

QUALITY MANAGEMENT VISIT REPORT

TRUST	Leeds and York Partnership Foundation Trust (Leeds)
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DAY	SITE	DATE
ONE	Trust HQ, 2150 Thorpe Park, Leeds	12 May 2015

Dr David Eadington	Deputy Postgraduate Dean
Dr Paul Rowlands	Psychiatry Head Of School
Miss Sarah Kaufmann	Associate Postgraduate Dean
Dr James Thomas	School Lead for Trainer Quality Assurance
Dr Lynne Caddick	Deputy Foundation School Director
Dr Mike Hayward	Associate Postgraduate Dean
Laura Tattersall	GMC Regional Review Project officer

SPECIALTIES VISITED:
<ul style="list-style-type: none"> Psychiatry

This report has been agreed with the Trust.

The Trust Visit Report will be published on Health Education Yorkshire and the Humber's Website

Conditions that are RAG rated as Amber, Red and Red* will be reported to the GMC as part of HEYH's Reporting process, the reports are published on the GMC website.

Date of First Draft	03/06/15
First Draft Submitted to Trust	16/06/15
Trust comments to be submitted by	30/06/15
Final Report circulated	29/07/15

SUMMARY

The QM visit was well organised and there was excellent engagement from the Trust representatives, trainees and trainers. In general feedback was good with trainees describing being well supported and accessing a wide case mix. There was specific praise for consultants and StRs based at The Mount Hospital. The induction programme was well received with the correct amount of detail covered. Handover is carried out on a face to face basis that takes place in a dedicated area and works well for all levels of trainees.

Teaching opportunities are good and trainees are encouraged to attend these. WPBAs are being undertaken and there are no problems with their supervisors signing these off. Trainees reported that clinical skills' training is very helpful.

All trainees and trainers would be comfortable for family and friends to be treated at LYP (Leeds). In addition, the majority of trainees would recommend their post to a colleague

It should be noted that there were no references to 'SHOs' during any of the interviews which is to be commended.

With regard to condition 3, it may be helpful to discuss strategies to integration of FY1 trainees on psychiatry placements with DMEs from other Trusts.

There was concern expressed during the Trainers meeting about the future security of supply of psychotherapy long cases, dependent on the impact of service reconfiguration. Leeds has always been a strong net supplier of cases to other parts of the rotations as well as meeting its own needs, and this is an absolutely essential part of the curriculum for trainee progression. We have not made a Condition below as yet, since training delivery has not yet failed, but we would urge the Trust to ensure that adequate facilities must be maintained to deal with this mandatory element of Core training.

The following areas of concern were identified:

GMC Theme	LEARNING ENVIRONMENT AND CULTURE	
Requirement (R1.12 Induction)	Organisations must make sure learners have an induction for each placement that clearly sets out a) their duties and supervision arrangements b) their role in the team c) how to gain support from senior colleagues d) the clinical guidelines and workplace policies they must follow As part of the process learners must meet their team and other health and social care professionals they will be working with.	
HEYH Condition Number	1	
LEP Site	Leeds	
Specialty (Specialties)	Psychiatry	
Trainee Level	Foundation and Core	
Concern	Trainees are not provided with access to essential IT at the start of their post (details)	
Evidence for Concern	Trainees reported not receiving login details for the PPM system for up to one week. This situation caused trainees to be without access to patients' blood results, etc which was particularly a problem when working out of hours. Trainers and trainees described difficulties with IT systems that are not user friendly with electronic inputting taking up to one hour for each patient.	
Action	Provide trainees access to IT (smart cards/log ins) before they are due to begin work.	Next intake
Evidence for Action	Confirmation that all trainees are provided with access to IT	After next intake
RAG Rating		
LEP Requirements	<ul style="list-style-type: none"> • Copies of documents must be uploaded to the QM Database • Item must be reviewed and changes confirmed with link APD 	
Further Review		
Resources	http://careers.bmj.com/careers/advice/view-article.html?id=20000724	
Question Reference	Trainer 11 Trainee 12, 13	

