's explicit consent would be secured prior to employers or supervisors reporting concerns to NHS England – see below:

- Please refer to [Appendix 4](#) for details on how to refer to us
- To seek the support and/or our active involvement in any situation where a trainee requires additional support, **demonstrable consent** should ideally be obtained from the trainee
- A trainee can self-refer to us if required
- General Data Protection Regulation (GDPR) defines the consent of the data subject as: *'any freely given, specific, informed and unambiguous indication of the data subject's wishes by which he, she or them by a statement or by a clear affirmative action, signifies agreement to the processing of personal data relating to him or her.'*
- 'Clear affirmative action:' Consent must be given through a clear affirmative act that reflects the willingness to accept the processing of personal data.
- Consent should be obtained from the trainee using the form in [Appendix 4](#). This should be retained at the primary employer training site.

**When obtaining consent from the trainee, it should be explained to them that as we are neither the regulatory body nor the employer, our involvement is to ensure that all support and adaptations have been put in place to maximise the likelihood of a successful outcome to training and that the quality of their training environment has been maintained.**

If consent is not obtained from the trainee in relation to the sharing of information regarding a specific concern, the matter may still be reported to NHS England (or vice versa, reported by NHS England to an employer, placement provider or the GPhC). A trainee's personal data may have to be shared between NHS England, employers and third parties where required for the management of training, quality assurance and the protection of patient and public safety. NHS





England will transfer trainee's data only with consent, or where they are satisfied that there is a fair and lawful basis for sharing the relevant data with the transferee.

In the event of a serious issue, patient safety advice should be sought from the employer's HR department and the GPhC as regulator.

## **Support after the end of the commissioned training period**

With regards to supporting trainees who require more than 52 weeks (for foundation trainee pharmacists) or two years (for pre-registration trainee pharmacy technicians) to complete their training, additional funding at present can only be applied for on an **individual basis and cannot be guaranteed**. Please contact us at the earliest opportunity should you need to discuss this further.



## Additional support resources

Some resources require self-referral by the trainee, others provide trainers, supervisors and employers with support and advice for specific issues. Individual employers will have access to resources which may or may not include the following. Please consult local practices for further information. Where appropriate the following can be considered when providing support to individuals. Please note this is not an exhaustive list of resources available.

**Employer policies and procedures and support:** Organisations will have policies and guidance for various management issues. These should be consulted depending on the issue. The employer may also have access to other health and wellbeing/counselling support services.

### **Occupational Health (OH):**

- OH is a specialist branch of medicine focusing on the health of staff in the workplace. OH professionals aim to find out what impact work has on staff health and make sure that staff are fit to undertake the role they are employed to do, both physically and emotionally.
- OH specialists offer advice on absence management, sickness management and rehabilitation, risk assessments, health surveillance and prevention, workplace immunisations and health promotion and wellbeing.

**Human Resources (HR):** HR staff deal with all issues relating to the employment of staff, both clinical and non-clinical. HR specialists offer advice and support to line managers on managing performance, disciplinary proceedings and absences (planned/unplanned).


**General Practitioners:** Individuals facing evolving health concerns should contact their registered GP for further medical management or appropriate referral where required.

**Director of Medical Education (NHS Managed Sector only):** May be able to help or advise with case management to draw parallels between medical and pharmacy trainees.

**Chief Pharmacists/Superintendent Pharmacists or equivalent:** The organisation's chief pharmacist or superintendent pharmacist or equivalent person should be consulted in cases that require formal interventions.

**General Pharmaceutical Council:** Any fitness to practice concerns should be referred to the General Pharmaceutical Council. Any concerns regarding patient safety should be referred to the General Pharmaceutical Council.

**Pharmacist Support** ([Pharmacy students and foundation trainee pharmacists only](#)): Pharmacist Support is an independent support charity for the profession which is able to provide



individual support to undergraduates, Foundation Trainee Pharmacists and Registered Pharmacists.

## **Employee Assistance Programmes**

### **Trade Unions**

<https://www.gov.uk/access-to-work>

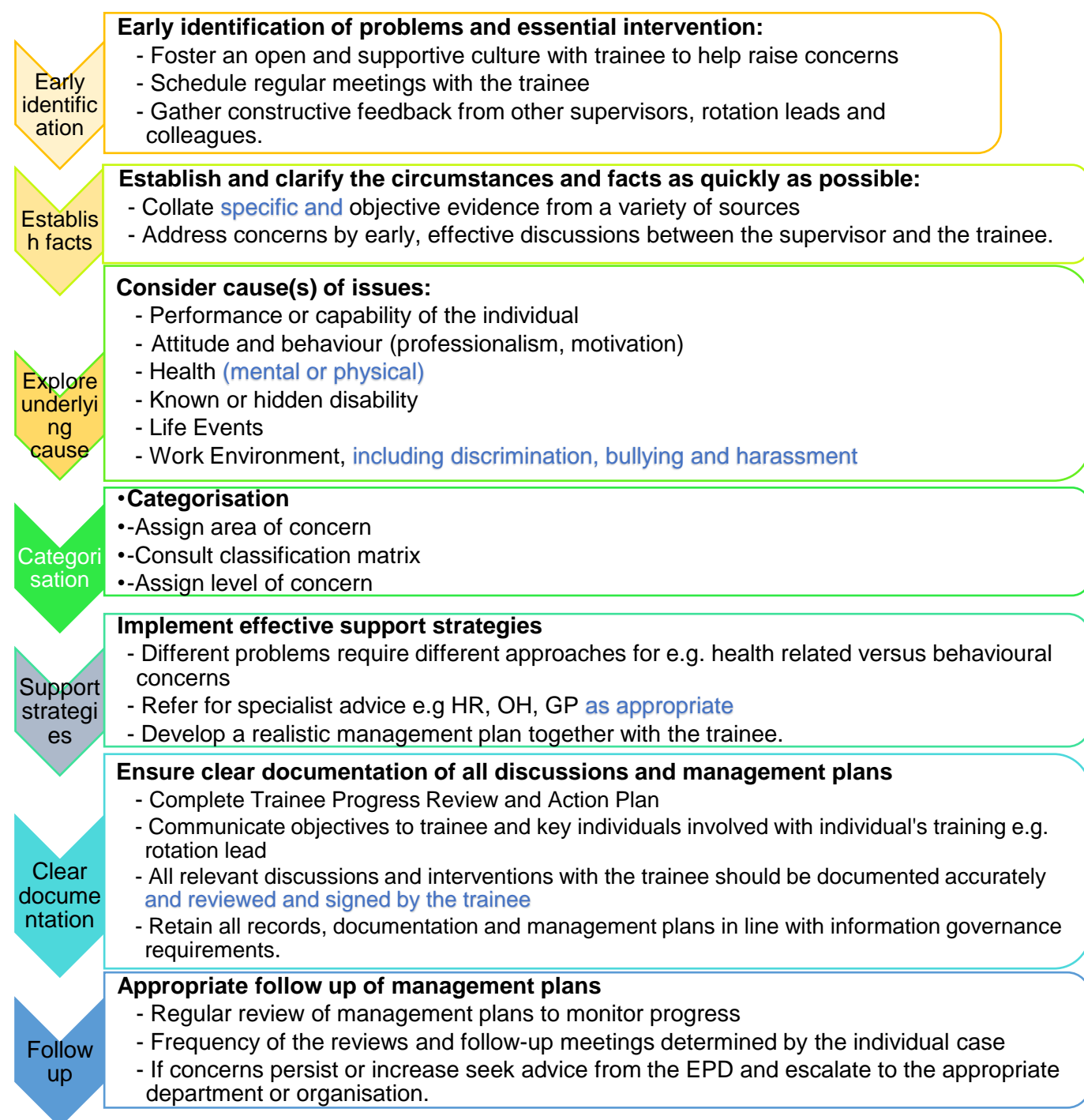
### **Samaritans (for PTPTs who cannot access Pharmacist Support and do not have access to OH, HR or EAP)**

[Samaritans](#) You can contact a Samaritan at any time for anyone who's struggling to cope, who needs someone to listen without judgement or pressure. Samaritans is not only for the moment of crisis, but also taking action to prevent the crisis. Samaritans give people ways to cope and the skills to be there for others.

[Pharmacist Support](#) You can contact Pharmacist Support to access a range of confidential services covering mental health and wellbeing, physical health, family and personal life and finances, right through to managing your work life, trainee and student experience. Please note that currently pharmacy technicians and PTPTs are unable to access support from Pharmacist Support.

**Please consult [Appendix 3](#) for further resources on how to manage specific concerns or issues.**

## Appendix 1: General principles and management pathway for employers



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## Appendix 2: Classification Matrix for levels of trainee support

This matrix has been developed to assist supervisors with decision making in assigning levels to issues or concerns raised during the training period. This will help to determine the most appropriate management and support strategies. The table contents are not exhaustive; however, they cover common issues that may arise.

We should be notified when a case has been classified as Level 3. Level 3 indicates that there are issues that may impact on the competency sign-off process for the trainee, such as completion of the educational programme within the funded timescale, or where there are significant concerns about patient safety. It is recognised that in complex situations classified as Level 3, guidance on the management of the case from us will be helpful to organisations where internal mechanisms have not led to improvements.

