

Exploratory questions

Our exploratory questions reflect the [standards we set for the management and delivery of medical education and training](#). We use the questions when we carry out [quality assurance visits](#) with education and training providers, to help identify areas of concern or good practice.

We ask a selection of questions at face to face meetings, and we adapt them for each visit, based on evidence we've been given about the organisation. Exploratory questions aim to guide organisations in terms of our expectations, and to provide information on how organisations demonstrate meeting our standards.

Questions are presented in the order of requirements in our standards, and their applicable groups are also specified.

Theme 1: Learning environment and culture

Standard 1.1: 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

Standard 1.2: 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

R1.1 Organisations must demonstrate a culture that allows learners and educators to raise concerns about patient safety, and the standard of care or of education and training, openly and safely without fear of adverse consequences.

Medical school	What are the key features of your policy on raising patient safety concerns? Could you demonstrate how your current system on raising concerns works?
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Undergraduate educators	<p>Could you describe how to raise concerns?</p> <p>Do you have any concerns?</p>
Medical students	<p>Could you describe how to raise concerns?</p> <p>How are you encouraged to raise concerns?</p> <p>Do you have any concerns?</p>
Local education provider	<p>What are the key features of your policy on raising patient safety concerns?</p> <p>Could you demonstrate how your current system on raising concerns works?</p>
Postgraduate educators	<p>Could you describe how to raise concerns?</p> <p>Do you have any concerns?</p>
Doctors in training	<p>Could you describe how to raise concerns?</p> <p>How are you encouraged to raise concerns?</p> <p>Do you have any concerns?</p>
LETB/Deanery	How do you ensure that educators and learners can raise concerns?

R1.2 Organisations must investigate and take appropriate action locally to make sure concerns are properly dealt with. Concerns affecting the safety of patients or learners must be addressed immediately and effectively.	
Medical school	<p>How would you deal with concerns raised by educators or learners?</p> <p>What arrangements are in place to identify and manage patient safety concerns involving students?</p> <p>How many concerns have been raised by students in last 12 months?</p>
Undergraduate educators	Could you describe how concerns are dealt with?
Medical students	What is your experience of raising concerns?

	Could you describe how concerns are dealt with?
Local education provider	<p>What is your process for handling concerns?</p> <p>What arrangements are in place to identify and manage patient safety concerns involving students and trainees?</p> <p>How many concerns have been raised by students or doctors in training in last 12 months?</p>
Postgraduate educators	<p>Could you describe how to raise concerns?</p> <p>Do you have any concerns?</p>
Doctors in training	<p>Could you describe how concerns are dealt with?</p> <p>How are patient safety issues identified and managed?</p>
LETB/Deanery	<p>What is your experience of raising concerns?</p> <p>Could you describe how concerns are dealt with?</p>

R1.3 Organisations must demonstrate a culture that investigates and learns from mistakes and reflects on incidents and near misses. Learning will be facilitated through effective reporting mechanisms, feedback and local clinical governance activities.

Medical school	<p>How do you encourage students to learn after something went wrong?</p> <p>How and when do you communicate with the LEPs or LETB/deanery about concerns raised by or involving students?</p>
Undergraduate educators	How do you encourage students to learn after something went wrong?
Medical students	How are you encouraged to learn after something went wrong?
Local education provider	<p>How do you encourage learning after something went wrong such as incidents or near misses?</p> <p>How and when does the LEP communicate with the medical school or LETB/deanery about concerns raised by or involving students or</p>

	doctors in training?
Postgraduate educators	How do you encourage learning after something went wrong such as incidents or near misses?
Doctors in training	How are you encouraged to learn after something went wrong such as incidents or near misses?
LETB/Deanery	How do you ensure learners are encouraged to learn from incidents or near misses? How and when do you communicate with the medical school or LEPs about concerns raised by or involving students or doctors in training?

R1.4 Organisations must demonstrate a learning environment and culture that supports learners to be open and honest with patients when things go wrong – known as their professional duty of candour – and help them to develop the skills to communicate with tact, sensitivity and empathy.	
Medical school	How do you develop students' awareness of professional duty of candour? How do you support learners to be open and honest when things go wrong (duty of candour)?
Undergraduate educators	How do you support learners to be open and honest when things go wrong?
Medical students	What does the duty of candour mean for you?
Local education provider	How do you support learners to be open and honest with patients when things go wrong (duty of candour)?
Postgraduate educators	How do you support learners to be open and honest with patients when things go wrong?
Doctors in training	What does the duty of candour mean for you? How is duty of candour supported?
LETB/Deanery	How do you support learners to be open and honest with patients when things go wrong (duty of candour)?

R1.5 Organisations must demonstrate a culture that both seeks and responds to feedback from learners and educators on compliance with standards of patient safety and care, and education and training.	
Medical school	What are the different ways of feedback? Can you give us an example of how you have used feedback to improve education and training?
Undergraduate educators	How do you receive and provide feedback on quality of education, safety and care?
Medical students	How do you receive and provide feedback?
Local education provider	What types of feedback do you collect to inform your local quality processes, and from whom do you get feedback? How do you use and respond to this feedback? Can you give us an example of how you have used feedback to improve patient safety or education and training?
Postgraduate educators	How do you receive and provide feedback? What feedback do you receive on learner's experience within your department and what do you do with this? How do you know how well you are doing?
Doctors in training	How do you receive and provide feedback?
LETB/Deanery	How do you ensure different ways of feedback are provided? Can you give us an example of how you have used feedback to improve patient safety or education and training?

R1.6 Organisations must make sure that learners know about the local processes for educational and clinical governance and local protocols for clinical activities. They must make sure learners know what to do if they have concerns about the quality of care, and they should encourage learners to engage with these processes.	
Medical school	How do you ensure students are aware of ways to report their

	<p>concerns at clinical placements?</p> <p>Could you describe any barriers to reporting concerns? How do you address concerns?</p>
Undergraduate educators	Not applicable
Medical students	<p>Could you describe ways to report concerns at placements?</p> <p>Any barriers to reporting concerns? How do you address these barriers?</p>
Local education provider	<p>How do you encourage learners to report concerns relating to quality of care?</p> <p>Could you describe any barriers? How do you do with them?</p>
Postgraduate educators	Not applicable
Doctors in training	<p>How do you report concerns relating to quality of care?</p> <p>Any barriers to reporting concerns? How do you address these barriers?</p> <p>Do you have concerns relating to quality of care?</p>
LETB/Deanery	<p>How do you ensure learners are encouraged to report concerns relating to quality of care?</p> <p>Could you describe any barriers to reporting concerns? How do you address concerns?</p>

R1.7 Organisations must make sure there are enough staff members who are suitably qualified, so that learners have appropriate clinical supervision, working patterns and workload, for patients to receive care that is safe and of a good standard, while creating the required learning opportunities.

Medical school	<p>How do you ensure your LEPs have suitably qualified staff to supervise students at clinical placements?</p> <p>How do you monitor work pattern and capacity at your LEPs to ensure appropriate clinical supervision?</p>
Undergraduate educators	<p>What is required by the medical school to be a supervisor?</p> <p>Are you recognised by the medical school as a supervisor?</p>

Medical students	How well supervised are you while on clinical placement? What level of contact do you have with your named supervisors when on clinical placements?
Local education provider	How do you ensure there is appropriate supervision for students and doctors in training? How do you monitor work pattern and capacity to ensure appropriate clinical supervision?
Postgraduate educators	What is required by the LEP/LETB/deanery to be a clinical supervisor? Are you recognised by the LEP/LETB/deanery as a clinical supervisor?
Doctors in training	What is the quality of clinical supervision that you receive? How is the level of clinical supervision? Does your clinical supervision support safe care for patients? Does it allow you to meet your curricular requirements?
LETB/Deanery	How do you ensure that your LEPs have appropriate staffing level to provide clinical supervision and service at the same time? How do you monitor work pattern and capacity at your LEPs to ensure appropriate clinical supervision?

