

Scotland Deanery Quality Management Visit

Nurse-AHP 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.  |
| **Introduction (Visit Lead)**  |
| * Provide an explanation of the Deanery’s quality management process, and the purpose of visits.
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| * Ask Nurses / AHPs if they have any questions about the process?
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| * State that comments will be compiled into a report that will not personally identify or name any participant. 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)
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| **Induction – site & department**  |
| **Nurse / AHP Core Questions** | **Nurse / AHP supplementary Questions** |
| 1. How effective is induction in preparing doctors to work during the day and out of hours?
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| **Formal Teaching** |
| **Nurse / AHP Core Questions** | **Nurse / AHP supplementary questions** |
| 1. How do nursing staff support trainees to attend their formal teaching sessions and help to minimize interruption during these sessions?
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| **Formal Supervision**  |
| **Nurse / AHP Core Questions** | **Nurse / AHP supplementary questions** |
| 3. Do you think that doctors in training can  access senior support as and when they  need it and at all times? |  |
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| **Adequate Experience** |
| **Nurse / AHP Core Questions** | **Nurse / AHP supplementary questions** |
| 4. How do nursing staff / AHPs contribute  to the training of doctors? |  |
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| **Adequate Experience (assessment)**  |
| **Nurse / AHP Core Questions** | **Nurse / AHP supplementary questions** |
| 5. How do nursing staff / AHPs contribute to  the assessment of doctors in training in  this unit? (eg multi-source feedback) |  |
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| **Adequate Experience (multi-professional learning)** |
| **Nurse / AHP Core Questions** | **Nurse / AHP supplementary questions** |
| 6. Are there any opportunities for joint  learning among doctors in training and  nurses / AHPs? |  |
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| **Clinical Supervision**  |
| **Nurse / AHP Questions** | **Nurse / AHP supplementary questions** |
| 7. How do staff differentiate between  Foundation, GP, Core and Higher trainees  from the oncall rota? Is there awareness  of the different levels of competence  among these different grades of trainees? 8. Are you aware of instances where  trainees have felt they had to cope with  problems that were beyond their  competence or experience? |  |
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| **Workload / Rotas** |
| **Nurse / AHP Core Questions** | **Nurse / AHP supplementary questions** |
| 9. Are you aware of any concerns about the  rotas of the doctors in training that might  impact on their wellbeing? |  |
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| **Handover** |
| **Nurse / AHP Core Questions** | **Nurse / AHP supplementary questions** |
| 10. How effective is handover in ensuring  information about sick patients is passed  to the next team?11. 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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| **Support** |
| **Nurse / AHP Core Questions** | **Nurse / AHP Core Questions** |
| 12. How do you manage the situation  where the performance of a trainee  gives rise to potential concern in  relation to the care of patients? |  |
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| **Raising concerns** |
| **Nurse / AHP Core Questions** | **Nurse / AHP Core Questions** |
| 13. How can staff raise concerns about  patient safety? What happens in  response to the raising of a concern?  |  |
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| **Patient Safety** |
| **Nurse / AHP Core Questions** | **Nurse / AHP Supplementatry Questions** |
| 14. How safe is the environment here for  patients?15. Does boarding have any impact on  patient safety?16. What routine systems are in place to  monitor the safety of patients, eg safety  huddles or equivalent?17. How do these involve doctors in training? |  |
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| **Adverse incidents** |
| **Nurse / AHP Core Questions** | **Nurse / AHP Supplemetary Questions** |
| 18. How are adverse incidents reported and  addressed? 19. 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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| **Culture & Undermining** |
| **Nurse / AHP Core Questions** | **Nurse / AHP Supplementary Questions** |
| 20. What steps are taken to create a team  culture here?21. How is it ensured the training  environment is free from undermining  and bullying behaviours?22. What channels are in place to report  bullying and discrimination issues at the  organisation? 23. Are you aware of any trainees having  received comments that were felt to be  less than supportive or undermining? |  |
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