As outlined in the GPhC's Guidance on Managing Fitness to Practice concerns, everyone involved in the education or training of a student or trainee has a responsibility to raise concerns where they are encountered. Where an individual or an organisation becomes aware of a potential concern about an individual student or trainee, they must raise this to the appropriate person, which may include sharing the concern/related information with a school of pharmacy or an Overseas Pharmacists' Assessment Programmes, an awarding body or course provider, a provider of training including employers of trainees, or a national commissioning body (such as NHS England).

**If a Level 1 or 2 case escalates to 3 due to an organisation's internal mechanisms failing to lead to improvements, we must be notified.**

**It is beyond the scope of this document to provide guidance on how to manage any probity, patient safety or fitness to practise issues relating to conduct. Any concerns of this nature should be referred to the [GPhC](#) as the regulator.**

### **Baseline Level 0:**

- Nil additional support required

### **Level 1:**

- 
- Suitable for management by employer's internal support mechanisms
  - Support plan in place
  - Documentation must be kept

#### **Level 2:**

- Suitable for management by employer's internal support mechanisms
- Escalation via employer's policies/processes if appropriate
- Support plan in place and documentation must be kept

#### **Level 3:**

- Trainee at risk of not completing training programme within the standard timeframe
- Competency sign off process impacted upon
- Management by employer's internal support mechanisms failed to lead to improvements / trainee hit trigger point (see matrix) / issue classified as Level 3 from the outset
- Case to be escalated to us for advice, guidance, and possible intervention
- Employer's HR policies / processes underway if appropriate.

Area of concern	Level 1	Level 2	Level 3
	Refer to criteria above	Refer to criteria above	Refer to criteria above  Trainee at risk of not completing training programme
<b>Performance or capability impacting progression in training</b>	<ul style="list-style-type: none"> <li>• Inability to demonstrate sufficient competence in work-based assessments, time / workload management and basic organisational skills</li> <li>• Consistent, inadequate standard of work</li> <li>• Performing adequately at one level but not demonstrating capability to advance to a higher level with more complex decision making, leadership skills and multi-tasking</li> <li>• Trainee working outside of limitations of role</li> <li>• Trainee working outside of local Standard Operating Procedures (SOPs) after being informed of them and trained using them</li> <li>• Foundation skill development issues requiring adaption of educational plan</li> </ul>	<ul style="list-style-type: none"> <li>• Repeated, persistent failure to demonstrate sufficient competence in work-based assessments, time / workload management and basic organisational skills</li> <li>• Trainee fails to follow SOPs, causing safety/quality issue which risks an unfavourable outcome</li> <li>• Employer capability investigations initiated</li> <li>• Escalation of a performance or capability concern originally classified as Level 1</li> </ul> <div> <b>FTP only:</b> <ul style="list-style-type: none"> <li>• <i>Unsuccessful 13-week progress review</i></li> <li>• <i>Other performance or capability issues which are likely to lead to an unfavourable outcome in progress</i></li> </ul> </div>	<ul style="list-style-type: none"> <li>• Investigated serious incidents / never events</li> <li>• Escalation of employers' capability / conduct investigations</li> <li>• Specific concerns which may require external remediation e.g., trainee wishes to withdraw from programme</li> <li>• Escalation of a performance or capability concern previously classified as Level 2</li> </ul> <div> <b>FTP only:</b> <ul style="list-style-type: none"> <li>• <i>Unsuccessful 26 week and/or 39-week progress reviews; requests for training extension</i></li> <li>• <i>Unsuccessful completion of probationary period</i></li> </ul> </div>

Area of concern	Level 1	Level 2	Level 3
	Refer to criteria above	Refer to criteria above	Refer to criteria above  Trainee at risk of not completing training programme
	<p>e.g., inability to follow tasks or instructions through</p> <ul style="list-style-type: none"> <li>Failure to successfully meet expected programme milestones/ benchmarks/ appraisals/ progress reviews</li> <li>Low level persistent investigated incidents/never events</li> </ul> <p><b>PTPT only:</b> several college assignments requiring resubmission</p>	<p><i>review, learning outcomes, timely completion of programme or registration assessment attainment</i></p> <p><b>PTPT only:</b></p> <ul style="list-style-type: none"> <li><i>High resubmission rate for college assignments</i></li> <li><i>Repeated failure to meet course / qualification deadlines or progression milestones</i></li> <li><i>Other issues which risk an unfavourable outcome of the PTPT training programme or failure to complete within deadline</i></li> </ul>	<p><b>PTPT only:</b></p> <ul style="list-style-type: none"> <li>Trainee's progression or other issues likely to lead to an unfavourable outcome in PTPT training course / qualification completion or registration</li> <li>Not expected to meet the Year 1 progression benchmark (this will vary depending on provider but is usually based on successful completion of all Year 1 assignments).</li> </ul>



Area of concern	Level 1	Level 2	Level 3
	Refer to criteria above	Refer to criteria above	Refer to criteria above  Trainee at risk of not completing training programme
<b>Attitude or behaviour impacting progression in training</b>	<ul style="list-style-type: none"> <li>• Low level persistent issues, for example challenges with:               <ul style="list-style-type: none"> <li>○ ineffective team working</li> <li>○ poor attitude with patients, colleagues, staff, or families</li> <li>○ rapport with patients, staff, and families</li> <li>○ respect for people holding different views</li> <li>○ motivation</li> <li>○ inappropriate remarks or comments</li> </ul> </li> <li>• Recognised lack of self-awareness and insight – acting outside of the level of competence or not acting at all</li> <li>• Issues identified regarding maintaining trust and professionalism</li> </ul>	<ul style="list-style-type: none"> <li>• Employer conduct investigations initiated</li> <li>• Trainee continues to demonstrate issues identified regarding maintaining trust and professionalism</li> <li>• Persistent significant issues, for example challenges with:               <ul style="list-style-type: none"> <li>○ ineffective team working</li> <li>○ poor attitude with patients, colleagues, staff, or families</li> <li>○ rapport with patients, staff, and families</li> <li>○ respect for people holding different views</li> <li>○ motivation</li> <li>○ inappropriate remarks or comments</li> </ul> </li> <li>• Recognised lack of self-awareness and insight with limited improvement</li> <li>• Communication / teamwork issue which risks an unfavourable outcome in programme completion or registration</li> </ul>	<ul style="list-style-type: none"> <li>• Specific concerns which may need assessment, or remediation</li> <li>• Employer conduct/disciplinary findings that result in sanction for e.g. findings of fraud</li> <li>• Persistent serious issues, for example challenges with:               <ul style="list-style-type: none"> <li>○ ineffective team working</li> <li>○ attitude with patients, colleagues, staff, and families</li> <li>○ rapport with patients, staff, and families</li> <li>○ respect for people holding different views</li> <li>○ motivation</li> <li>○ inappropriate remarks or comments</li> </ul> </li> <li>• Significant lack of self-awareness and insight</li> <li>• Escalation of an attitude or behaviour concern previously classified as Level 2</li> </ul>

Area of concern	Level 1	Level 2	Level 3
	Refer to criteria above	Refer to criteria above	Refer to criteria above  Trainee at risk of not completing training programme
		<ul style="list-style-type: none"> <li>Escalation of an attitude or behaviour concern originally classified as Level 1</li> </ul>	
Health impacting progression in training	<ul style="list-style-type: none"> <li>Health issues that may impact upon training</li> <li>Challenges with a return to work schedule</li> </ul>	<ul style="list-style-type: none"> <li>Persistent or significant mental or physical health concern which puts programme completion at risk</li> <li>Sickness absence in breach of programme, qualification / course or registration limitations</li> <li>Health condition which prevents carrying out core duties</li> <li>Escalation of a health concern originally classified as Level 1</li> <li>If there are issues that may impact upon competency sign-off process for the trainee and/or completion of the educational programme within the commissioned timescale these should be escalated to Level 3</li> </ul>	<ul style="list-style-type: none"> <li>Persistent or serious mental or physical health concern</li> <li>Illness compromising ability to carry out duties</li> <li>Health issues which may require change in programme / post</li> <li>Extent of absence is jeopardising achievement of requisite number of days of practice required for registration or training programme completion</li> <li>Requests for training extension on health grounds</li> <li>Escalation of a health concern previously classified as Level 2</li> </ul> <p><b>FTP only: Exceeding 40-day absence limit</b></p>

Area of concern	Level 1	Level 2	Level 3
	Refer to criteria above	Refer to criteria above	Refer to criteria above  Trainee at risk of not completing training programme
		<i><b>FTP only:</b> Sickness absence that requires GPhC notification (5 days or longer)</i>	
<b>Work Environment impacting progression in training</b>	<ul style="list-style-type: none"> <li>• Trainee allegations in the workplace such as undermining, bullying, harassment and/or discrimination, lack of resources to perform job/role, unrealistic workload, level of supervision not congruent with level of expertise expected, poor management or support from pharmacy team</li> <li>• Trainee has needs that require the content/structure of their educational plan to be substantially adapted e.g., amendment to working hours required</li> <li>• Change of designated educational supervisor</li> <li>• Mismatches between trainee and educational/practice supervisor</li> </ul>	<ul style="list-style-type: none"> <li>• Escalation of a work environment concern originally classified as Level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship between trainee and educational and / or practice supervisor and/or employing organisation has broken down</li> <li>• Specific concerns which may need assessment or remediation between trainee and employer</li> <li>• Any formal employer HR process triggered in relation to the working environment</li> <li>• Escalation of a work environment concern previously classified as Level 2</li> </ul>