<p>R1.8 Organisations must make sure that learners have an appropriate level of clinical supervision at all times by an experienced and competent supervisor, who can advise or attend as needed. The level of supervision must fit the individual learner's competence, confidence and experience. The support and clinical supervision must be clearly outlined to the learner and the supervisor. Foundation doctors must at all times have on-site access to a senior colleague who is suitably qualified to deal with problems that may arise during the session. Medical students on placement must be supervised, with closer supervision when they are at lower levels of competence.</p>	
Medical school	Could you give an example where you had challenges in ensuring adequate supervision? How were these challenges dealt with?
Undergraduate educators	What challenges do you have in ensuring adequate supervision? How were these challenges dealt with?

Medical students	How will you respond if you are asked to work without adequate supervision, or to perform tasks beyond your competence? Could you think of an incident like this?
Local education provider	What challenges do you have in ensuring adequate clinical supervision? How are these being resolved?
Postgraduate educators	What challenges do you have in ensuring adequate supervision? How were these challenges dealt with?
Doctors in training	How will you respond if you are asked to work without adequate supervision, or to perform tasks beyond your competence? Could you think of an incident like this?
LETB/Deanery	Could you give an example where you had challenges in ensuring adequate supervision? How were these challenges dealt with?

R1.9 Learners' responsibilities for patient care must be appropriate for their stage of education and training. Supervisors must determine a learner's level of competence, confidence and experience and provide an appropriately graded level of clinical supervision.

Medical school	How do you ensure that students are clearly recognised during clinical placements? How do you ensure that students do not work beyond their competence during clinical placements?
Undergraduate educators	How do you know the competence level of students who you supervise? What are the measures in place that would ensure students do not work beyond their competence?
Medical students	What is the level of awareness your supervisors have on your competence? What are the measures that would prevent you from working beyond your competence?
Local education provider	How do you ensure that students/doctors in training are clearly recognised for their level of competence? How do you ensure that students/doctors in training do not work beyond their competence? What factors do you taken into considering learners' competence?

Postgraduate educators	How do you know the competence level of doctors in training who you supervise? What are the measures in place that would ensure doctors in training do not work beyond their competence?
Doctors in training	What is the level of awareness your supervisors have on your competence? What are the measures that would prevent you from working beyond your competence?
LETB/Deanery	How do you ensure that doctors in training and their supervisors understand their level of competence? How do you ensure that doctors in training do not work beyond their competence?

R1.10 Organisations must have a reliable way of identifying learners at different stages of education and training, and make sure all staff members take account of this, so that learners are not expected to work beyond their competence.

Medical school	How do you ensure that students are clearly recognised as medical students during clinical placements?
Undergraduate educators	How do you differentiate medical students from the rest of team? How do you make others understand students' competence at clinical settings?
Medical students	What is the identification that you use during placements? How do others know what you can or cannot do during clinical placements?
Local education provider	What terminology is used to identify learners' level of training? How do you differentiate learners at different stages of training? How do you ensure staff understand the expected competency of doctors at different levels of training?
Postgraduate educators	What terminology is used to identify learners' level of training? How do you differentiate doctors in training at different stages of training? How do you make others aware of the level of competence associated with their stage of education and training?
Doctors in	What is the identification that indicates your stage of training?

training	How do others know the level of competence associated with your stage of training?
LETB/Deanery	How do you ensure that doctors in training are clearly recognised of their individual stage of training?

R1.11 Doctors in training must take consent only for procedures appropriate for their level of competence. Learners must act in accordance with General Medical Council (GMC) guidance on consent. Supervisors must assure themselves that a learner understands any proposed intervention for which they will take consent, its risks and alternative treatment options.	
Medical school	Not applicable
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	How do you ensure that consent is sought in accordance with GMC's guidance?
Postgraduate educators	How do you ensure that doctors in training seek consent only for procedures in which they are competent to do so?
Doctors in training	What teaching or guidance have you received about seeking consent? How would you respond if you are asked to seek consent for a procedure beyond your competence? Can you think of an example?
LETB/Deanery	How do you ensure that consent is sought in accordance with GMC's guidance?

R1.12 Organisations must design rotas to: a) make sure doctors in training have appropriate clinical supervision, b) support doctors in training to develop the professional values, knowledge, skills and behaviours required of all doctors working in the UK, c) provide learning opportunities that allow doctors in training to meet the requirements of their curriculum and training programme, d) give doctors in training access to educational

supervisors, and e) minimise the adverse effects of fatigue and workload.	
Medical school	Not applicable
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	What systems do you have in place to ensure that rotas are maximising learning opportunities, ensuring patient safety and minimising the adverse effects of fatigue and workload?
Postgraduate educators	How do you ensure rotas would maximise learning opportunity for doctors in training? What are the rota issues that may have implications on patient safety or training?
Doctors in training	How are the rotas? What are the rota issues that may have implications on patient safety or your training?
LETB/Deanery	What systems do you have in place to ensure that rotas are maximising learning opportunities, ensuring patient safety and minimising the adverse effects of fatigue and workload?

R1.13 Organisations must make sure learners have an induction in preparation 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 or medical guidelines and workplace policies they must follow, and e) how to access clinical and learning resources. As part of the process learners must meet their team and other health and social care professionals they will be working with. Medical students on observational visits at early stages of their medical degree should have clear guidance about the placement and their role.	
Medical school	What is your arrangement for placement induction? What guidance do you provide to your students before placements?
Undergraduate educators	Not applicable
Medical	What information do you receive before starting a new placement?

students	What works well and what could be improved?
Local education provider	What is your induction arrangement? What guidance do you provide to students/doctors in training before they start?
Postgraduate educators	Not applicable
Doctors in training	What has been your experience of LETB/deanery, trust, and departmental induction? What works well and what could be improved? How prepared are you after these inductions?
LETB/Deanery	What is the arrangement of LETB/deanery induction?

R1.14 Handover of care must be organised and scheduled to provide continuity of care for patients and maximise the learning opportunities for doctors in training in clinical practice.	
Medical school	Not applicable
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	How do you ensure your handover arrangements can provide continuity of care? How do you use handovers as a learning opportunity for doctors in training?
Postgraduate educators	How do current handover arrangements provide continuity of care? How is handover used as a learning opportunity?
Doctors in training	How do current handover arrangements provide continuity of care? How is handover used as a learning opportunity?
LETB/Deanery	How do you ensure handover arrangements at LEPs can provide continuity of care? How do you ensure handovers are used as a learning opportunity for doctors in training?

R1.15 Organisations must make sure that work undertaken by doctors in training provides learning opportunities and feedback on performance, and gives an appropriate breadth of clinical experience.	
Medical school	Not applicable
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	How do you ensure the educational value of each rotation? How do you ensure that placements/posts offer learners adequate opportunities to meet the requirements of their training programmes?
Postgraduate educators	What is the educational value of work carried by doctors in training? How do you ensure learners have adequate opportunities to meet their curricular requirements? Any challenges?
Doctors in training	What is the educational value of work in your current rotation? How is the breadth of clinical experience? Could you describe any challenges in having opportunities to meet curricular requirements?
LETB/Deanery	How do you ensure educational value of all placements? How do you ensure that placements/posts offer learners adequate opportunities to meet the requirements of their training programmes?

R1.16 Doctors in training must have protected time for learning while they are doing clinical or medical work, or during academic training, and to attend organised educational sessions, training days, courses and other learning opportunities to meet the requirements of their curriculum. In timetabled educational sessions, doctors in training must not be interrupted for service unless there is an exceptional and unanticipated clinical need to maintain patient safety.	
Medical school	Not applicable

Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	How do you ensure educational sessions are timetabled and protected?
Postgraduate educators	What has been done to ensure educational sessions are timetabled and protected?
Doctors in training	How is your scheduled time to attend local/regional teaching? How helpful do you find these teaching sessions?
LETB/Deanery	What is the arrangement for regional teaching? What requirements do you have to maximise attendance?

R1.17 Organisations must support every learner to be an effective member of the multiprofessional team by promoting a culture of learning and collaboration between specialties and professions.

Medical school	How do you provide multiprofessional learning?
Undergraduate educators	How is the multiprofessional learning?
Medical students	How is the multiprofessional learning opportunity?
Local education provider	How do you ensure multiprofessional learning? How do you promote a culture of learning and collaboration between specialties and professions?
Postgraduate educators	How is the multiprofessional learning? How do you support learners to be effective members of the multiprofessional team?
Doctors in training	How is the multiprofessional learning opportunity?
LETB/Deanery	How do you ensure doctors in training are provided with multiprofessional learning opportunity?

