

Quality Management Programme Review Visit Guidance



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Taking part in Quality Management Visits

Guidance for Panel Chairs, Panel Members and Lay Representatives

Introduction

Health Education England working across Yorkshire and the Humber (HEE YH) quality manages the delivery of medical and dental training quality in Local Education Providers (LEPs), with action in partnership with the LEP when problems are identified.

Our quality management principles are; risk-based regulation, externality, triangulation of data, and openness and transparency. The GMC quality assures this process every five years, in a combined visit with our Medical Schools.

A more detailed explanation of HEE YH's quality management role is available at: http://www.yorksandhumberdeanery.nhs.uk/quality/quality_management

We gather information from many sources including:

- The Head of School (HoS)
- The Training Programme Director (TPD)
- College Tutor/Specialty Adviser Reports
- LEP/Director of Postgraduate Medical Education (DME) Reports
- LEP Postgraduate Medical Education Centre data on take up of formal education sessions
- Royal College outcome data on examination results
- GMC visit reports:
 - CQC/CiOH visit reports
 - Locality and Regional Quality Surveillance Group meetings
 - Trust Quality Dashboard reports, and national patient outcomes data (Dr Foster, NHS Information Centre, etc)
- Trainees; through the GMC National Trainee Survey and the HEE YH Junior Doctor Annual Survey analysis-both of which are triangulated against the Head of School reports

We supplement this data, and triangulate its reliability, by regularly visiting LEPs and Programmes. Panel Chairs and Panel Members have an extremely important role in the visit process.

The Programme Review Process

Programme Reviews are used to assess the performance of individual Programmes against the bench marks set by HEE (HEE Quality Framework 2016/17). In this regard, they are considered as an appraisal against KPIs, the outcome of which will be recommendations which will be expected to form part of the Programme's (and its associated School's) development plan. They usually occur every five years and require direct involvement from the Schools with a TPD providing an update for the panel on ARCP outcomes, exam results, strengths of the programme and areas for development.

Trainers and trainees are required to attend the Review to discuss their programme. Following the Review, a report detailing recommendations for improvements (with timelines for completion) is made available to the School then published on the HEE YH website.

It is the responsibility of the Head of School and Medical Workforce Manager to ensure that these recommendations are brought to fruition.

Concerns about Services & Patient Safety

HEE YH has no responsibility for the delivery of patient services in LEPs. The GMC expects all doctors to highlight and act on concerns relating to patient care and patient safety, and recognises the particular importance of trainee feedback in highlighting this.

Training environment and service quality often correlate and the combination of poor service/good training is rare. Visitors should therefore take concerns from trainees about the impact of service quality on patient safety seriously, and investigate these issues thoroughly.

Publication of Reports

All Quality Management reports are provided to the Local Education and Training Board and all programme review reports are published on our website:

http://www.yorksandhumberdeanery.nhs.uk/quality/quality_management/programme_reviews/

Roles and Expectations of Visiting Faculty and Lay Representatives

Panel Chair (usually a Deputy Dean)

Prior to the Review:

- Review all panel pack information and familiarise yourself with the trainer and trainee questions
- Hard copies of the trainer/trainee questions will be provided for you on the day of the review.

Panel Brief:

- Lead the meeting
- Ensure that all visitors are familiar with visit purpose and format
- Confirm the role of the lay representative
- Highlight previous good practice/concerns, and any new areas of interest from recent LEP metrics
- Remind panel members about importance of trainee confidentiality (below), and that a private meeting is possible if required.
- Instruct all members who take notes to do so on the template provided and sign it at the end of the interviews. The template is an aide memoire and offers guidance regarding questioning in each domain but it is at the discretion of the Chair, dependent upon prior information which areas are covered, and in how much detail.
- All paperwork/templates must be handed in to the organiser at the end of the visit.

TPD presentation:

- Introduce panel members to trainers
- Ensure that the TPD knows purpose of visit; emphasise that the visit is scrutinising the training environment, not their own performance
- Advise the TPD that questions will be asked throughout the presentation
- Ensure that all visitors have a chance to clarify points arising from the TPD presentation

Trainee Meeting:

- Introduce panel members to trainees
- Ensure that trainees know the purpose of the visit; emphasise that the visit is scrutinising the training environment, not trainee own performance
- **Reassure trainees about confidentiality/desire for openness. Remind them that a private meeting is available if required. Despite the emphasis placed on transparency and equity, some trainees are still anxious that adverse comments may cause them problems locally. Although this anxiety is mostly misplaced, it is**

very important that no trainee is made identifiable by any remarks made during the trainer interviews or feedback session. The risk of this occurring is greatest in small departments, and for GPVTS trainees who are often on single placements. Achieving complete confidentiality in all circumstances is probably impossible, but do keep trainee sensitivity about this in mind at all times

