

**University of Liverpool Hospital Trust Annual Self-Assessment**

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| **Local Education Provider:** |  |
| **Report compiled by (names / roles):** |  |

Thank you for taking the time to undertake this self-assessment document. The School are now required by the GMC to undertake an annual self-assessment of all sites. We hope that in future years the completion of this self-assessment will be easier as you make updates to your original submission.

Due to the effects of the Covid19 pandemic, your answers should reflect your typical experience of undergraduate delivery. In your responses, please indicate what issues are the result of the Covid19 pandemic.

If you have any queries, please do not hesitate to contact the Quality Team for support ([quality.mbchb@liverpool.ac.uk](mailto:quality.mbchb@liverpool.ac.uk) ) Feel free to contact The Quality Team for an informal discussion of any issues that you do not wish to record on your self-assessment.

This report refers to all medical student clinical placements as addressed in the GMC’s “[Promoting Excellence: Standards for medical education and training”](https://www.gmc-uk.org/-/media/documents/Promoting_excellence_standards_for_medical_education_and_training_0715.pdf_61939165.pdf) Supporting documentation should be retained at departmental level as evidence in support of the statements made and should be easily accessible when required. The information in this report will be used by the School of Medicine Quality Team as part of its range of sources to inform quality management processes and systems.

The Quality Team require the inclusion of any supporting evidence to support your responses to any of the questions in the self-assessment. Guidance on the evidence the School would require is provided in the required supporting evidence column. Any evidence can be redacted if necessary for confidentiality and data protection reasons

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| **Please list examples of notable practice (maximum of 3) concerning the delivery of undergraduate education at your Trust (these may be derived from recent end of rotation surveys) Notable practice is any means of delivering undergraduate education that is to your knowledge unique to your site and you feel that other sites would benefit from adopting. For example, you may have an innovative means of informing students of changes to their timetable** |
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| **Theme 1 Learning Environment and Culture** | Answer column | Supporting evidence (please embed documents within this column) | Required supporting evidence |
| The School of Medicine expects students to raise any patient safety concerns with the School by using the Sharing Concerns Form. At your Trust, are students informed of the Trust process for raising concerns about patient safety? If not, please could you provide further information |  |  | *Induction documentation referencing process for raising patient safety concerns* |
| Please outline how students are made aware of your policy on reporting near misses observed during clinical placements? How do you encourage learning after incidents and near misses? |  |  | *Evidence could include a poster on the student noticeboard, an email or an induction document* |
| Were there any serious incidents recorded in the LEP involving undergraduate medical students during the reporting period (the calendar year prior to the date of submission)? If so, were they resolved and then reported back to the School of Medicine |  |  |  |
| What arrangements are in place to ensure students are appropriately clinically supervised when with patients? |  |  | *An example timetable can be provided outlining a clinician responsible for clinical supervision of students or a communication to clinicians informing them of the presence of students in their department* |
| How are educators informed of what stage students are at in their training and what they are expected to do? How do you ensure that undergraduate medical students do not work beyond their competence? |  |  | *An example of a communication of curriculum requirements to educators* |
| What system is in place to make sure that patients are aware that there are medical students on placement and that students adhere to consent guidelines? |  |  | *Evidence could include a notice stating that medical students are on placement* |
| How do you know if all students receive both a site based and department-based induction? |  |  | *To support this answer, the School would wish to see data that tracks student engagement with induction such as an induction attendance tracker or induction forms completed by a student* |
| How do you ensure that departmental induction is being delivered in a consistent and standardised manner across all departments which host student placements? |  |  | *It would be helpful to have evidence of your induction process such as induction timetables and induction checklists It would be useful to see any audits that have been carried out of your induction process or any actions that have been produced following review of School of Medicine RAG evaluation* |
| Please outline your clinical skills infrastructure, in terms of facilities and staff |  |  |  |
| Do you have capacity in teaching facilities (physical and virtual) to deliver the undergraduate programme? Please highlight any issues |  |  |  |
| What IT resources are available to students e.g strong wi-fi, access to computers, IT systems access etc to support their studies? |  |  |  |
| How do you ensure that :   * all students are allocated an educational supervisor familiar with the requirements of the role and in a specialty relevant to the placement * Supervisor meetings occur on a weekly basis * Students receive timely feedback and there are no issues in signing off their E-Portfolios |  |  | *If you monitor student Eportfolios to assure the quality of educational supervision, this data can be used to support your answer* |