R1.18 Organisations must make sure that assessment is valued and that learners and educators are given adequate time and resources to complete the assessments required by the curriculum.	
Medical school	How do you ensure educators and learners have enough information about assessment?
Undergraduate educators	What guidance have you received to support you to assess learner's performance? How much time do you have to complete your educational activities?
Medical students	How is the assessment guidance that you receive? How much time do you have for assessment?
Local education provider	How do you ensure educators and learners have enough information about assessment?
Postgraduate educators	What guidance have you received to support you to assess learner's performance? How much time do you have in your job plan to complete your educational activities?
Doctors in training	How is the assessment guidance that you receive? How much time do you have for assessment?
LETB/Deanery	How do you ensure educators and learners have adequate support to complete assessment?

R1.19 Organisations must have the capacity, resources and facilities to deliver safe and relevant learning opportunities, clinical supervision and practical experiences for learners required by their curriculum or training programme and to provide the required educational supervision and support.	
Medical school	How do you ensure facilities and resources are adequate and accessible?
Undergraduate educators	How accessible are the facilities and resources?
Medical students	How accessible are the facilities and resources?

Local education provider	How do you ensure facilities and resources are adequate and accessible? How do you minimise service pressure's impact on resources and facilities, such as teaching space?
Postgraduate educators	How accessible are the facilities and resources?
Doctors in training	How accessible are the facilities and resources?
LETB/Deanery	How do you ensure facilities and resources at LEPs are adequate and accessible?

R1.20 Learners must have access to technology enhanced and simulation-based learning opportunities within their training programme as required by their curriculum.	
Medical school	How do you integrate technology and simulation into the programme?
Undergraduate educators	What access do learners have to technology enhanced and simulation-based learning?
Medical students	What access do you have to technology enhanced and simulation-based learning?
Local education provider	What access do learners have to technology enhanced and simulation-based learning?
Postgraduate educators	What access do learners have to technology enhanced and simulation-based learning?
Doctors in training	How accessible is the simulation training? How helpful are these sessions in terms of helping you meet your curricular requirements?
LETB/Deanery	How do you ensure technology and simulation are integrated?

R1.21 Organisations must make sure learners are able to meet with their educational supervisor or, in the case of medical students, their personal

advisor as frequently as required by their curriculum or training programme.	
Medical school	How do you ensure students meet with their personal advisors regularly?
Undergraduate educators	How often do you meet with students who you supervise? How effective are these meetings?
Medical students	How often do you meet with your named educational/personal advisor? How do you find these meetings?
Local education provider	How do you ensure doctors in training meet with their educational supervisors on a regular basis?
Postgraduate educators	How often do you meet with doctors in training who you supervise? How effective are these meetings?
Doctors in training	How often do you meet with your named educational supervisor? How do you find these meetings?
LETB/Deanery	How do you ensure doctors in training meet with their educational supervisors on a regular basis?

R1.22 Organisations must support learners and educators to undertake activity that drives improvement in education and training to the benefit of the wider health service.	
Medical school	How do you support improvement of learning environment? How do you promote good practice that you identify?
Undergraduate educators	What support do you receive for carrying out learning environment improvement? What arrangement is in place for you to be released from normal duties to undertake external education-related activities such as being an examiner?
Medical students	What support do you receive for learning environment improvement such as carrying out quality improvement projects?

Local education provider	<p>How do you support improvement of learning environment such as quality improvement projects?</p> <p>How is best practice demonstrated, recorded and shared?</p> <p>What steps have you taken to ensure that learners and educators are released from service duties to undertake external education-related activities?</p>
Postgraduate educators	<p>Are you aware of any support for improvement of learning environment?</p> <p>What arrangement is in place for you to be released from service duties to undertake external education-related activities such as being an examiner or helping develop training curricula?</p>
Doctors in training	<p>What support do you receive for learning environment improvement such as carrying out quality improvement projects?</p> <p>What arrangement is in place for you to be released from service duties to undertake external education-related activities?</p>
LETB/Deanery	<p>How do you support quality improvement initiatives?</p> <p>How do you promote good practice that you identify?</p>

Theme 2: Education governance and leadership

Standard 2.1: The educational governance system continuously improves the quality and outcomes of education and training by measuring performance against the standards, demonstrating accountability, and responding when standards are not being met.

Standard 2.2: The educational and clinical governance systems are integrated, allowing organisations to address concerns about patient safety, the standard of care, and the standard of education and training .

Standard 2.3: The educational governance system makes sure that education and training is fair and is based on principles of equality and diversity.

R2.1 Organisations must have effective, transparent and clearly understood educational governance systems and processes to manage or control the quality of medical education and training.	
Medical school	Can you describe your quality management system? Are there any challenges?
Undergraduate educators	Could you describe how the quality of education and training is managed?
Medical students	Could you describe how the quality of education and training is managed?
Local education provider	Can you describe your quality control system? Are there any challenges?
Postgraduate educators	Could you describe how the quality of education and training is managed?
Doctors in training	Could you describe how the quality of education and training is managed?
LETB/Deanery	Can you describe your quality management system? Are there any challenges?

R2.2 Organisations must clearly demonstrate accountability for educational governance in the organisation at board level or equivalent. The governing body must be able to show they are meeting the standards for the quality

of medical education and training within their organisation and responding appropriately to concerns.	
Medical school	Can you describe the accountability of overall quality of education and training?
Undergraduate educators	Can you describe who or what is accountable for overseeing the quality of education and training in the organisation?
Medical students	Can you describe who or what is accountable for overseeing the quality of education and training in the organisation?
Local education provider	Can you describe the accountability of overall quality of education and training? What is the involvement of the organisation's governing board in educational governance? What is the reporting mechanism? What is the formal process for this and who is responsible for this?
Postgraduate educators	Can you describe who or what is accountable for overseeing the quality of education and training in the organisation?
Doctors in training	Can you describe who or what is accountable for overseeing the quality of education and training in the organisation?
LETB/Deanery	Can you describe the accountability of overall quality of education and training?

R2.3 Organisations must consider the impact on learners of policies, systems or processes. They must take account of the views of learners, educators and, where appropriate, patients, the public, and employers. This is particularly important when services are being redesigned.	
Medical school	Can you describe how you consider views of others such as learners, educators, and patients? How do you engage with external stakeholders from equality and diversity groups? How do their responses feed back into your quality management processes? How you do consultations when developing policies and processes? How do you consult with diverse groups of stakeholders? How do you ensure you meet with a variety of stakeholders (of different backgrounds)?
Undergraduate	How much are you involved in processes relating to changes in

educators	policies or systems?
Medical students	How much are you involved in processes relating to changes in policies or systems?
Local education provider	Can you describe how you consider views of others such as learners, educators, and patients? How do you engage with external stakeholders from equality and diversity groups? How do their responses feed back into your quality control processes? How do you engage with patients and the public?
Postgraduate educators	How much are you involved in processes relating to changes in policies or systems?
Doctors in training	How much are you involved in processes relating to changes in policies or systems?
LETB/Deanery	Can you describe how you consider views of others such as learners, educators, and patients? How do you engage with external stakeholders from equality and diversity groups? How do their responses feed back into your quality management processes? How you do consultations when developing policies and processes? How do you consult with diverse groups of stakeholders? How do you ensure you meet with a variety of stakeholders (of different backgrounds)?

R2.4 Organisations must regularly evaluate and review the curricula and assessment frameworks, education and training programmes and placements they are responsible for to make sure standards are being met and to improve the quality of education and training.	
Medical school	How often do you evaluate your programme or placements? How do you evaluate your programme or placements?
Undergraduate educators	How much are you involved in reviews or evaluation of education and training?
Medical students	How much are you involved in reviews or evaluation of education and training?
Local education	How often do you evaluate your placements? How do you do this? How do your local quality processes ensure issues are identified,

provider	resolved and reported back to the school and LETB/deanery?
Postgraduate educators	How much are you involved in reviews or evaluation of education and training?
Doctors in training	How much are you involved in reviews or evaluation of education and training?
LETB/Deanery	How often do you evaluate your programme or placements? How do you evaluate your programme or placements?

