NES_Curve_grey3

Scotland Deanery Quality Management Visit

Trainer Session: Question Set

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| **Specialty: Grades:** | | | | |
| **Site:** | | | | |
| **Date of Visit:** | | | | |
| **Type of Visit:** | | | | |
| **Panel Member:** | | | | |
| **Information for panel members:**  The questions within this question set have been created with reference to the GMC standards in Promoting Excellence, the GMC published question set, the GMC National Trainee Survey, The Scottish Trainee Survey and the previous deanery visit question guide. The questions have been mapped to the requirements within Promoting Excellence and in order to make an accurate assessment of whether standards are being met visit panels should aim to complete all core questions during every visit. The Chair may direct panel members to give more time/ weight to certain question areas where the available data suggests risk but the visit should still cover all core question areas. Panel members should strive to ask the questions as they are written to ensure that there is no alteration to the tone or meaning of the question.  For lab based specialties, the standard question set may not be appropriate to use in its entirety and panel members should: (await guidance statement from Diagnostic sQMG for insertion here) | | | | |
| **Introduction (Visit Lead)** | | | | |
| * Provide an explanation of the Deanery’s quality management process, and the purpose of visits. | | | | |
| * Ask trainees/trainers if they have any questions about the process? | | | | |
| * State that comments will be compiled into a report that will not personally identify or name any trainee. However, if anyone would like to speak to someone in confidence about an issue, they can contact X * Explain that question set is based around the 10 standards (S) and supporting requirements (R) listed within the five themes of the GMC Standards for medical education and training:   + Learning Environment and Culture (S1.1-2, R1.1-22)   + Educational Governance and Leadership (S2.1-3, R2.1-20)   + Supporting Learners (S3.1, R3.1-16)   + Supporting Educators (S4.1-2, R4.1-6)   + Developing and Implementing Curricula and Assessments (S5.1-2, R5.1-12) | | | | |
| **Induction – site & department** | | | | |
| **Trainer Core Questions** | | | | **Trainer supplementary Questions** |
| 1. How effective is induction in preparing doctors to work during the day and out of hours? 2. What happens if trainees are unable to attend their normal inductions?      1. Are there aspects of the site or departmental inductions that could be improved to prepare your trainees better for working here? | | | | How is information about the rota, clinic (theatre) access shared?  How is information about roles, OOH cover & who to contact when required covered?  How are arrangements about educational supervision covered? |
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| **Formal Teaching** | | | | |
| **Trainer Core Questions** | | | **Trainer supplementary questions** | |
| 1. Can you describe the teaching available to trainees in your unit? 2. How is teaching made bleep-free? 3. How do you enable trainees to attend regional teaching? 4. Who is responsible for arranging the teaching programme? | | | Is any teaching delivered as part of multi-professional groups?  In what ways is simulation part of the teaching that is delivered? | |
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| **Study Leave** | | | | |
| **Trainer Core Questions** | | **Trainer supplementary questions** | | |
| 1. Does the department face any challenges in supporting study leave | |  | | |
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| **Formal Supervision** | | | | |
| **Trainer Core Questions** | | **Trainer supplementary questions** | | |
| 1. Please describe how and when educational and clinical supervisors are allocated to students and trainees? 2. What information would you be given about a trainee where there were known concerns? 3. How were you selected an as educational or clinical supervisor? 4. What training have you been able to access for your supervisor roles? 5. How much time do you have in your job plan to undertake your educational role? 6. How are these roles reviewed during appraisal? | | When do educational supervisors meet with students or trainees?  How often do you meet with doctors in training who you supervise?  What access do you have to resources to support the delivery of training against the curricula your trainees are following?  How are you supported by your employing hospital or Board to deal effectively with concerns or difficulties you face as a trainer? | | |
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| **Adequate Experience** | | | | |
| **Trainer Core Questions** | | **Trainer supplementary questions** | | |
| 1. How are teaching, training and supervisory staff made aware of the requirements of the various curricula for trainees / students in this unit? 2. How do you ensure that trainees / students attend a satisfactory number of specific learning experiences such as clinics / theatres? 3. Which curriculum competencies / intended learning outcomes are more difficult to deliver to trainees / students? 4. How would you describe the balance between time spent developing as a doctor and other activity of little or no educational benefit? | | Are there any particular informal learning opportunities which are a key feature of this unit?  When did you last map your posts here to the curricula for the various training posts / placements? | | |
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| **Adequate Experience (assessment)** | | | | |
| **Trainer Core Questions** | **Trainer supplementary questions** | | | |
| 1. How were you made aware of what assessments trainees need to complete? 2. How easily can trainees / students achieve their portfolio assessments? 3. Have you received training in how to undertake Workplace-based Assessments 4. Have you had an opportunity to benchmark your assessments against those of other trainers? |  | | | |
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| **Adequate Experience (multi-professional learning)** | | | | |
| **Trainer Core Questions** | **Trainer supplementary questions** | | | |
| 1. What opportunities are there for multi-professional learning? |  | | | |
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| **Adequate Experience (other)** | | | |
| **Trainer Core Questions** | | **Trainer supplementary questions** | |