Area of concern	Level 1	Level 2	Level 3
	Refer to criteria above	Refer to criteria above	Refer to criteria above  Trainee at risk of not completing training programme
<b>Life Events impacting progression in training</b>	<ul style="list-style-type: none"> <li>Family /personal issues</li> <li>Low level financial issues</li> <li>Victim/witness of crime</li> </ul>	<ul style="list-style-type: none"> <li>Significant or persistent family/ personal issues that affect performance / ability to meet learning outcomes</li> <li>Escalation of a life event originally classified as Level 1</li> </ul>	<ul style="list-style-type: none"> <li>Serious or persistent family/ personal issues that affect performance / ability to meet learning outcomes in the specified timeframe</li> <li>Prolonged, planned absence due personal issues</li> <li>Escalation of a life event previously classified as Level 2</li> <li><b>FTP only:</b> Exceeding 40-day absence limit</li> </ul>

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## Appendix 3: Management framework for trainee support and recommended courses of action

The table below provides examples of commonly encountered situations where a trainee may require support and sets out possible courses of action in each example. This list of suggestions is not exhaustive and is designed to be used to guide decisions around support options for trainees.

**Please note** that issues relating to misconduct are not covered in this guide. For advice in cases of misconduct should be sought from the employer's HR services and relevant regulatory body. Issues affecting patient safety should be escalated appropriately within the employing organisation and with the relevant regulator, and/or NHS England as appropriate.

Pharmacist Support (foundation trainee pharmacists only)

- [Listening Friends Helpline](#)
- [Pharmacist Support Fact Sheets](#)
- [Our NHS People](#)
- [Pharmacist Support – support for trainees](#)

**General support available for a range of issues:**

Area Requiring Support	Possible course of action and support
<p>Assessment/examination performance:</p> <ul style="list-style-type: none"> <li>• <b>Challenges experienced in achieving learning outcomes</b></li> <li>• <b>Trainee not meeting programme progress benchmarks</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Educational intervention with more supervision.</li> <li>➤ Targeted or repeated training interventions with clear educational objectives.</li> <li>➤ Clearly identified and documented action using the action plan in appendix 6 should be taken wherever possible. This should be implemented prior to invoking formal measures to address capability and performance in employment. For example, regular supportive meetings with supervisor and trainee with action plan and review of SMART objectives; reflection on areas to support development; planned assessments; changes to educational/training plan; review meetings with second supervisor or experienced members of the team.</li> <li>➤ Additional resources: <ul style="list-style-type: none"> <li>○ <a href="#">Goal setting</a></li> <li>○ <a href="#">Your foundation training year</a></li> <li>○ <a href="#">Assertiveness guide</a></li> <li>○ <a href="#">RPS Pre-Reg podcasts</a></li> <li>○ <a href="#">Wellbeing Service</a></li> <li>○ <a href="#">Guide to practice-based learning for neurodivergent students</a></li> </ul> </li> </ul>
<p><b>Generic professional development:</b></p> <ul style="list-style-type: none"> <li>• <b>Communication issues with patients, staff and/or colleagues</b></li> <li>• <b>Challenges relating to teamworking</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify underlying issues with care and sensitivity. A mentor, coach or role model may be required. Sometimes professional development issues are a result of a lack of awareness or training need. Consider work shadowing, support, training, planning of assessments, observations and reflective practice, support to develop empathy and interpersonal skills.</li> <li>➤ Develop and record an action plan between trainee and supervisor to address any difficulties faced using the template in appendix 6.</li> <li>➤ Additional resources:</li> <li>➤ CPPE resources: <ul style="list-style-type: none"> <li>○ <a href="#">Consultation skills</a></li> </ul> </li> </ul>