R2.5 Organisations must evaluate information about learners' performance, progression and outcomes – such as the results of exams and assessments – by collecting, analysing and using data on quality, and equality and diversity.

Medical school	<p>How do you monitor and evaluate progression of your students? How do you monitor attainment rates and progression for learners who share protected characteristics? Are you aware of any existing data/analyses available to you? What E&D data do you collect? How do you analyse this data? Can you give us an example of a change that has emerged from the E&D data you collect? What information do you collect about individual students and their training needs? How do you monitor this information and use it to inform changes in processes? How are students from background with little history of higher education identified? What systems are in place to monitor impact, progression and outcomes (by protected characteristic) and how does this inform change?</p>
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	<p>How do you monitor and evaluate progression of your doctors in training or medical students? How do you monitor attainment rates and progression for learners who share protected characteristics? Are you aware of data/analyses available to you? How do you analyse your data on progression, eg exam pass rates, by protected characteristic? Are you using this analysis? Can you</p>

	<p>give us an example of a change that has emerged from using the E&D data that you collect?</p> <p>What information do you collect about individual students/doctors in training and their training needs? How do you monitor this information and use it to inform changes in processes?</p> <p>What systems are in place to monitor impact, progression and outcomes (by protected characteristic) and how does this inform change?</p>
Postgraduate educators	Not applicable
Doctors in training	Not applicable
LETB/Deanery	<p>How do you monitor and evaluate progression of your doctors in training?</p> <p>How do you analyse your data on progression, eg exam pass rates, by protected characteristic? Are you using this analysis? Can you give us an example of a change that has emerged from using the E&D data that you collect?</p> <p>What information do you collect about individual doctors in training and their training needs? How do you monitor this information and use it to inform changes in processes?</p> <p>What systems are in place to monitor impact, progression and outcomes (by protected characteristic) and how does this inform change?</p> <p>How do you monitor attainment rates and progression for doctors in training who share protected characteristics? Are you aware of the E&D data that is available to you?</p>

<p>R2.6 Medical schools, postgraduate deaneries and LETBs must have agreements with LEPs to provide education and training to meet the standards. They must have systems and processes to monitor the quality of teaching, support, facilities and learning opportunities on placements, and must respond when standards are not being met.</p>	
Medical school	<p>How do you monitor the quality of placements?</p> <p>How do you support LEPs in addressing concerns where needed?</p>
Undergraduate educators	Not applicable

Medical students	Not applicable
Local education provider	How and when do you communicate with the school or LETB/deanery about concerns raised or involving quality of education and training of students or doctors in training?
Postgraduate educators	Not applicable
Doctors in training	Not applicable
LETB/Deanery	How do you monitor the quality of placements? How do you support LEPs in addressing concerns where needed?

R2.7 Organisations must have a system for raising concerns about education and training within the organisation. They must investigate and respond when such concerns are raised, and this must involve feedback to the individuals who raised the concerns.	
Medical school	How do you identify and investigate concerns of education and training? How do you involve those who raise concerns?
Undergraduate educators	Have you ever raised concerns? If so, have you received any feedback?
Medical students	Have you ever raised concerns? If so, have you received any feedback?
Local education provider	How you identify and investigate concerns of education and training? How do you involve those who raise concerns? How do your local quality processes ensure issues are identified, resolved and reported back to medical school and LETB/deanery?
Postgraduate educators	Have you ever raised concerns? If so, have you received any feedback?
Doctors in training	Have you ever raised concerns? If so, have you received any feedback?
LETB/Deanery	How do you identify and investigate concerns of education and training?

	How do you involve those who raise concerns?
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R2.8 Organisations must share and report information about quality management and quality control of education and training with other bodies that have educational governance responsibilities. This is to identify risk, improve quality locally and more widely, and to identify good practice.

Medical school	How do you engage and share quality information with other medical schools/LETBs/deaneries?
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	How do you engage and share quality information with other LEPs/medical schools/LETBs/deaneries?
Postgraduate educators	Not applicable
Doctors in training	Not applicable
LETB/Deanery	How do you engage and share quality information with medical schools and other LETBs/deaneries?

R2.9 Organisations must collect, manage and share all necessary data and reports to meet GMC approval requirements.

Medical school	How do you collect quality management data for medical school annual returns?
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education	To what extent are you involved in processes relating to data returns

provider	from medical schools or LETBs/deaneries?
Postgraduate educators	Not applicable
Doctors in training	Not applicable
LETB/Deanery	How do you collect, manage and share data and reports to meet GMC approval requirements?

R2.10 Organisations responsible for managing and providing education and training must monitor how educational resources are allocated and used, including ensuring time in trainers' job plans.	
Medical school	How do you monitor recourses? How do you ensure that teaching time for medical students is in educators' job plans?
Undergraduate educators	How much teaching time in your job plans do you have for undergraduate students?
Medical students	Not applicable
Local education provider	How do you monitor recourses? How do you ensure that teaching time is in educators' job plans?
Postgraduate educators	How much teaching time in your job plans do you have for doctors in training? How much time do you have in your job plans to complete your educational activities?
Doctors in training	Not applicable
LETB/Deanery	How do you monitor recourses? How do you ensure that teaching time is in educators' job plans?

R2.11 Organisations must have systems and processes to make sure learners have appropriate supervision. Educational and clinical governance must be integrated so that learners do not pose a safety risk, and education

and training takes place in a safe environment and culture.	
Medical school	How do you ensure environment is safe for education and training?
Undergraduate educators	How safe is this environment for education and training?
Medical students	How safe is this environment for education and training?
Local education provider	How do you monitor and ensure the balance between service delivery and education and training? How do you mitigate safety risk caused by inadequate supervision? How do you use information on clinical governance to inform and improve learning environment so that is it safe?
Postgraduate educators	How safe is this environment for education and training?
Doctors in training	How safe is this environment for education and training? What is in place to mitigate safety risk caused by inadequate supervision?
LETB/Deanery	How do you ensure LEPs are safe for education and training?

R2.12 Organisations must have systems to manage learners' progression, with input from a range of people, to inform decisions about their progression.	
Medical school	How do you track the progression of your students or graduates by protected characteristics, eg BME or international students/graduates? How do you make decisions about their progression? What is your system in managing learners' progression? What data do you collect on outcomes for learners? What kind of analysis do you do using this data? Have you noticed any differentials in outcomes and if so, what are you doing about it?
Undergraduate educators	How is learners' progression managed?
Medical	How is your progression managed? Who is involved?

students	
Local education provider	What is your system in managing learners' progression? How do you track the progression of medical students or doctors in training by protected characteristics, eg BME or international students/doctors? How do you make decisions about their progression?
Postgraduate educators	How is learners' progression managed?
Doctors in training	How is your progression managed? Who is involved?
LETB/Deanery	What is your system in managing learners' progression? How do you track the progression of doctors in training with protected characteristics, eg BME or international doctors in training? How do you make decisions about their progression? Have you noticed any differentials in outcomes and if so, what are you doing about it?

R2.13 Medical schools must have one or more doctors at the school who oversee medical students' educational progression. They must have one or more doctors at each LEP who coordinate training of medical students, supervise their activities, and make sure these activities are of educational value.	
Medical school	How do you ensure that medical students have a named education advisor who oversees educational progression at the school? How do you ensure that there is a doctor at each LEP who coordinates training of medical students, supervision and ensure value of activities?
Undergraduate educators	Could you name the medical students for whom you oversee their educational progress or coordinates training for them?
Medical students	Could you name the education advisor who oversees your educational progression at the school? Could you name the doctor who coordinates clinical placements at the LEPs?
Local education	How do you ensure that medical students have a named doctor who

provider	coordinates clinical placements?
Postgraduate educators	Not applicable
Doctors in training	Not applicable
LETB/Deanery	Not applicable

R2.14 Organisations must make sure that each doctor in training has access to a named clinical supervisor who oversees the doctor's clinical work throughout a placement. The clinical supervisor leads on reviewing the doctor's clinical or medical practice throughout a placement, and contributes to the educational supervisor's report on whether the doctor should progress to the next stage of their training.

