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USE OF AN UNDERGRADUATE MEDICAL EDUCATION QUALITY DASHBOARD IN A UK TEACHING HOSPITAL: A USEFUL APPROACH TO DRIVE EDUCATION QUALITY?

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Introduction: University Hospitals of Leicester NHS Trust provides placements for more than 200 medical students per year. The General Medical Council (GMC) on their revised 'Promoting Excellence' standards set out the requirements for the management and delivery of undergraduate training. Increasingly, placement providers are required to demonstrate compliance with quality standards for education, training and to demonstrate accountability for educational funding. We saw this as an opportunity to create a quality monitoring tool that will allow us to oversee placement education quality against the new GMC standards.

We describe the development and initial implementation of the undergraduate educational dashboard (EQD)

Methods: We created a 'traffic light' dashboard (Table A) that was mapped against the GMC's Promoting Excellence standards. The dashboard has several components, including: a summary of key undergraduate education performance indicators, service level data and data from the learner's feedback.

The dashboard will be completed by the Department of Clinical Education and Clinical Education Leads on a six-monthly basis.

Results:

Completion of 17 metrics required the collaboration of Educational Leads, Educators and managers. Initial completion of metrics was 71% (initially retrospective data). Poorly completed indicators included: access by Learners to IT systems, evidence of integration of undergraduate quality data into Board and Departmental governance processes, Clinical teachers trained for the role, and accountability for training funding. With recent prospective survey data we anticipate reaching 88% completion rate. The EQD allowed identification of areas that require further improvement, i.e., induction to clinical placements. Furthermore, it reassured us that areas such as supervision and learning were satisfactory across the organisation.

Conclusions: The 'traffic light' dashboard system provides a mechanism to enable the Trust to monitor and report on undergraduate education quality and support the management of education quality outcomes. The EQD is a mechanism to raise awareness, drive compliance and improvement in educational governance across the organisation. Identifying a responsible individual in each service area will be crucial to success.

DEMEC 2017 – abstract poster submission : Category 2: Undergraduate education

	Evidence UG	GMC			l	l_						
		stand ard UG	Musculo- skeletal	Perioperative Care	Cardio- Respiratory Care	Genereal Internal Medicine	Children's Health	Reproductive Health	Acute Care	Care of the Elderly	Cancer Care	Psychiatry
Theme 1:Learning Environment & Culture												
Placement induction included the agreed material for informing learners on reporting concerns.	Blackboard	R1.1										
Percentage of learners rating induction as: Green >85% good or very good, Amber >15% Neither good nor poor, Red >15% Poor, Very Poor	UoL feedback	R1.6 R1.13										
Percentage of rating the availability of Consultants tutors rated as: Green >85% good or very good, Amber >15% Neither good nor poor, Red >15% Poor.	UoL feedback	R1.18 R1.21										
Percentage of students rate of facilities as: Green >85% good or very good, Amber >15% Neither good por poor. Bed >15% Poor. Very Poor.	Student feedback	R1.19 R1.20										
Percentage of students rating supervision in clinical areas as: Green >85% good or very good, Amber >15% Neither good nor poor, Red >15% Poor, Very Poor	UoL feedback	R1.17, R1.18										
Access to UHL IT(i.e prescribing, discharge summaries!)percentage of students activated uhl it	Block Lead											
Theme 2:Educational Governance and												
Undergraduate Block lead in Post	UG leads, Stephen Williams	R2.13,										
Percentage of students rating overall placement satisfaction as: Green >85% good or very good, Amber >15% Neither good nor poor, Red >25% Poor, Very Poor	UoL feedback	B21										
Evidence that undergraduate quality data including block feedback is intergrated into CMG board and governance process	Board meeitngs	R2.2										
Theme 3:Supporting Learners		\$1.1										
Percentage of students rating clinical experiences in the workplace as: Green >85% good or very good, Amber >15% Neither good nor poor, Red >25% Poor,	UoL feedback	R1.7 R1.8										
Percentage of students rating the available support on the placement is rates as:Green >65% good or very good, Amber >15% Neither good nor poor, Red >15% Poor, Very Poor	UoL feedback	R3.13										
Theme 4:Supporting Educators												
Clinical teachers have attended clinical teacher training at UoL, percentage of clinical teachers that have attented UoL clinical teacher training: Green >85% Amber <85% Red <65%	Alternative evidence such as the CEC course, will be accepted											
Percentage of Clinical teachers trained for the role as clinical supervisors: Green 100% Amber <85% Red <75%	CMG leads	R4.1										
Consultants who are clinical teachers are registered with the DME and have the time protected in their job	Job planning data, UG leads, Susie might have the list	R2.10										
Theme 5:Developing and Implementing		<u> </u>										
Percentage of student attendance at mandatory procedural skills training: Green 100% Amber <85% Red <75%	UoL feedback, Lee and UG coordinators	R5.4d										
Students rate the quality of teaching as: Green >85% good or very good, Amber >15% Neither good nor poor, Red >25% Poor, Very Poor	UoL feedback											
Funding Streams												
CMGs have reported on how they have used the educational tarrif against the blue print: Red: not returned Amber: returned insufficient evidence	Board meeting											