GMC Theme	LEARNING ENVIRONMENT AND CULTURE	
Requirement (R1.14 Experience)	Organisations must make sure that all work undertaken by learners involves opportunities to be taught and get feedback on performance, and gives an appropriate breadth of clinical experience.	
HEYH Condition Number	2	
LEP Site	Leeds	
Specialty (Specialties)	Psychiatry	
Trainee Level	Foundation and Core	
Concern	Trainees spend too much time on repetitive tasks with little or no educational value.	
Evidence for Concern	<p>Foundation trainees, both in-patient and community posts, were concerned that they spend too much time taking bloods and carrying out ECG investigations. There were also reports of core trainees spending a considerable amount of time on repetitive tasks on some wards.</p> <p>Foundation trainees also expressed concern that they are predominantly dealing with patients' physical health needs and are not sufficiently involved in psychiatric orientated work during the day.</p>	
Action	Identify methods of providing support for trainees to reduce repetitive tasks.	31/10/15
	Review, with the involvement of trainees, the opportunities for a broader educational experience.	31/05/15
Evidence for Action	Copy of action plan identifying the additional support, implementation date and impact.	31/06/16
	Copy of review summary and action plan to introduce new educational opportunities.	31/06/16
	The TPD/HoS will discuss review at school board/STC and develop an action plan for planned changes after discussion with the Dean.	31/06/16
RAG Rating		
LEP Requirements	<ul style="list-style-type: none"> • Upload copy of documents to QM data base • Confirm changes with link APD 	
Further Review		
Resources		
Question Reference	Trainee 14, 15	

GMC Theme	LEARNING ENVIRONMENT AND CULTURE	
Requirement (R1.14 Experience)	Organisations must make sure that all work undertaken by learners involves opportunities to be taught and get feedback on performance, and gives an appropriate breadth of clinical experience.	
HEYH Condition Number	3	
LEP Site	Leeds	
Specialty (Specialties)	Psychiatry	
Trainee Level	Foundation Year 1	
Concern	The post offers FY1 trainees with too narrow an experience.	
Evidence for Concern	FY1 trainees feel they are regularly utilised more in the capacity of medical students rather than as a qualified doctor for some placements. This situation has led them to feel they probably would not wish to pursue a career in psychiatry as they do not feel they have had enough exposure to make an informed decision. In view of this the FY1 trainees would not recommend the posts to a colleague.	
Action	Review, with the involvement of trainees, the opportunities for a broader educational experience.	31/10/15
	The Training Programme Director/Head of School will review the value of this post in the rota.	31/01/16
Evidence for Action	Copy of review summary and action plan to introduce new educational opportunities.	31/01/16
	The TPD/HoS will discuss review at school board/STC and develop an action plan for planned changes after discussion with the Dean.	31/01/16
RAG Rating		
LEP Requirements	<ul style="list-style-type: none"> • Upload copy of documents to QM data base • Confirm changes with link APD 	
Further Review		
Resources		
Question Reference	Trainee 14, 15	

RAG guidance can be found at Appendix 1.

Approval Status

Approved pending satisfactory completion of conditions set out in this report.

Signed on behalf of HEYH

Name: Dr David Eadington

Title: Deputy Postgraduate Dean

Date: 02/06/15

Signed on behalf of Trust

Name: Dr Fiona McKenzie

Title: Director of Medical Education

Date: 28/07/15

RAG Rating Guidance

The RAG rating guidance is based on the GMC RAG rating to ensure a consistent approach. The model takes into account impact and likelihood.

Impact

This takes into account:

- a) patient or trainee safety
- b) the risk of trainees not progressing in their training
- c) educational experience – eg, the educational culture, the quality of formal/informal teaching

A concern can be rated high, medium, or low impact according to the following situations:

High impact:

- patients or trainees within the training environment are being put at risk of coming to harm
- trainees are unable to achieve required outcomes due to poor quality of the training posts/ programme

Medium impact:

- trainees are able to achieve required outcomes, but the quality of education and training is recognised as requiring improvement
- patients within the training environment are receiving safe care, but the quality of their care is recognised as requiring improvement

Low impact:

- concerns have a minimal impact on a trainee's education and training, or the quality of provision for the patient.

Likelihood

This measures the frequency at which concerns arise eg. if a rota has a gap because of one-off last minute sickness absence, the likelihood of concerns occurring as a result would be low.

High likelihood:

- the concern occurs with enough frequency that patients or trainees could be put at risk on a regular basis. What is considered to be 'enough frequency' may vary depending on the concern eg. if rotas have consistent gaps so that there is a lack of safe cover arrangements, the likelihood of concerns arising as a result would be 'high'.

Medium likelihood:

- the concern occurs with enough frequency that if left unaddressed could result in patient safety concerns or affect the quality of education and training, eg. if the rota is normally full but there are no reliable arrangements to cover for sickness absence, the likelihood of concerns arising as a result would be 'medium'.

Low likelihood:

- the concern is unlikely to occur again eg. if a rota has a gap because of several unexpected sickness absences occurring at once, the likelihood of concerns arising as a result would be 'low'.

Risk

The risk is then determined by both the impact and likelihood, and will result in a RAG Rating, according to the below matrix:

Likelihood	IMPACT		
	Low	Medium	High
Low	Green	Green	Amber
Medium	Green	Amber	Red
High	Amber	Red	Red*

Please note:

* These conditions will be referred to the GMC Responses to Concerns process and will be closely monitored

Source: GMC Guidance for Deaneries, July 2012