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

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

Postgraduate medical education requires a culture of continuous quality improvement. This includes regular review of the Postgraduate Medical Education (PGME) “enterprise” as an institution as well as regular review of the learning environment for residents and AFC fellows (hereby referred to as PGME trainees). This is also enshrined in the General Standards of Accreditation for Institutions with Residency Programs set by the Canadian Residency Accreditation Consortium (CanRAC) where the following institutional accreditation standards apply:

8.1: The postgraduate dean and postgraduate education committee continuously review and improve the quality of the postgraduate governance and structure.

9.1: There is continuous improvement of the learning sites to improve the educational experience, ensuring the learning environment is appropriate, safe, and conducive to preparing residents for independent practice.

Purpose

This policy outlines the principles that inform the regular and systematic review and improvement of the quality of postgraduate governance and structure and of the learning environment at the learning sites for PGME trainees. This policy does not cover PGME’s process to review and improve individual residency and AFC programs (eg. through Internal reviews or follow-up after accreditation reviews) or support the program evaluation and continuous improvement processes of residency and AFC programs as this is covered in other policies and procedures.

POLICY

Review of the quality of postgraduate governance and structure and of the learning environment at the learning sites will strive to follow the principles outlined below:

1. Align with the national standards set by CanRAC for the accreditation of institutions with residency programs.
2. Comply with University of Alberta collective agreements and health authority regulations.
3. Incorporate feedback, where applicable, from multiple sources including PGME trainees, teachers, administrative personnel, academic leads, program directors, and any others as necessary.
4. Occur at regular intervals within a postgraduate accreditation cycle.
5. Lead to action plans that involve and are shared with relevant stakeholders, consider input from PGME constituents, and are reviewed for their effectiveness.

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).
PGME Enterprise	The governance, structure, and activities carried out by the PGME institution to enable postgraduate medical education.
Learning Sites	A hospital, clinic, or other facility where PGME trainees' educational experiences take place.
Learning Environment	The diverse physical locations, contexts, and cultures in which PGME trainees learn
Health authority	An organization or agency established by the Government of Alberta to oversee the delivery of health care services.