Area Requiring Support	Possible course of action and support
<ul style="list-style-type: none"> <li>• Time management and/or basic organisational skills</li> </ul>	<ul style="list-style-type: none"> <li>○ <a href="#">Self-management</a></li> <li>○ <a href="#">Coaching and support</a></li> <li>○ <a href="#">Teamwork and team community</a></li> </ul>
<p><b>Health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Trainee requiring support relating to a health and wellbeing issue</li> <li>• Time away from training which may require adjustments to the training period</li> </ul>	<ul style="list-style-type: none"> <li>➤ Confirm trainee is registered with a GP</li> <li>➤ Referral and assessment by Occupational Health as appropriate</li> <li>➤ Develop and record an action plan between trainee and supervisor to address any difficulties faced</li> <li>➤ Referral to services within the employing organisation (e.g., counselling etc as appropriate)</li> <li>➤ Maintain the confidentiality of the trainee at all times, only disclose to other team members e.g a manager, if given the explicit consent of the trainee to do so. It is helpful to give a reason why you need to disclose information to other team members, an example would be that additional equipment is required to support the trainee, but the designated supervisor does not hold a budget for this expenditure.</li> <li>➤ Additional resources</li> <li>➤ CPPE: Work life balance guide. Life skills developing your potential. De-stress you guide, Overcoming Anxiety Guide</li> <li>➤ Pharmacist Support fact sheets: , Help with stress fact sheet , , Wellbeing fact sheet, Sleep fact sheet, Mindfulness fact sheet,</li> <li>➤ Samaritans helpline</li> <li>➤ Every Mind Matters - NHS (<a href="http://www.nhs.uk">www.nhs.uk</a>)</li> </ul>
<p><b>Disability</b></p>	<ul style="list-style-type: none"> <li>➤ Develop and record an action plan using the template in appendix 6 between the trainee and supervisor to outline any adjustments needed in the workplace.</li> <li>➤ The law relating to reasonable adjustments for trainees with disabilities is adhered to: <ul style="list-style-type: none"> <li>○ <a href="https://www.nhsemployers.org/retention-and-staff-experience/diversity-and-inclusion/policy-and-guidance/disability/reasonable-adjustments-in-the-workplace">https://www.nhsemployers.org/retention-and-staff-experience/diversity-and-inclusion/policy-and-guidance/disability/reasonable-adjustments-in-the-workplace</a></li> </ul> </li> <li>➤ Access to work – <u>The employer must make certain changes (known as ‘reasonable adjustments’) to make sure a disabled trainee is not substantially disadvantaged when working. The Access to Work application should be initiated by an employee within 6 weeks of starting paid employment. Further details are available at the following link.</u></li> </ul>

Area Requiring Support	Possible course of action and support
	<ul style="list-style-type: none"> <li>○ <a href="https://www.gov.uk/access-to-work">https://www.gov.uk/access-to-work</a></li> </ul> <p><b>Further guidance relating to learning disability and neurodiversity:</b></p> <ul style="list-style-type: none"> <li>○ <a href="#">The Dyslexia Association</a></li> <li>○ <a href="#">Dyslexia in healthcare training</a> (resource for doctors but relevant to pharmacy training)</li> <li>○ <a href="#">Autism in the workplace</a></li> <li>○ <a href="#">Neurodiversity in the workplace</a></li> </ul>
<b>Discrimination or bullying of the trainee</b>	<ul style="list-style-type: none"> <li>➤ Seek support of senior pharmacy management and/or human resources with consent from the trainee.</li> <li>➤ Advice may also be sought from a union.</li> <li>➤ <a href="#">Bullying fact sheet</a></li> <li>➤ External freedom to speak up policy for NHS workers <ul style="list-style-type: none"> <li>○ <a href="https://www.england.nhs.uk/long-read/external-freedom-to-speak-up-policy-for-nhs-workers/">https://www.england.nhs.uk/long-read/external-freedom-to-speak-up-policy-for-nhs-workers/</a></li> </ul> </li> <li>➤ Speak Up Helpline</li> </ul> <p>This helpline is a free-phone service for employees, and organisations working within the NHS and social care sector. Telephone: 08000 724 725 Web: <a href="https://speakup.direct/">https://speakup.direct/</a></p> <ul style="list-style-type: none"> <li>○ <a href="#">Whistleblowing Fact Sheet</a>,</li> <li>○ <a href="#">Raising a concern: pharmacy education and/or training fact sheet</a></li> <li>○ <a href="#">Equality and human rights</a></li> <li>○ <a href="#">Trainee Pharmacists EDI Hub</a></li> </ul>
<b>Life events</b> <ul style="list-style-type: none"> <li>• <b>Personal relationship issues</b></li> <li>• <b>Bereavement, critical family illness</b></li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop and record an action plan between trainee and supervisor to address any concerns.</li> <li>➤ When supporting a trainee with any of these issues, ensure confidentiality is maintained, and do not disclose any information to other members of the team or third parties without the explicit consent of the trainee.</li> <li>➤ If you feel the trainee is experiencing abuse or has been the victim of a crime, take advice from your safeguarding lead.</li> </ul>