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| **Theme 2 Educational Governance** | Answer column | Supporting Evidence | Suggested sample evidence |
| Please describe how undergraduate education is reviewed and any feedback provided by the School and educators discussed within the Trust governance structure |  |  | *It would be helpful for the School to receive a copy of your Trust organogram for review and a recent example of the minutes of a Trust executive meeting where undergraduate education has been discussed* |
| Please outline the opportunities for educators on site to learn from each other and to contribute to the development of plans for undergraduate education |  |  | *Evidence that could be provided includes agendas for educational forums or any associated correspondence from educational forums* |
| What are the staffing resources within your Undergraduate Admin Team to fulfil the undergraduate programme (how much FTE is devoted to undergraduate education) Please describe how you allocate responsibilities for undergraduate education within the Education Team. Are these resources sufficient? |  |  |  |
| How do you ensure that educational supervisors have time in their job plan to fulfil this role (0.25 PA per student per week)? |  |  | *Evidence could include job planning policy for educational activities, minutes from job planning review meetings, results of staff surveys and data showing numbers of job plans reviewed for educational PA’s* |
| How do you ensure that time (2hrs per group of students in a department per week) for formal educational delivery (CBLs and bedside teaching) is recognised as a specific component in Consultant/SAS grade job plans, separate from recognition of core teaching which is undertaken alongside service delivery and recognised within SPA allocation? |  |  | *Evidence could include job planning policy for educational activities, minutes from job planning review meetings, results of staff surveys and data showing numbers of job plans reviewed for educational PAs.* |
| How many educators have completed equality and diversity training in the last three years? How is this monitored? |  |  | *Evidence could include records of training and policy on training* |

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| **Theme 3 Supporting Learners** | Answer column | Supporting evidence | Suggested sample evidence |
| What educational and pastoral support do you provide for learners? |  |  |  |
| How do you ensure that concerns involving student progress, conduct or wellbeing are shared with the University as appropriate? |  |  |  |
| Have there been any reports of bullying, undermining or discrimination involving medical students within the reporting period (the calendar year prior to submission date)? If so, were they resolved and reported back to the University |  |  | *If there have been any concerns reported, you may wish to share the results of an RCA investigation* |
| What channels are in place to report bullying, undermining and discrimination at the Trust and how are such concerns managed? |  |  | *Evidence could include Trust policies concerning bullying, discrimination and harassment* |
| What is the system for accommodating students who require reasonable adjustments to their clinical placements? Reasonable adjustments can be based on the grounds of illness, disability and spirituality. |  |  | *To support this answer, your reasonable adjustments policy or guidelines can be shared* |

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| **Theme 4 Supporting Trainers** | Answer column | Supporting evidence | Suggested sample evidence |
| What is your selection procedure for educators? How do you monitor educators to ensure that they have completed the appropriate educational courses and know their roles and responsibilities? |  |  | *Evidence could include an educator training dashboard and a document outlining selection procedure for educators* |
| How do you ensure that the annual appraisal of all educators includes a discussion of their undergraduate educational role? |  |  | *Evidence could include a template appraisal document or an example of a completed appraisal* |
| How do you ensure that educational supervisors are aware of the process of student commendations? How do you ensure that educational supervisors are aware of how to escalate concerns regarding a student? |  |  | *Evidence could include correspondence to educators* |
| What resources do you have to support undergraduate educator development? |  |  |  |
| What are your mechanisms for disseminating RAG evaluation from the School to educators? |  |  | *It would be useful to see a copy of any correspondence in which educators at your Trust have been provided with School of Medicine RAG evaluation* |

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| **Theme 5 Developing and delivering curricula and assessment** | Answer column | Supporting evidence | Suggested sample evidence |
| How far in advance of placements do you communicate timetables to students? How are any last-minute changes to placements communicated to students? |  |  | *It would be useful for the School to see examples of communications issued to students relating to timetabling in advance of their placement and any communications concerning sessions that had to be rescheduled at short notice* |
| How do you ensure that CBL, one hour of weekly bedside teaching, scheduled experiential opportunities (clinics, ward rounds, theatres etc) and opportunities to interact with the multi-disciplinary team are delivered as agreed and tailored to placement learning outcomes? |  |  | *It would be helpful to have examples of student timetables for different year groups and different speciality placements* |
| Do you provide any additional teaching that is not required as part of the MBChB curriculum? |  |  | *It would be useful to have an example timetable displaying any additional teaching that is not part of the curriculum* |

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| **How supportive are the Trust in addressing the challenges you have faced in delivering undergraduate education and what ongoing work in this area is needed** |
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