- Open the questioning with a general enquiry to encourage the trainees to start engaging. To establish a natural rhythm of conversation, it is often best to start by asking about good points and gauging overall satisfaction. More specific probing will then be appropriate as negative issues arise
- Ensure that all trainees have a chance to contribute – encourage the quiet trainees
- Invite other panellists to ask questions
- Seek good practice as well as problems. Avoid sticking too rigidly to the question template. Each question does not have to be covered if trainees do not raise concerns and if other data does not indicate a problem. Questioning should cover both educational processes AND trainee views on whether the post has provided quality learning opportunities and allowed for personal development.
- **NOTABLE PRACTICE**; in identifying notable practice it is not the intention to report on areas of strength where things are being done well, when compared to areas of failure – the strong units may be notable locally, but it is not notable practice in absolute terms. Likewise, problem areas which have made good progress in sorting out their concerns is not notable, it is what is expected to happen
- Areas of strength, good ideas or innovation in medical education and training should be noted. Good practice should include exceptional examples which have potential for wider dissemination and development, or a new approach to dealing with a problem from which other partners might learn. The sharing of good practice has a vital role in driving improvement, particularly in challenging circumstances”,
- So the Notable Practice examples will be things that are beyond normal expectations, AND particularly those that illustrate potential for transfer to other providers (or to other Schools). Work done by Leadership Fellows in the LEP may be worth commenting on; new courses that have improved curriculum delivery, innovative approaches to handover processes, special support for particular trainee groups, or creation of Apps that help people do things or communicate in a new way
- **Remember to cover two essential questions for all trainees;**
 - Bullying and undermining
 - Outcomes - Overall satisfaction with posts/recommend to a friend
- **Stick to time;** visit agendas are always under time pressure

Trainer Meeting:

- Introduce panel members to trainers
- Ensure that trainers know purpose of visit

After Interviews:

- Lead discussions during the feedback sessions

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- Coordinate findings and opinions from panellists to produce an initial draft of conditions and recommendations. Ensure that the administrative staff are clear about what has been decided

After the Visit:

- The draft visit report will be produced by the Quality Co-ordinator, the Quality Manager and the Panel Chair, and sent to all panellists for comments.
- Please check the report for accuracy, confirm whether the report is a reflection of the day and respond promptly.
- The finalised report is sent to the Head of School, Business Manager and Medical Workforce Manager to action the recommendations. The report is also uploaded to the HEE YH website.
- The recommendations in the report will be actioned and monitored via the Head of School/Deputy Dean meetings.

Roles and Expectations of Visiting Faculty

Panel Member:

Before the visit:

- Review all panel pack information prior to the review and familiarise yourself with the trainer and trainee questions

During the visit:

- Hard copies of the trainer/trainee questions will be provided for you on the day of the review
- Complement the questioning of the Panel Chair; check whether the Panel Chair misses any important questions
- Use the full range of questions in the template; explore educational/learning success as well as processes
- Always ask specifically about undermining behaviours
- Contribute to feedback sessions, offering your view based on your findings from the day
- Complete the question template and sign it to confirm the content. Hand your template to the administrator at the end of the day.

After the Visit:

- The draft visit report will be produced by the Quality Co-ordinator, the Quality Manager and the Panel Chair, and sent to all panellists for comments.
- Please check the report for accuracy, confirm whether the report is a reflection of the day and respond promptly.
- The finalised report is sent to the Head of School, Business Manager and Medical Workforce Manager to action the recommendations. The report is also uploaded to the HEE YH website.
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Roles and Expectations of Lay Representatives

Lay Representative:

Lay Representative attendance is required at programme reviews to ensure that the review of training:

- is transparent and robust
- is independent
- supports good medical practice
- has accountability in decision making
- promotes equality, fairness and values diversity

The attendance of the Lay Representative is in the interest of patients, the public and the trainees.

Prior to the visit:

You will receive a panel pack which will contain details of the visit, including the agenda, trainer and trainee questions and survey data results. If you require copies of these documents on the day for reference, please print these and bring them with you. **Please note that panel pack documents are confidential.**

Please ensure that you:

- familiarise yourself with the content of the paperwork, including the trainer/trainee questions and raise any concerns or queries with the panel during the panel brief.
- familiarise yourself with the HEE Quality Framework 2016/17 as this will be used to evaluate, manage and improve the quality of education and training for our healthcare learners:

https://hee.nhs.uk/sites/default/files/documents/HEE_J000584_QualityFramework_FINAL_WEB.pdf

During the visit:

Panel Brief

Use the panel brief to introduce yourself to the panel and clarify if there is a specific role that they wish for you to adopt. You should also use this session as an opportunity to raise any specific issues that you have noted from the documents within your panel pack so that these can be explored further during the day.

Take Notes

Take notes on the question templates and contribute to discussions with the panel, trainees and trainers. It can be difficult to remember which trainee said what and to which question, but having prompts within your notes will help you to confirm these details. Your notes will be collected at the end of the day by the administrator and will be used as supportive evidence for the written report.

Parity

Part of your role is to ensure that the panel are covering all of the HEE Quality Framework domains (see website link above for further details).

Voice Concerns or Issues

Raise themes with the panel or the trainees as they arise. Consider whether these are issues to be addressed or matters to be highlighted as best practice. If there is a theme that you feel is particularly important, consider asking further questions about this to uncover that area in greater detail.

Panel Discussion

Following the completion of the trainee interviews, the panel will reconvene to discuss their findings. You may be invited to participate in this discussion, offering your views based on the information that you have gathered throughout the day. If you have identified any areas of concern or best practice, please use this as an opportunity to share these with the panel.

After the Visit:

- The draft visit report will be produced by the Quality Co-ordinator, the Quality Manager and the Panel Chair, and sent to all panellists for comments.
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- The finalised report is sent to the Head of School, Business Manager and Medical Workforce Manager to action the recommendations. The report is also uploaded to the HEE YH website.
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