| 1. How are trainees supported to undertake quality improvement\* or audit projects?   [\*Note that for some programmes including Foundation and Core Medicine there is a curricular requirement to undertake QI projects (and audit would not be sufficient)]. | |  | |
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| **Clinical Supervision** | | | |
| **Trainer Core Questions** | | | **Trainer supplementary questions** |
| 1. How do you ensure that all staff can differentiate between what is required of doctors at different stages of training? 2. How do trainees know who to contact for advice or support during the day and out of hours? 3. Are you aware of instances where trainees have felt they had to cope with problems that were beyond their competence or experience? 4. How do you ensure that doctors in training seek consent only for procedures in which they are competent to do so? | | | How do you ensure trainees do not work beyond their competence?  In practice, how accessible are senior colleagues when a trainee asks for support?  Are you aware of situations when trainees have been asked to consent for things they are not competent to do? |
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| **Feedback to trainees** | | | |
| **Trainer Core Questions** | | **Trainer supplementary questions** | |
| 1. How is feedback provided to trainees about the decisions they make and treatments they plan during the day, and out of hours? | |  | |
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| **Feedback from trainees** | | | |
| **Trainer Core Questions** | **Trainer supplementary questions** | | |
| 1. What feedback is gathered on learner's experience within your department and what do you do with this? |  | | |
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| **Workload / Rotas** | | |
| **Trainer Core Questions** | **Trainer supplementary questions** | |
| 1. How do you ensure rotas maximise learning opportunity for trainees? 2. What are the rota issues that may affect patient safety or training? | How is the rota organised and communicated to trainees and other staff?  How is the rota monitored and when was it last monitored? | |
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| **Handover** | | |
| **Trainer Core Questions** | | **Trainer supplementary questions** |
| 1. How effective is handover in ensuring information about sick patients is passed to the next team? 2. How is handover used as a learning opportunity? | | Who takes part in the handovers and who leads them?  Is there a recognisable structure used to relay information during handover?  Is there written record of any of the handovers and is this kept? |
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| **Educational Resources** | | |
| **Trainer Core Questions** | **Trainer Core Questions** | |
| 1. What facilities and resources support learning here? 2. What opportunities are there for technology enhanced learning? |  | |
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| **Support** | | |
| **Trainer Core Questions** | **Trainer Core Questions** | |
| 1. What opportunities do doctors in training have as a group to feedback concerns about their training or their experiences of working here? 2. Who would you contact if you had concerns about a struggling student / trainee? 3. What support is available here for doctors in difficulties? 4. What career support do you provide? | What is in place to support the health and wellbeing of your doctors in training?  How do you manage the situation where the performance of a trainee gives rise to potential concern in relation to the care of patients?  How would you adjust the training and teaching provided here in the event of there being a LTFT trainee / student or a trainee / student returning from a career break?  How easy it is to request and to access reasonable adjustments? | |
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| **Educational Governance** | | |
| **Trainer Core Questions** | **Trainer Core Questions** | |
| 1. How is the quality of education and training managed in this hospital/site? 2. Who is responsible for this? 3. Are **trainers** involved in this process? 4. How do your local quality processes ensure issues are identified, resolved and reported back to the deanery? | Could you describe the committee structure through which the quality of education and training is managed in this hospital and health board?  How are your views on education delivery shared with those responsible for leading it?  When did your Board last review the quality of medical education and training in this post to ensure the current curriculum can be delivered, and that standards are being met. | |
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| **Raising concerns** | | |
| **Trainer Core Questions** | **Trainer Core Questions** | |
| 1. How are trainees encouraged and supported to raise concerns about patient safety? 2. How are trainers encouraged and supported to raise concerns about their education & training? |  | |
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| **Patient Safety** | | |
| **Trainer Core Questions** | **Trainer Core Questions** | |
| 1. How safe is the environment here for trainees and patients? 2. Does boarding have any impact on patient safety? 3. What routine systems are in place to monitor the safety of patients, eg safety huddles or equivalent? 4. How do these involve doctors in training? |  | |
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| **Adverse incidents** | | |
| **Trainer Core Questions** | **Trainer Core Questions** | |
| 1. How are adverse incidents reported and addressed? 2. How do trainees receive feedback after an incident? 3. How does the system here foster learning among the whole team when something goes wrong such as incidents or near misses? |  | |
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| **Duty of Candour** | | |
| **Trainer Core Questions** | **Trainer Core Questions** | |
| 1. How do you support learners to be open and honest with patients when things go wrong? |  | |
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| **Culture & Undermining** | | |
| **Trainer Core Questions** | **Trainer Core Questions** | |
| 1. What steps are taken to create a team culture here? 2. How do you ensure the training environment is free from undermining and bullying behaviours? 3. What channels are in place to report bullying and discrimination issues at the organisation? 4. Are you aware of any trainees having received comments that were felt to be less than supportive or undermining? |  | |
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