Medical school	Not applicable
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	How do you ensure that all doctors in training have a named clinical supervisor?
Postgraduate educators	Could you name the doctors in training for whom you act as a clinical supervisor?
Doctors in training	How accessible and approachable is your named clinical supervisor?
LETB/Deanery	How do you ensure that all doctors in training have a named clinical supervisor?

R2.15 Organisations must make sure that each doctor in training has access to a named educational supervisor who is responsible for the overall supervision and management of a doctor's educational progress during a placement or a series of placements. The educational supervisor regularly meets with the doctor in training to help plan their training, review progress

and achieve agreed learning outcomes. The educational supervisor is responsible for the educational agreement, and for bringing together all relevant evidence to form a summative judgement about progression at the end of the placement or a series of placements.	
Medical school	Not applicable
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	How do you ensure that all doctors in training have a named educational supervisor?
Postgraduate educators	Could you name the doctors in training for whom you act as an educational supervisor?
Doctors in training	How accessible and approachable is your named clinical supervisor?
LETB/Deanery	How do you ensure that all doctors in training have a named educational supervisor?

R2.16 Organisations must have systems and processes to identify, support and manage learners when there are concerns about a learner's professionalism, progress, performance, health or conduct that may affect a learner's wellbeing or patient safety.	
Medical school	What is your process to identify and address concerns of learners? How do you support learners' wellbeing? What health, personal safety or wellbeing advice do learners receive?
Undergraduate educators	What is your role in identifying concerns of learners?
Medical students	What health, personal safety or wellbeing advice do you receive?
Local education provider	What is your process to identify and address concerns of learners? How do you support learners' wellbeing? What health, personal safety or wellbeing advice do learners receive?

Postgraduate educators	What is your role in identifying concerns of learners?
Doctors in training	What health, personal safety or wellbeing advice do you receive?
LETB/Deanery	What is your process to identify and address concerns of learners? How do you ensure support for learners' wellbeing? What health, personal safety or wellbeing advice do learners receive?

R2.17 Organisations must have a process for sharing information between all relevant organisations whenever they identify safety, wellbeing or fitness to practise concerns about a learner, particularly when a learner is progressing to the next stage of training.

Medical school	How do you ensure information about medical students/graduates is shared appropriately and effectively?
Undergraduate educators	How do you receive information concerning medical students who you supervise?
Medical students	What was the organisation's awareness of your circumstances when you started?
Local education provider	Can you describe how you receive information concerning medical students or incoming doctors in training?
Postgraduate educators	How do you receive information concerning doctors in training who you supervise?
Doctors in training	What was the organisation's awareness of your circumstances when you started?
LETB/Deanery	How do you ensure information about doctors in training is shared appropriately and effectively?

R2.18 Medical schools (and the universities of which they are a part) must have a process to make sure that only those medical students who are fit to practise as doctors are permitted to graduate with a primary medical qualification. Medical students who do not meet the outcomes for graduates or who are not fit to practise must not be allowed to graduate with a

<p>medical degree or continue on a medical programme. Universities must make sure that their regulations allow compliance by medical schools with GMC requirements with respect to primary medical qualifications. Medical schools must investigate and take action when there are concerns about the fitness to practise of medical students, in line with GMC guidance. Doctors in training who do not satisfactorily complete a programme for provisionally registered doctors must not be signed off to apply for full registration with the GMC.</p>	
Medical school	<p>What is your process with regard to final year students with fitness to practise concerns? How do you ensure graduates are meetings outcomes required for provisional registration?</p>
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	<p>What is your process with regard to F1 doctors with fitness to practise concerns?</p>
Postgraduate educators	Not applicable
Doctors in training	Not applicable
LETB/Deanery	<p>What is your process with regard to F1 doctors with fitness to practise concerns? How do you ensure F1 doctors are meetings standards for full registration?</p>

<p>R2.19 Organisations must have systems to make sure that education and training comply with all relevant legislation.</p>	
Medical school	<p>Can you describe your responsibilities under relevant legislation such as the Equality Act? Do you have any challenges? How do you communicate them with your educators and learners?</p>
Undergraduate educators	<p>How do you raise any concerns about the organisation's compliance with any legislation?</p>

Medical students	How do you raise concerns about the organisation's compliance with any legislation?
Local education provider	Can you describe your responsibilities under relevant legislations such as the Equality Act? How do you communicate them with your educators and learners?
Postgraduate educators	How do you raise concerns about the organisation's compliance with any legislation?
Doctors in training	How do you raise concerns about the organisation's compliance with any legislation?
LETB/Deanery	Can you describe your responsibilities under relevant legislation such as the Equality Act? Do you have challenges? How do you communicate them with your educators and learners?

R2.20 Organisations must make sure that recruitment, selection and appointment of learners and educators is open, fair and transparent.	
Medical school	How do you ensure your selection process is fair? Whose responsibility is it to ensure that anyone involved in recruitment have had training in fair selection (including any panels)? How is this monitored? How are students from background with little history of higher education identified? How do you collect and monitor equality and diversity of your teaching staff? How do you use this relevant data, eg to track promotion and development?
Undergraduate educators	How were you selected/recruited to your current role? How transparent or fair was that process?
Medical students	How transparent or fair was the selection process?
Local education provider	How do you select/recruit educators? How do you ensure the process reflects current best practice? How do you recruit doctors in training? How do you ensure the process reflects current best practice? Whose responsibility is it to ensure that anyone involved in recruitment have had training in fair selection (including any panels)? How is this monitored? How do you collect and monitor equality and diversity of your

	teaching staff? How do you use this relevant data, eg to track promotion and development?
Postgraduate educators	How were you selected/recruited to your current role? How transparent or fair was that process?
Doctors in training	How transparent or fair was the recruitment process?
LETB/Deanery	How do you ensure selection and recruitment processes of doctors in training reflect current best practice? How do you ensure selection and recruitment processes of educators at LEPs reflect current best practice? Whose responsibility is it to ensure that anyone involved in recruitment has had training in fair selection? How is this monitored? How do you collect and monitor equality and diversity of your teaching staff? How do you use this relevant data, eg to track promotion and development?

Theme 3: Supporting learners

Standard 3.1: 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 their curriculum.

<p>R3.1 Learners must be supported to meet professional standards, as set out in <i>Good medical practice</i> and other standards and guidance that uphold the medical profession. Learners must have a clear way to raise ethical concerns.</p>	
Medical school	<p>How do you raise awareness of <i>Good medical practice</i> among medical students? How do students raise ethical concerns?</p>
Undergraduate educators	<p>What are the processes in dealing with ethical concerns raised by medical students?</p>
Medical students	<p>What do you know about the professional standards outlined in <i>Good medical practice</i>? What are the ways to report ethical concerns? Any barriers?</p>
Local education provider	<p>How do you support learners to meet professional standards in <i>Good medical practice</i>? How do doctors in training raise ethical concerns?</p>
Postgraduate educators	<p>What are the processes in dealing with ethical concerns raised by doctors in training?</p>
Doctors in training	<p>What do you know about the professional standards outlined in the <i>Good medical practice</i>? What are the ways to report ethical concerns? Any barriers?</p>
LETB/Deanery	<p>How do you ensure support for learners to meet professional standards in <i>Good medical practice</i>? How do you ensure that ethical concerns raised by doctors in training are appropriately dealt with?</p>

R3.2 Learners must have access to resources to support their health and wellbeing, and to educational and pastoral support, including: a) confidential counselling services, b) careers advice and support, and c) occupational health services. Learners must be encouraged to take responsibility to look after their own health and wellbeing.

Medical school	What is your support for learners' health and wellbeing? What is your educational and pastoral support for learners? What health, personal safety or wellbeing advice do learners receive?
Undergraduate educators	Not applicable
Medical students	What support is available to you for your health and wellbeing? What educational and pastoral support is available to you?
Local education provider	What is your support for learners' health and wellbeing? What is your educational and pastoral support for learners? What health, personal safety or wellbeing advice do learners receive?
Postgraduate educators	Not applicable
Doctors in training	What support is available to you for your health and wellbeing? What educational and pastoral support is available to you?
LETB/Deanery	How do you ensure support for learners' health and wellbeing? How do you ensure educational and pastoral support for learners? What health, personal safety or wellbeing advice do learners receive?

