

# Quality Trainee Matrix



**Health Education England**

Date: ..... / ..... / .....

School: .....

Site: .....

Post: .....

Grade: .....

Effective Educational Environment Matrix				
	Excellent	Good	Requires Improvement	Inadequate
<b>Educational and Clinical Supervision allocated</b>	When trainees commence their post.	Within the first 2 weeks of a trainee commencing their post.	On request or more than two weeks after a trainee commences their post.	Are not allocated.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supervisors meet the trainee</b>	Regularly and provide high quality feedback, reviews progress and completes a report at the end of the post.	On an irregular basis, providing feedback. Reviews progress and completes a report at the end of the post.	Rarely to provide feedback or discuss progress.	Not at all - do not provide feedback or discuss progress.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The Educational or Clinical Supervisor conducts an Educational Appraisal</b>	Within the first two weeks of the trainee commencing a post - establishing clear educational objectives.	Within the first four weeks of the trainee commencing a post - establishing clear educational objectives.	After four weeks in the post and/or the post's learning objectives remain unclear.	Does not - the trainee doctor does not have clear learning objectives.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Trainee Support needs</b>	Recognised early and appropriately given.	Recognised and supported appropriately but this may not be immediate.	Recognised late - struggle to receive appropriate support.	Not recognised or are recognised very late and often fail to receive additional support.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Time spent on tasks of Educational Value</b>	All of their time doing tasks of high educational value.	Most of their time doing tasks of high educational value.	Most of their time doing tasks of moderate educational value.	All of their time doing tasks of little educational value.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<b>Excellent</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
<b>Study Leave to support the achievement of education objectives</b>	Encouraged and easily taken.	Possible, but not actively promoted.	Difficult to access.	Not available/unable to access.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Work-based Assessments / supervised learning events (SLE) according to the speciality curriculum requirements</b>	Able to complete high quality work based assessments/SLE.	Able to complete appropriate work based assessments/SLE.	Some work based assessments/SLE but find it difficult to achieve sufficient numbers and/or the quality may be poor.	Unable to complete appropriate work based assessments/SLE.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Feedback on Clinical Performance</b>	High quality and regular.	Regular.	Irregular.	Not given.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Clinical Skill Mix</b>	Always provided and appropriate, according to their level of training.	Appropriately provided, according to their level of training, the majority of the time.	Regularly provides some workload and clinical skill mix which is inappropriate to their level of training.	Always provides an inappropriate clinical skill mix according to their level of training.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Protected Time provided for teaching and learning</b>	Always.	On most occasions.	A little.	No.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments</b>				

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<b>Safe Supportive Working Environment Matrix</b>				
	<b>Excellent</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
<b>The process for raising Patient Safety concerns</b>	Clear and always effective in addressing all issues raised.	Clear and effective in most cases, in addressing all issues raised.	Present - some improvements some of the time, but not consistently so.	Unclear and consistently ineffective in terms of improving patient care.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Senior Supervision</b>	Given at all times, consistent with their competence.	Given almost all of the time - on rare occasions difficult to access but present when needed.	Occasionally left unsupervised - sometimes find it difficult to find support.	Frequently unsupervised and frequently cannot find support.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Asked to perform tasks beyond competency</b>	Never asked to perform unsupervised tasks.	Very rarely asked to perform tasks - can find support when needed.	Sometimes asked to perform unsupervised tasks.	Frequently asked to perform unsupervised tasks.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>When taking consent for procedures</b>	Consistently.	For almost all - can find support when needed.	Untrained and unsupervised for some procedures.	Frequently untrained and unsupervised.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Rotas</b>	Designed to gain maximal educational value and experience, work intensity facilitates learning	Designed to gain good educational value, work intensity supports learning most of the time	Sometimes onerous, involve significant anti-social hours, work intensity and work pattern can be stressful.	Onerous, involve excessive anti-social hours or, are of a significantly intensity to cause stress.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>The balance of Service and Education</b>	Correct for maximal educational value.	Good with rare occasions when service provision dominates.	The post has educational value but there is a demand for the trainee to provide significant service provision.	The provision of service excessively dominates with little educational value of a post.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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	<b>Excellent</b>	<b>Good</b>	<b>Requires Improvement</b>	<b>Inadequate</b>
<b>Support</b>	Trainee doctors are always included in and are highly valued as part of a team.	Trainee doctors are included in and valued as part of a team.	Trainee doctors are part of a team but not always valued and included.	Trainee doctors are not included in and valued as part of a team.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Departmental Induction</b>	High quality, thorough and consistently provided - covers all areas and is attended by all trainees.	Consistent and of a good quality, with occasional minor variability.	Happens but can be informal and not thorough - leaving the trainee unsure about certain aspects of the post.	Does not happen or is ad hoc and incomplete, such as a trainee is unfamiliar with their duties.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Handover of patient's care between shifts</b>	Consistently safe and timely with good information sharing, which ensures continuity of patient care.	Consistently in a safe and timely way almost all of the time, with rare exceptions.	Can be of variable quality so a trainee is unable to provide full, safe patient care.	Does not happen or is inconsistent - trainee is unaware of clinical responsibilities.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Exposure to Undermining behaviour which undermines their confidence or self-esteem</b>	Never witness or are exposed to undermining behaviour.	Very rarely witness, or are rarely exposed to undermining behaviour.	Sometimes witness, or are sometimes exposed to undermining behaviour.	Frequently witness, or are frequently exposed to undermining behaviour.
<b>Grade</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comments</b>				

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