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Parent Policy: PGME Continuous Quality Improvement of Structure, Governance, and Learning Environment Policy

PGME Continuous Quality Improvement of Structure and Governance Procedure

Office of Accountability:	Faculty of Medicine & Dentistry (FoMD)
Office of Administrative Responsibility:	Postgraduate Medical Education (PGME)
Approver:	Vice-Dean, Education
Classification:	Governance and Administration
Scope:	PGME institution and members of the PGME community, including residency and Area of Focused Competence (AFC) programs.

Overview

Continuous quality improvement (CQI) of our PGME institution requires embedding organizational processes to review, evaluate, and improve our governance structures and enhance our function. These governance structures and functions include those listed in the General Standards of Accreditation for Institutions with Residency Programs by the Canadian Residency Accreditation Consortium (CanRAC). Thus, we've used the accreditation standards to inform the governance structures and functions that our PGME institution aims to achieve, then regularly and systematically review, evaluate, and improve these governance structures and functions. Our procedure strives to align with the following institutional accreditation standards:

- 8.1.1: There is a systematic process to regularly review and improve the postgraduate governance and structure.
- 8.1.2: A range of data and information is reviewed to inform evaluation and improvement of the postgraduate governance and structure.
- 8.1.3: Based on the data and information reviewed, strengths are identified and action is taken to address areas identified for improvement.

Purpose

This document outlines the procedure governing the regular and systematic review, evaluation, and improvement of PGME structure and governance in keeping with the principles described in the parent policy. The overall process is outlined in Appendix A.

PROCEDURE

1. COMPONENTS OF PGME STRUCTURE AND GOVERNANCE TO BE REVIEWED

The components of PGME structure and governance that will undergo regular review are listed in Appendix A and include the following:

- a. PGME's alignment with FOMD's vision, mission, and core values.
- b. Performance of the leadership of the PGME office including the Associate Dean, PGME (or simply Associate Dean), Assistant Dean, PGME (or simply Assistant Dean), and Directors within the PGME office, and PGME office administrative personnel.
- c. PGME processes, functions, and committees using CanRAC's General Standards of Accreditation for Institutions with Residency Programs as a benchmark.

2. RESPONSIBILITY FOR THE CONTINUOUS QUALITY IMPROVEMENT REVIEW

- a. Typically, FOMD's Vice Dean of Education (VDE) will conduct the review of the Associate Dean's performance.
- b. For the other components of PGME structure and governance review, the Dean of FOMD or Vice-Dean of Education may delegate someone, including the Associate Dean, to conduct or oversee the review. The Associate Dean may, in turn, appoint PGME Directors or others to review individual components of the PGME enterprise.

3. DATA AND INFORMATION COLLECTED

- a. Typically, data collected will include surveys to the relevant PGME stakeholders and constituents, as well as regular audits of functions. Details of the types of data collected can be found in Appendix A.

4. CONDUCT OF THE REVIEW, GATHERING OF DATA AND INFORMATION, AND ADDRESSING AREAS FOR IMPROVEMENT

- a. At least once per year, PGME's alignment with FOMD's vision, mission, and core values will be evaluated by the PGME committee.
- b. Performance of the leadership within the PGME office will be reviewed at least once per year. The Vice-Dean Education will conduct a performance review of the PGME Associate Dean. The PGME Associate Dean will conduct performance reviews of the PGME Assistant Dean and PGME directors within the PGME office. The Faculty General Manager of FOMD or designate will conduct annual performance reviews of the Manager of PGME Administration, with input from the Associate Dean, PGME, in accordance with the applicable University collective bargaining agreement. The Manager of PGME Administration or the PGME Education Team Lead will conduct annual performance reviews of the administrative personnel in the PGME office in accordance with the applicable University collective bargaining agreement.
- c. Other areas of PGME governance and structure, including PGME's processes, functions, and committees, will undergo regular and systematic review as illustrated in Appendix A.

5. REPORTING AND ACCOUNTABILITY

- a. At least twice a year, the Associate Dean will provide a report of the review of PGME governance and structure to the Vice Dean, Education, and will also provide highlights of the report to the PGME Committee.
- b. Individual PGME Directors who oversee reviews of PGME governance and structure will annually report their findings to the PGME committee on a rotating basis throughout the year.

DEFINITIONS

Definitions are listed in the sequence they occur in the document (i.e. not alphabetical).

