TPD Action Plan to Specialty Review Report

Northern Ireland mdta
Medical & Dental Training Agency

This report will be used to inform GMC of both good practice and areas of concern through the Dean's Report.

Local Education Provider (LEP) Visited	Royal Belfast Hospital for Sick Children	Factual Accuracy Report (15 working days to respond)	**Date Issued:** 16 February 2018 **Date TPD Response Received:** 17 March 2018
Specialty Visited	Paediatric Surgery	**Interim Report and Action Plan Timeline**	**Date Issued:** 27 March 2018 (**For Response by:** 20 April 2018) **Date TPD Response Received:** 18 April 2018 **Date Reviewed at QM:** 23 April 2018 **Date QM Updated Action Plan Issued:** 02 May 2018 **Action Plan Update Deadlines:** <u>**23 October 2018**</u> **Date Trust Response Received:** **Date Reviewed at QM:**
Type of Visit	Specialty Review		
Training Programme Director	Mr Alistair Dick		
Date of Visit	18 January 2018		
QMG Rating Decision & Date	Red x 0 Amber x 1 Green x 3 23 April 2018	**Final Report & Action Plan**	**Date Final Action Plan Issued:** **Date Final Report Uploaded to Website:** **Final Report Sent to:** Mr Alistair Dick & Mr Trevor Thompson **Date Final Report Sent:** 02 May 2018

Visit Team Findings against GMC Standards for Training								
	Educational and/or Clinical Governance	Area for Improvement / Area of Concern / Area of Significant Concern (at the time of the visit)	Areas Identified by Visit Team:	Trust Action Plan: Please consider the following questions when providing a Trust action plan response: 1. What has been done to date? 2. What are you planning to do? 3. When will these plans be in place?	Lead and Involved Individuals:	Date to be completed by:	QMG Comment	Risk Rating	Status
1	Educational Governance	Area of Concern	**Specialty Training Committee.** STC meetings should be formalised, with a minuted record of proceedings.	Stc meetings have been set up but to date many of the issues are resolved because of small department and regularity of discussion around needs and improvements in training. 3 members have been identified incl trainee representative			The Deanery QM group request that this item is kept under review and an update on the formalised STC meetings which have taken place is requested by **23 October 2018**.	Medium Impact / Medium Likelihood	Stage 2
2	Educational Governance	Area of Concern	**Educational Supervision.** The roles of the TPD and Educational Supervisor	Has been organised.			The Deanery QM group acknowledge and accept the action provided.	Low Impact /	Stage 5

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			should be separated. There is a risk of a conflict of interest at ARCP in small specialties.				Low Likelihood	
3	Educational Governance	Area for Improvement	**LTFT Trainees.** Arrangements to support trainees returning to work from maternity leave or other prolonged absence should be reviewed and documented in line with NIMDTA Guidance for Trainees on Returning to Hospital Specialty Training After a Period of Absence.	This has been available from 2017. Issues identified by trainees. Prior to this implementation trainees requests for support were declined by NIMDTA. Trainees aware of the current opportunity. Have been circulated memos from CPCH			The Deanery QM group thank the TPD for the response provided. If there are any further concerns, please contact NIMDTA for further discussion and advice. This item is now closed.	Low Impact / Low Likelihood	Stage 5
4	Educational Governance	Area for Improvement	**Quality Management of Programme.** Meetings between the TPD and trainees should be minuted and a copy shared with the trainee.	When they occur they are. Is there confusion with AES meetings.			The Deanery QM group thank the TPD for confirming that meetings between the TPD and trainees are minuted and that a copy of the minutes is shared with the trainee. This item is now closed.	Low Impact / Low Likelihood	Stage 5

Good Practice Items / Areas Working Well from Visit Report [if applicable]

Good Practice (includes areas of strength, good ideas and innovation in medical education and training):
None identified.

Areas Working Well
1. Survey feedback from Trainees has been very positive.   2. Exam pass rates have been excellent.

New GMC Standards for Medical Education and Training [Promoting Excellence - Jan 2016]

Theme 1: Learning Environment & Culture	Theme 2: Educational Governance & Leadership	Theme 3: Supporting Learners	Theme 4: Supporting Educators	Theme 5: Developing and Implementing Curricula and Assessments
S1.1: The learning environment is safe for patients and supportive for learners and educators. The culture is caring, compassionate and provides a good standard of care and experience for patients, carers and families. **S1.2:** The learning environment and organisational culture value and support education and training so that learners are able to demonstrate what is expected in *Good Medical Practice* and to achieve the learning outcomes required by their curriculum.	**S2.1:** The educational governance system continuously improves the quality and outcomes of education and training by measuring performance against our standards, demonstrating accountability, and responding when standards are not being met. **S2.2:** The educational and clinical governance systems are integrated, allowing organisations to address concerns about patient safety. **S2.3:** The educational governance system makes sure that education and training is fair and is based on principles of equality and diversity.	**S3.1:** Learners receive educational and pastoral support to be able to demonstrate what is expected in *Good Medical Practice* and to achieve the learning outcomes required by the curriculum.	**S4.1:** Educators are selected, inducted, trained, and appraised to reflect their education and training responsibilities. **S4.2:** Educators receive the support, resources and time to meet their education and training responsibilities.	**S5.2:** Postgraduate curricula and assessments are implemented so that doctors in training are able to demonstrate what is expected in *Good Medical Practice* and to achieve the learning outcomes required by their curriculum.

QMG Comment:

Additional Comments from the TPD:
Signature:
Date: