
Audit 16

- 1) **Audit Title**
Impact of a Local Training Programme on First Line Reporting Accuracy by Junior Doctors.
- 2) **Standard against which the audit topic is to be compared**
 To be discussed and agreed locally, results of initial evaluations may be of help in deriving local standards.
- 3) **Source of standard (or reference document)**
 The source of the standard will be derived from existing published literature and available guidances at local, national and international level.
- 4) **Type of audit – clinical audit, BSSD related, reporting/patient related**
- 5) **Target / compliance percentage to be achieved**
 To be agreed locally and in light of relevant guidelines.
- 6) **Item or variable to be audited**
 A wide variety of reporting situations can be included – a good example would include junior doctor assessment of nasogastric tube placement on chest radiograph.
- 7) **Method: Retrospective / Prospective / Other**
 This is an audit best performed prospectively.
- 8) **Data or information to be collected**
 An initial assessment of junior doctor reporting performed at start of rotation. Intervention made e.g., seminar/ series of sessions/online tutorials covering the reporting area in question and then a repeat assessment.
- 9) **Sample details (categories, number of patients, collection time period)**
 To be discussed locally, results of reporting assessments pre and post teaching intervention.
- 10) **Target achieved (yes / no / not applicable)**
 Improvements in junior doctor reporting accuracy anticipated.
- 11) **Actions to be taken if the target is not met**
 Review the topic taught, mechanism/timing/frequency of delivery. Discuss with junior doctors preferred form of teaching delivery, review attendance at teaching sessions, also feedback on results.
- 12) **Timing for re-audit (yes / no / not applicable)**
 This audit should be repeated periodically with new rotations of junior doctors – consider also repeating the teaching with a particular cohort if desired reporting improvements following teaching are not apparent.