R3.3 Learners must not be subjected to, or subject others to, behaviour that undermines their professional confidence, performance or self-esteem.	
Medical school	How do you ensure the training environment is free from undermining and bullying behaviours? What channels are in place to report bullying and discrimination issues at the organisation? How are these investigated? How are these monitored?
Undergraduate educators	How do you deal with concerns about bullying or undermining behaviours? If someone was being undermined or bullied, what would happen?
Medical students	How do you raise concerns about bullying or undermining behaviours? How are undermining or bullying issues being addressed and monitored here? If someone was being undermined or bullied, what would happen?
Local	How do you ensure the training environment is free from

education provider	<p>undermining and bullying behaviours?</p> <p>What channels are in place to report bullying and discrimination issues at the organisation? How are these investigated? How are these monitored?</p> <p>How supportive is the training environment?</p> <p>How do you deal with concerns about bullying or undermining behaviours?</p> <p>If someone was being undermined or bullied, what would happen at this LEP? How are students, trainees and trainers supported in this process?</p>
Postgraduate educators	<p>How do you deal with concerns about bullying or undermining behaviours?</p> <p>If someone was being undermined or bullied, what would happen?</p>
Doctors in training	<p>How do you raise concerns about bullying or undermining behaviours?</p> <p>How are undermining or bullying issues being addressed and monitored here?</p> <p>If someone was being undermined or bullied, what would happen?</p>
LETB/Deanery	<p>How do you ensure the training environment is free from undermining and bullying behaviours?</p> <p>What channels are in place to report bullying and discrimination issues at the organisation? How are these investigated? How are these monitored?</p>

<p>R3.4 Organisations must make reasonable adjustments for disabled learners, in line with the Equality Act 2010. Organisations must make sure learners have access to information about reasonable adjustments, with named contacts.</p>	
Medical school	<p>How do you support learners to make reasonable adjustment requests?</p> <p>How do you consider reasonable adjustment when assigning placements?</p> <p>What data do you hold on reasonable adjustment granted/rejected?</p> <p>How do you quality manage this process?</p>
Undergraduate educators	Not applicable
Medical	<p>How supportive is it for you to request reasonable adjustment?</p> <p>If you needed a reasonable adjustment to be made to the way you</p>

students	were assessed, how would you request this? Have you requested or been offered any reasonable adjustment?
Local education provider	How do you support learners to make reasonable adjustment requests? How do you consider reasonable adjustment when assigning placements? What data do you hold on reasonable adjustment granted/rejected? How do you quality control this process?
Postgraduate educators	Not applicable
Doctors in training	How supportive is it for you to request reasonable adjustment? If you needed a reasonable adjustment to be made to the way you were assessed, how would you request this? Have you requested or been offered any reasonable adjustment?
LETB/Deanery	How do you support learners to make reasonable adjustment requests? How do you consider reasonable adjustment when assigning placements? What data do you hold on reasonable adjustment granted/rejected? How do you quality manage this process?

R3.5 Learners must receive information and support to help them move between different stages of education and training. The needs of disabled learners must be considered, especially when they are moving from medical school to postgraduate training, and on clinical placements.	
Medical school	What support do you have for your graduates? What are the challenges in supporting graduates with disability?
Undergraduate educators	Not applicable
Medical students	Where do you get information about stages of your education and training? How consistent is the support for all students including those with disability?
Local education provider	What support do you have for doctors starting a new programme? What are the challenges in supporting doctors with disability? How do you ensure support is consistent for all, including colleagues

	with disabilities, those in less than full time training?
Postgraduate educators	Not applicable
Doctors in training	Were you supported when you moved between stages of training? How consistent is the support for all including colleagues with disability?
LETB/Deanery	What support do you have for doctors starting a new programme? What are the challenges in supporting doctors with disability?

R3.6 When learners progress from medical school to foundation training they must be supported by a period of shadowing that is separate from and follows the student assistantship. This should take place as close to the point of employment as possible, ideally in the same placement that the medical student will start work as a doctor. Shadowing should allow the learner to become familiar with their new working environment and involve tasks in which the learner can use their knowledge, skills and capabilities in the working environment they will join, including out of hours.	
Medical school	What is your current arrangement for shadowing? Are you aware of any difficulties experienced by your graduates?
Undergraduate educators	Not applicable
Medical students	Do you have any feedback on the quality of your student assistantships? Have you had information about the period of shadowing that will take place just before starting F1?
Local education provider	Do you experience any difficulties regarding the shadowing arrangements for incoming F1 doctors?
Postgraduate educators	Not applicable
Doctors in training	How helpful did you find shadowing?
LETB/Deanery	Not applicable

R3.7 Learners must receive timely and accurate information about their curriculum, assessment and clinical placements.	
Medical school	<p>How do you provide information on curriculum, assessment and clinical placements to learners?</p> <p>How do you ensure that international students understand the requirements of the curriculum?</p> <p>What kind of support do you offer to different learners (eg international students or those with protected characteristics) to ensure that they are adequately supported and can meet curricular outcomes?</p>
Undergraduate educators	Not applicable
Medical students	<p>How do you receive information on curriculum, assessment and clinical placements from schools?</p> <p>How timely was it provided to you?</p>
Local education provider	<p>How do you provide information on curriculum, assessment and rotas to learners?</p> <p>How do you ensure that international medical graduate doctors in training understand the requirements of their curricula?</p> <p>What kind of support do you offer to different learners (eg international medical graduate doctors in training or those with protected characteristics) to ensure that they are adequately supported and can meet curricular outcomes?</p>
Postgraduate educators	Not applicable
Doctors in training	<p>How do you receive information on curriculum, assessment and rotas?</p> <p>How timely was it provided to you?</p>
LETB/Deanery	<p>How do you ensure learners are provided with information on curriculum, assessment, and rotas?</p> <p>How do you ensure that international medical graduate doctors in training understand the requirements of their curricula?</p> <p>What kind of support do you offer to different learners (eg international medical graduate doctors in training or those with protected characteristics) to ensure that they are adequately supported and can meet curricular outcomes?</p>

R3.8 Doctors in training must have information about academic opportunities in their programme or specialty and be supported to pursue an academic career if they have the appropriate skills and aptitudes and are inclined to do so.	
Medical school	Not applicable
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	How do you provide information on academic training opportunities?
Postgraduate educators	Not applicable
Doctors in training	How much do you know about academic training pathways?
LETB/Deanery	How do you promote academic opportunities for all your doctors in training?

R3.9 Medical students must have appropriate support while studying outside medical school, including on electives, and on return to the medical programme.	
Medical school	How do you support students who are out of programme such as those on electives?
Undergraduate educators	Not applicable
Medical students	How was the support from medical school when you are out of programme such as on electives?
Local education provider	Not applicable
Postgraduate	Not applicable

educators	
Doctors in training	Not applicable
LETB/Deanery	Not applicable

R3.10 Doctors in training must have access to systems and information to support less than full-time training.	
Medical school	Not applicable
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	How many doctors in less than full time training do you currently have? How do you support them? How do you ensure support is consistent for all, including those in less than full time training?
Postgraduate educators	Not applicable
Doctors in training	How many doctors in less than full time training do you know? How supportive is the environment for those in less than full time training?
LETB/Deanery	How do you support doctors in less than full time training? How do you ensure support is consistent for all, including those in less than full time training?

R3.11 Doctors in training must have appropriate support on returning to a programme following a career break.	
Medical school	Not applicable
Undergraduate educators	Not applicable

Medical students	Not applicable
Local education provider	How do you support doctors in training returning to work following a career break?
Postgraduate educators	Not applicable
Doctors in training	How supportive is the environment for those returning to work following a career break?
LETB/Deanery	How do you ensure support for doctors in training returning to work following a career break?

R3.12 Doctors in training must be able to take study leave appropriate to their curriculum or training programme, to the maximum time permitted in their terms and conditions of service.

Medical school	Not applicable
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	How do doctors in training request study leave? Any challenges in managing study leave?
Postgraduate educators	Not applicable
Doctors in training	How easy is it for you to request and take study leaves? Any barriers?
LETB/Deanery	How do you ensure doctors in training can request study leave?

R3.13 Learners must receive regular, constructive and meaningful feedback on their performance, development and progress at appropriate points in their medical or training programme, and be encouraged to act on it. Feedback should come from educators, other doctors, health and social

care professionals, and where possible, patients, families and carers.	
Medical school	How do you ensure learners receive timely feedback?
Undergraduate educators	How do you provide feedback? How do you ensure your feedback is recognised by learners?
Medical students	What type of feedback do you have? How often do you receive feedback? What feedback do you receive about your development and progress? Is it tailored to you or is it generic feedback? How useful do you find this feedback?
Local education provider	How do you ensure learners receive timely feedback?
Postgraduate educators	How do you provide feedback? How do you ensure your feedback is recognised by learners?
Doctors in training	What type of feedback do you have? How often do you receive feedback? What feedback do you receive about your development and progress? Is it tailored to you or is it generic feedback? How useful do you find this feedback?
LETB/Deanery	How do you ensure learners receive timely feedback?

R3.14 Learners whose progress, performance, health or conduct gives rise to concerns must be supported where reasonable to overcome these concerns and, if needed, given advice on alternative career options.	
Medical school	What is your support for learners in difficulties? How do you monitor learners in difficulties who share a protected characteristic? Eg age or gender.
Undergraduate educators	Not applicable
Medical students	What support is available to you if you encounter difficulties in training?
Local education	What is your support for learners in difficulties?

provider	How do you monitor learners in difficulties who share a protected characteristic? Eg age or gender.
Postgraduate educators	Not applicable
Doctors in training	What support is available to you if you encounter difficulties in training?
LETB/Deanery	What is your support for learners in difficulties? How do you monitor learners in difficulties who share a protected characteristic? Eg age or gender.

R3.15 Learners must not progress if they fail to meet the required learning outcomes for graduates or approved postgraduate curricula.	
Medical school	What action do you take if a medical student fails to meet the required learning outcomes for graduates?
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	Not applicable
Postgraduate educators	Not applicable
Doctors in training	Not applicable
LETB/Deanery	What action do you take if a doctor in training fails to meet the requirements of the approved curricula?

R3.16 Medical students who are not able to complete a medical qualification or to achieve the learning outcomes required for graduates must be given advice on alternative career options, including pathways to gain a qualification if this is appropriate. Doctors in training who are not able to

complete their training pathway should be given career advice.	
Medical school	How do you support students who are not able to complete the programme? What career support do you have? What exit qualifications do you provide?
Undergraduate educators	Not applicable
Medical students	What are the alternative arrangements available to you if you cannot complete the programme? How accessible is the career advice?
Local education provider	What career support do you have?
Postgraduate educators	Not applicable
Doctors in training	How accessible is the career advice available to you?
LETB/Deanery	How do you support doctors in training who are not able to complete training? What career support do you provide?

Theme 4: Supporting educators

Standard 4.1: Educators are selected, inducted, trained and appraised to reflect their education and training responsibilities.

Standard 4.2: Educators receive the support, resources and time to meet their education and training responsibilities.

R4.1 Educators must be selected against suitable criteria and receive an appropriate induction to their role, access to appropriately funded professional development and training for their role, and an appraisal against their educational responsibilities.	
Medical school	How do you support educators? How do you appraise educators? How do you monitor the protected characteristics of the educators? How do you ensure that trainers, assessors and teachers receive appropriate training for their roles?
Undergraduate educators	How is the support from the medical school? How are you appraised against your role? How do you feel about the induction and development plans in term of preparing you for your educational roles?
Medical students	Not applicable
Local education provider	How do you select/recruit educators? What training is there specific to these roles? How are these roles appraised?
Postgraduate educators	How is the support available to you? How are you appraised against your role? Do you feel that the induction and development plans prepare you aptly for your role?
Doctors in training	Not applicable
LETB/Deanery	How do you ensure educators are supported? How do you ensure educators are appraised? How do you monitor the protected characteristics of the educators? How do you ensure that trainers, assessors and supervisors receive appropriate training for their roles?

R4.2 Trainers must have enough time in job plans to meet their educational responsibilities so that they can carry out their role in a way that promotes safe and effective care and a positive learning experience.	
Medical school	How do you ensure teaching time for medical students is in educators' job plans?
Undergraduate educators	How much teaching time is in your job plans?
Medical students	Not applicable
Local education provider	How do you ensure teaching time in educators' job plans? How do you ensure teaching time is protected?
Postgraduate educators	Do you have teaching time in your job plans?
Doctors in training	Not applicable
LETB/Deanery	How do you ensure teaching time in educators' job plans?

R4.3 Educators must have access to appropriately funded resources they need to meet the requirements of the training programme or curriculum.	
Medical school	How do you ensure educators have accessible resources?
Undergraduate educators	How accessible are the relevant funded resources?
Medical students	Not applicable
Local education provider	How do you ensure educators have accessible resources?
Postgraduate educators	How accessible are the relevant funded resources?
Doctors in training	Not applicable

LETB/Deanery	How do you ensure educators have access to resources required?
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R4.4 Organisations must support educators by dealing effectively with concerns or difficulties they face as part of their educational responsibilities.	
Medical school	How do you support educators in addressing their concerns or difficulties?
Undergraduate educators	What support is available to you in dealing with your concerns or difficulties?
Medical students	Not applicable
Local education provider	How do you support educators in addressing their concerns or difficulties? How do you escalate educational issues within the Trust
Postgraduate educators	What support is available to you in dealing with your concerns or difficulties?
Doctors in training	Not applicable
LETB/Deanery	How do ensure that support for educators in addressing their concerns or difficulties is adequate?

R4.5 Organisations must support educators to liaise with each other to make sure they have a consistent approach to education and training, both locally and across specialties and professions.	
Medical school	How do you support educators to work together?
Undergraduate educators	Are you supported to work with other educators?
Medical students	Not applicable
Local education	How do you support educators to work together?

provider	
Postgraduate educators	How are you supported to work with other educators?
Doctors in training	Not applicable
LETB/Deanery	How do you ensure educators are supported to work together?

R4.6 Trainers in the four specific roles must be developed and supported, as set out in GMC requirements for recognising and approving trainers.	
Medical school	<p>Can you tell us how you work with other medical schools/LETBs/deaneries/LEPs on sharing information to ensure a consistent approach for trainers?</p> <p>What process do you run for recognising trainers, including establishing criteria and processes consistent with the GMC's standards and requirements?</p>
Undergraduate educators	What is required by the medical school to be recognised as a trainer?
Medical students	Not applicable
Local education provider	How do you identify trainers currently in one or more of the four specific roles requiring recognition?
Postgraduate educators	What is required by the LEP/LETB/deanery to be recognised as a trainer?
Doctors in training	Not applicable
LETB/Deanery	<p>Can you tell us how you work with other LETBs/deaneries/medical schools/LEPs on sharing information to ensure a consistent approach for trainers?</p> <p>What process do you run for recognising trainers, including establishing criteria and processes consistent with the GMC's standards and requirements?</p>

Theme 5: Developing and implementing curricula and assessments

Standard 5.1: Medical student curricula and assessments are developed and implemented so that medical students are able to achieve the learning outcomes required for grades

Standard 5.2: 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.

R5.1 Medical school curricula must be planned and show how students can meet the outcomes for graduates across the whole programme.	
Medical school	How do you ensure graduates meet all GMC outcomes through your curriculum?
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	How do you raise concerns about graduates' competence?
Postgraduate educators	Not applicable
Doctors in training	Not applicable
LETB/Deanery	How do you raise concerns about graduates' competence?

R5.2 The development of medical school curricula must be informed by medical students, doctors in training, educators, employers, other health and social care professionals and patients, families and carers.	
Medical school	How do you ensure your curricular development is informed by external bodies? How do you involve the patients and public with protected characteristics in the development of your curriculum?

Undergraduate educators	How do you get involved in the school's curricular development?
Medical students	How do you get involved in the school's curricular development?
Local education provider	How do you get involved in the medical school curricular development? How would you describe your relationship with the medical schools and LETB? Can you give us some examples of how you formally engage with them?
Postgraduate educators	How do you get involved in the medical school's curricular development?
Doctors in training	How do you get involved in the medical school's curricular development?
LETB/Deanery	To what extent are you involved in the medical school's curricular development?