Area Requiring Support	Possible course of action and support
<ul style="list-style-type: none"> <li>• <b>Financial challenges</b></li> <li>• <b>Family and caring responsibilities</b></li> <li>• <b>Pregnancy</b></li> <li>• <b>Experiencing trauma</b></li> <li>• <b>Training away from home country / lack of support network outside workplace</b></li> </ul>	<p>➤ Trainees with protected characteristics have legal protections via Equality Act 2010. See factsheets below.</p> <p>Support for carers:</p> <ul style="list-style-type: none"> <li>○ <a href="#">Carers Trust</a>, <a href="#">Carers' breaks and respite care</a></li> <li>○ <a href="#">Family and caring responsibilities</a></li> </ul> <p>Bereavement:</p> <ul style="list-style-type: none"> <li>○ <a href="#">Coping with bereavement fact sheet</a></li> <li>○ <a href="#">Financial challenges</a> (Trainee pharmacist specific)</li> <li>○ <a href="#">Equality and human rights</a></li> </ul> <p>➤ Please consider the additional challenges faced by trainees who are from overseas and may have a limited support network. Moving within the UK to a training placement may have disrupted support networks built up during undergraduate studies.</p> <p>➤ Trainees who are away from their home country:</p> <ul style="list-style-type: none"> <li>○ <a href="https://www.ukcisa.org.uk/Information--Advice/Studying--living-in-the-UK/Health-and-healthcare">https://www.ukcisa.org.uk/Information--Advice/Studying--living-in-the-UK/Health-and-healthcare</a></li> </ul> <p>➤ Trauma:</p> <ul style="list-style-type: none"> <li>○ <a href="#">Domestic violence and abuse</a></li> <li>○ <a href="#">Victim Support</a></li> <li>○ <a href="#">Victims &amp; Witnesses</a></li> <li>○ <a href="#">Counselling</a></li> </ul> <p>➤ Relationship problems/breakdown:</p> <ul style="list-style-type: none"> <li>○ <a href="#">Resolving Conflict Guide</a></li> <li>○ <a href="#">Relationships and family problems: useful organisations</a></li> </ul> <p>➤ Addiction:</p> <ul style="list-style-type: none"> <li>○ <a href="#">Help with gambling fact sheet</a></li> <li>○ <a href="#">Help with alcoholism fact sheet</a></li> <li>○ <a href="#">Help with drug abuse fact sheet</a></li> </ul>

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Area Requiring Support	Possible course of action and support
	<ul style="list-style-type: none"><li>○ <a href="#">Eating disorder fact sheet</a></li><li>○ <a href="#">Addiction Support Helpline</a></li> <li>➤ Finances:<ul style="list-style-type: none"><li>○ <a href="#">Help with debt fact sheet</a></li><li>○ <a href="#">Managing your money fact sheet</a></li><li>○ <a href="#">Finding funding fact sheet</a></li><li>○ <a href="#">Financial Assistance Helpline</a></li></ul></li></ul>

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## Appendix 4: Consent to involve NHS England for additional support and/or advice

To request support from us, please use the relevant regional links below:

[East of England](#) • [London](#) • [Midlands](#) • [North East & Yorkshire](#) • [North West](#) • [South East](#) • [South West](#)

These forms can be completed by an employer, supervisor or a trainee. On receipt of a request, a member of our team will make contact with the trainee and/or supervisor as appropriate.

### How do we process your personal data?

We comply with our obligations under the GDPR by keeping personal data up to date; by storing and destroying it securely; by not collecting or retaining excessive amounts of data; by protecting personal data from loss, misuse, unauthorised access and disclosure and by ensuring that appropriate technical measures are in place to protect personal data. The information that you supply to request additional support from us will be collected electronically via Jisc Online Surveys. It will be stored safely in accordance with all the relevant information governance standards and our policies and procedures. It will be kept for no longer than two years and will be securely deleted in accordance with our governance procedures.

We use your personal data for the following purposes:

1. To provide additional guidance and/or support to a trainee and/or the educational supervisor
2. To inform our finance teams of any change to the training period and/or breaks in training

### Transfer of Data Abroad

We will not transfer your data abroad. Please note, however, that Amazon Web Services (AWS) hold their information in the Republic of Ireland.

We may share information, where necessary, to assist in the administration of justice, for the purposes of seeking legal advice or exercising or defending legal rights or as otherwise required by the law.

Where the data is used for analysis and publication by a recipient or third party, any publication will be on an anonymous basis, and will not make it possible to identify any individual. This will mean that the data ceases to become personal data.