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use.	
General Standards of Accreditation for Institutions with Residency Programs	The General Standards of Accreditation for Institutions with Residency Programs are national standards that apply to the accreditation of institutions with residency programs. These standards are maintained by the Canadian Residency Accreditation Consortium which includes the Royal College of Physicians and Surgeons of Canada (RCPSC), College of Family Physicians of Canada (CFPC), and Collège des médecins du Québec (CMQ). The standards apply to faculties of medicine, postgraduate offices, and learning sites, written to provide a framework which aims to provide clarity of expectations, while maintaining flexibility for innovation.
Canadian Residency Accreditation Consortium or CanRAC	The Canadian Residency Accreditation Consortium is composed of the three residency education accrediting colleges in Canada: Royal College of Physicians and Surgeons of Canada (RCPSC), College of Family Physicians of Canada (CFPC) and Collège des médecins du Québec (CMQ).

APPENDIX A: Process to Regularly and Systematically Review PGME Governance and Structure

After action plans are implemented, data and information is reviewed to determine effectiveness of actions in a continuous cycle of improvement



Component of PGME Governance and Structure Reviewed	Data and Information Reviewed	Outcome Measured	Process for Developing and Implementing Action Plans
PGME’s alignment with FOMD’s vision, mission, and core values	Survey to PGME committee members	Percentage of respondents who believe alignment exists	PGME committee develops ideas to improve alignment
PGME’s support to help programs meet curricular and accreditation requirements	- Internal or Accreditation review results, annual post-review check-ins - Surveys to PDs, trainees	Birds-eye view of the commonest areas for improvement	PGME Directors create or compile learning resources for programs to use
PGME’s support to help programs meet social accountability mandate	- Surveys to PDs, trainees - Annual data from the Office of Rural & Regional Health	- Number of programs that have incorporated indigenous health, EDI into their curriculum - Number of programs that have rural learning experiences	PGME lead WIHP, PGME Director EDI, Director of ORRH develop plans to increase these learning experiences
PGME committee structure and function	Surveys to members of PGME committee and subcommittees	Perspectives of committee and subcommittee members	Committee chairs develop plans for improvement
PGME administrative processes and communication	- Surveys to PAs, PDs, and other internal or external stakeholders - statistics on newsletter send-outs	Satisfaction of groups surveyed and outcomes of statistical data	PGME Team Lead and Manager PGME Administration develop ways to improve administrative processes and communication

After action plans are implemented, data and information is reviewed to determine effectiveness of actions in a continuous cycle of improvement



Component of PGME Governance and Structure Reviewed	Data and Information Reviewed	Outcome Measured	Process for Developing and Implementing Action Plans
PGME's organizational structure and governance	Annual review by the Vice-Dean Education	Overall integration of PGME organizational and governance structure	Vice-Dean, Education works with PGME Associate Dean to modify structure as needed
PGME's support for programs' own CQI process	<ul style="list-style-type: none"> - Results of Internal and Accreditation reviews - Surveys and focused audits of programs' CQI process 	Number of programs with CQI processes that meet accreditation requirements	PGME Associate Dean works with others to educate programs, provide other tools as needed
PGME's support for programs' teacher evaluation	<ul style="list-style-type: none"> - Focused interviews and surveys of PDs, PAs, teaching faculty - Audits of programs' system of teacher evaluation 	Number of programs that provide timely feedback to teaching faculty while maintaining trainees' anonymity	PGME Education Team Lead and PGME Associate Dean work with programs to improve processes
PGME's oversight of programs' system of assessment	<ul style="list-style-type: none"> - Results of Internal and Accreditation reviews - PGME's audits of competence/assessment committee meetings and decision-making processes - Assessment documentation for trainees requiring PGME-approved major learning plans 	Number of programs with appropriate systems of assessment	PGME Associate Dean and CBME Implementation team work with programs to improve their system of assessment
PGME's policy gap	Feedback from PDs and others	Alignment with institutional accreditation requirements	PGME committee reviews policies

After action plans are implemented, data and information is reviewed to determine effectiveness of actions in a continuous cycle of improvement

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Component of PGME Governance and Structure Reviewed	Data and Information Reviewed	Outcome Measured	Process for Developing and Implementing Action Plans
Resource support for programs	Surveys to PDs and PAs twice per year on funding needs	Amount of funds distributed to the programs	Finance partner, Manager PGME Administration, PGME Associate Dean, and Vice-Dean Education plan budget requests to Alberta Health