<p>R5.3 Medical school curricula must give medical students: a) early contact with patients that increases in duration and responsibility as students progress through the programme, b) experience in a range of specialties, in different settings, with the diversity of patient groups that they would see when working as a doctor, c) the opportunity to support and follow patients through their care pathway, d) the opportunity to gain knowledge and understanding of the needs of patients from diverse social, cultural and ethnic backgrounds, with a range of illnesses or conditions and with protected characteristics, e) learning opportunities that integrate basic and clinical science, enabling them to link theory and practice, f) the opportunity to choose areas they are interested in studying while demonstrating the learning outcomes required for graduates, g) learning opportunities enabling them to develop generic professional capabilities, and h) at least one student assistantship during which they assist a doctor in training with defined duties under appropriate supervision, and lasting long enough to enable the medical student to become part of the team. The student assistantship must help prepare the student to start working as a foundation doctor and must include exposure to out-of-hours on-call work.</p>	
Medical school	<p>What is your arrangement for student assistantship?</p> <p>How do you maximise students' awareness of all specialties?</p> <p>How do you ensure that the curriculum reflects the requirements and</p>

	needs of the population the students will treat / of the locality?
Undergraduate educators	Not applicable
Medical students	How much do you know about student assistantship? What is the opportunity to explore different medical disciplines? How does the programme/training prepare you to deal with the needs of a diverse population?
Local education provider	To what extent are you involved in the medical school's arrangement for student assistantship? How do you ensure those in training are prepared to work with diverse populations?
Postgraduate educators	Not applicable
Doctors in training	How did the undergraduate programme/training prepare you to deal with the needs of a diverse population?
LETB/Deanery	To what extent are you involved in the medical school's arrangement for student assistantship?

<p>R5.4 Medical school programmes must give medical students: a) sufficient practical experience to achieve the learning outcomes required for graduates, b) an educational induction to make sure they understand the curriculum and how their placement fits within the programme, c) the opportunity to develop their clinical, medical and practical skills and generic professional capabilities through technology enhanced learning opportunities, with the support of teachers, before using skills in a clinical situation, d) experiential learning in clinical settings, both real and simulated, that increases in complexity in line with the curriculum, e) the opportunity to work and learn with other health and social care professionals and students to support interprofessional multidisciplinary working, and f) placements that enable medical students to become members of the multidisciplinary team, and to allow team members to make reliable judgements about their abilities, performance and progress.</p>	
Medical school	How do you ensure your programme provides sufficient experience to graduates? What do you have in order to maximise interprofessional/multidisciplinary learning?

Undergraduate educators	Not applicable
Medical students	What is your overall experience of the programme so far? How sufficient is your clinical and practical exposures? How is the opportunity to work with other professionals within a multidisciplinary team?
Local education provider	What are the requirements on interprofessional/multidisciplinary learning set by the medical school? How do you ensure that placements/posts offer learners adequate opportunities to meet the requirements of their training programmes? What access do students have to technology enhanced and simulation-based learning? How do you promote a culture of learning and collaboration between specialties and professions?
Postgraduate educators	Not applicable
Doctors in training	Not applicable
LETB/Deanery	Not applicable

R5.5 Medical schools must assess medical students against the learning outcomes required for graduates at appropriate points. Medical schools must be sure that medical students can meet all the outcomes before graduation. Medical schools must not grant dispensation to students from meeting the standards of competence required for graduates.

Medical school	How do you ensure that all GMC outcomes for graduates are assessed?
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	Not applicable

Postgraduate educators	Not applicable
Doctors in training	Not applicable
LETB/Deanery	Not applicable

R5.6 Medical schools must set fair, reliable and valid assessments that allow them to decide whether medical students have achieved the learning outcomes required for graduates.

Medical school	How do you ensure the fairness, reliability and validity of your assessment?
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	Not applicable
Postgraduate educators	Not applicable
Doctors in training	Not applicable
LETB/Deanery	Not applicable

R5.7 Assessments must be mapped to the curriculum and appropriately sequenced to match progression through the education and training pathway.

Medical school	How do you ensure all components of your curriculum are appropriately assessed? How do you ensure the assessment blueprint covers all topics in your curriculum as well as GMC outcomes for graduates?
Undergraduate	Not applicable

educators	
Medical students	Not applicable
Local education provider	Not applicable
Postgraduate educators	Not applicable
Doctors in training	Not applicable
LETB/Deanery	Not applicable

R5.8 Assessments must be carried out by someone with appropriate expertise in the area being assessed, and who has been appropriately selected, supported and appraised. They are responsible for honestly and effectively assessing the medical student's performance and being able to justify their decision.

Medical school	How do you select assessors for all your assessment? How do you ensure judgements made are fair and consistent?
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	Not applicable
Postgraduate educators	Not applicable
Doctors in training	Not applicable
LETB/Deanery	Not applicable

R5.9 Postgraduate training programmes must give doctors in training: a)

training posts that deliver the curriculum and assessment requirements set out in the approved curriculum, b) sufficient practical experience to achieve and maintain the clinical or medical competences (or both) required by their curriculum, c) an educational induction to make sure they understand their curriculum and how their post or clinical placement fits within the programme, d) the opportunity to develop their clinical, medical and practical skills and generic professional capabilities through technology enhanced learning opportunities, with the support of trainers, before using skills in a clinical situation, e) the opportunity to work and learn with other members on the team to support interprofessional multidisciplinary working, f) regular, useful meetings with their clinical and educational supervisors, g) placements that are long enough to allow them to become members of the multidisciplinary team, and to allow team members to make reliable judgements about their abilities, performance and progress, and h) a balance between providing services and accessing educational and training opportunities. Services will focus on patient needs, but the work undertaken by doctors in training should support learning opportunities wherever possible. Education and training should not be compromised by the demands of regularly carrying out routine tasks or out-of-hours cover that do not support learning and have little educational or training value.

Medical school	Not applicable
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	How do you ensure that placement arrangements can achieve outcomes required for respective curricula? How do you ensure that placements/posts offer learners adequate opportunities to meet the requirements of their training programmes?
Postgraduate educators	How is the opportunity for doctors to meet curricular requirements?
Doctors in training	How adequate are the training opportunities to meet requirements of your curriculum?
LETB/Deanery	How do you ensure that placement arrangements can achieve outcomes required for respective curricula?

R5.10 Assessments must be mapped to the requirements of the approved curriculum and appropriately sequenced to match doctors' progression through their education and training.	
Medical school	Not applicable
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	Assessments must be mapped to the requirements of the approved curriculum and appropriately sequenced to match doctors' progression through their education and training.
Postgraduate educators	How were you made aware of what needs to be assessed to meet curricula requirements?
Doctors in training	How are your curricular requirements assessed?
LETB/Deanery	How do you ensure all requirements set out in respective curricula are assessed?

R5.11 Assessments must be carried out by someone with appropriate expertise in the area being assessed, and who has been appropriately selected, supported and appraised. They are responsible for honestly and effectively assessing the doctor in training's performance and being able to justify their decision. Educators must be trained and calibrated in the assessments they are required to conduct.	
Medical school	Not applicable
Undergraduate educators	Not applicable
Medical students	Not applicable
Local education provider	How do you select assessors for your assessments? How do you ensure judgements made are fair and consistent?
Postgraduate	How do you ensure assessment judgements made by you are fair

educators	and consistent?
Doctors in training	How are the assessment judgements that you have received? How fair and consistent are they?
LETB/Deanery	How do you ensure judgements made by assessors are fair and consistent?

<p>R5.12 Organisations must make reasonable adjustments to help disabled learners meet the standards of competence in line with the Equality Act 2010, although the standards of competence themselves cannot be changed. Reasonable adjustments may be made to the way that the standards are assessed or performed (except where the method of performance is part of the competence to be attained), and to how curricula and clinical placements are delivered.</p>	
Medical school	What is your process for dealing with reasonable adjustment requests?
Undergraduate educators	Could you describe an example of reasonable adjustment?
Medical students	Could you describe ways to request reasonable adjustments?
Local education provider	What is your process for dealing with reasonable adjustment requests?
Postgraduate educators	Could you describe an example of reasonable adjustment?
Doctors in training	Could you describe ways to request reasonable adjustments?
LETB/Deanery	What is your requirement on dealing with reasonable adjustment requests?