### Your Rights

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The GDPR provides the following rights for individuals:

1. The right to be informed
2. The right of access
3. The right to rectification
4. The right to erasure
5. The right to restrict processing
6. The right to data portability
7. The right to object
8. Rights in relation to automated decision making and profiling.

To exercise all relevant rights, for queries or complaints, please contact in the first instance your regional NHS England WT&E team.

### **Our Legal Basis for Processing**

You can obtain further information relating to our legal basis for processing by viewing our privacy notice at <https://hee.nhs.uk/about/privacy-notice>

### **Further processing**

If we wish to use your personal data for a new purpose, not covered by this Data Protection Notice, then we will provide you with a new notice explaining this new use prior to commencing the processing and setting out the relevant purposes and processing conditions. Where and whenever necessary, we will seek your prior consent to the new processing.

I consent to my training location, name, and contact details being supplied to NHS England (tick box)

Trainee name.....

If you wish to withdraw your consent at any point, please contact the relevant regional teams.  
Please retain this form locally it does not need to be submitted to us

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## Appendix 5: Form A – Trainee progress review record

Please complete this form with the trainee when concerns emerge. This form should be completed in conjunction with the Trainees requiring additional support Management Plan – Form B.

Name of trainee:	
Name of supervisor:	
Date of meeting:	
Persons present at the meeting (including role):	
Meeting led by:	
Matrix Level and Area of Concern:	
Description of presenting issue:	
Summary of progress – Update: <ul style="list-style-type: none"><li>• Summary of progress made against objectives and action points set in initial meeting.</li></ul>	
Date of next meeting	

# Appendix 6: Form B – Management plan

## Working document

This is a working document between the supervisor and trainee that will be revisited and updated as actions are completed over time. It is important that both the trainee and supervisor sign the management plan when it is created and at each subsequent review.

Identified area of concern	SMART objectives Specific  Measurable  Achievable  Relevant  Time-framed  Use work-based assessments as appropriate, e.g. mini-CEX	How will I address them?  (action & resources)	Date set to achieve goal	Date completed

<b>Date of next review:</b>  .....	<b>Refer to appropriate professional group/service as appropriate(please specify):</b>  Yes/No	<b>Involve (circle as appropriate):</b> Chief or Superintendent Pharmacist / Senior Pharmacy Management / NHS England Workforce, Training and Education Pharmacy Team / Other
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**Signed:** ..... Trainee

**Signed:** ..... Supervisor

**Signed:** ..... Educational Lead

**Form B continues overleaf**

**Form B (Continued)**

Review Number..... Date of Review: .....

**Main points discussed (Summary of progress with agreed goals/objectives):**

- 
- 
- 
- 
- 
- 

**Management plan updated: Yes/No**

<b>Date of next review:</b>	<b>Refer to appropriate professional group/service as appropriate (please specify)</b>	<b>Involve (circle as appropriate):</b> Chief or Superintendent Pharmacist / Senior Pharmacy Management /
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.....	Yes/No	NHS England Workforce, Training and Education Pharmacy Team / Other
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**Signed: ..... Trainee**

**Signed: ..... Supervisor**

**Signed: ..... Educational Lead**



## Appendix 7: Version history

This Trainee Support Guide was first published in August 2021. This edition has been significantly rewritten to reflect the changes to reflect the changes being implemented as part of the IETP reform.

Please contact the relevant regional teams below with any editorial suggestions.

Version	Purpose/change
August 2025	This edition has been significantly rewritten to reflect the changes to reflect the changes being implemented as part of the IETP reform.

NHSE WTE Regional pharmacy team	Email your editorial suggestions to:
East of England	<a href="mailto:england.WTEpharmacy.eoe@nhs.net">england.WTEpharmacy.eoe@nhs.net</a>
London	<a href="mailto:england.WTEpharmacy.london@nhs.net">england.WTEpharmacy.london@nhs.net</a>
Midlands	<a href="mailto:england.WTEpharmacy.mids@nhs.net">england.WTEpharmacy.mids@nhs.net</a>
North East & Yorkshire	<a href="mailto:england.WTEpharmacy.ney@nhs.net">england.WTEpharmacy.ney@nhs.net</a>
North West	<a href="mailto:england.WTEpharmacy.nw@nhs.net">england.WTEpharmacy.nw@nhs.net</a>
South East	<a href="mailto:england.WTEpharmacy.se@nhs.net">england.WTEpharmacy.se@nhs.net</a>
South West	<a href="mailto:england.WTEpharmacy.sw@nhs.net">england.WTEpharmacy.sw@nhs.net</a>