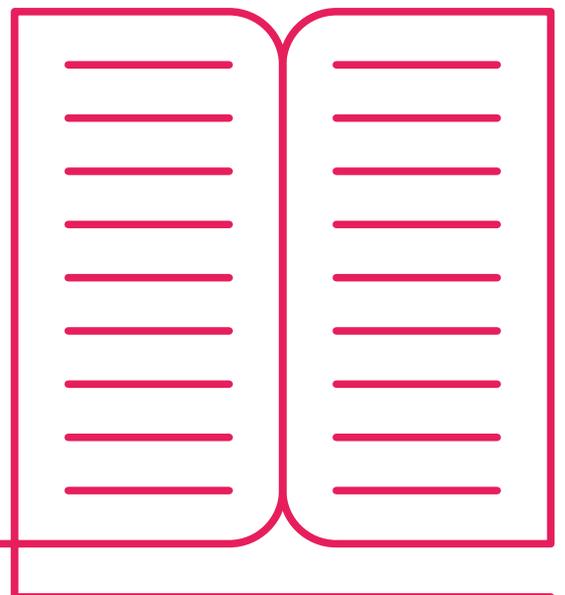


Education and Training



Education and Training

The Academy contributes to the spectrum of postgraduate education and training from foundation level, through specialty and general practice training to post-CCT Continuing Professional Development through its education and training portfolio. The Academy creates value for its members by sharing information and good practice, ensuring common standards and generating tangible outputs for improving doctors working lives, which in turn ensure patient safety. It provides a forum for reaching a consensus on policy decisions in the generic aspects of education that involves all members.

The strategic aim is to engage on policy matters that can directly affect all doctors, working collaboratively across all Colleges and Faculties with external senior stakeholders on relevant issues and consultations.

Academy Education Activities

There are four key areas relating to education, training and support covering postgraduate, qualified and international doctors: Curriculum Development, Postgraduate training, Revalidation and the Medical Training Initiative

Curriculum Development

The Academy contributes to the development of education and training of our future doctors in the UK. Medical Royal Colleges and Faculties devise the specialist curricula that shape postgraduate medical education and training in the four countries across the UK. The Academy supports that role in relation to cross-cutting educational issues.

The Academy develops, revises and owns the intellectual property rights of the Foundation Programme Curriculum. The Foundation Programme Curriculum (the Curriculum) sets out the framework for educational progression that will support the first two years of professional development following graduation from medical school. In line with the GMC regulatory requirement for the curriculum to meet their new framework and standards, it will be revised, with completion in 2020.

The Academy works continually to find ways to support trainee doctors throughout their postgraduate education. The Academy Trainee Doctors' Group (ATDG) leads this work by identifying non-contractual issues that affect all trainee doctors and could be improved across the NHS throughout the UK.

Postgraduate Training

The Academy's various Education Committees produce guidance on behalf of the Academy to assist with educational activities that would benefit from a more consistent approach across the medical Royal Colleges, whether in terms of generic activities or assessment. This is more fully set out [here](#).

The Academy's education and training work is led by Professor Jane Dacre, President of the RCP London and Academy Vice-Chair.

Revalidation

The role of the Academy in revalidation is to facilitate the work of the medical Royal Colleges and Faculties and to encourage them to share their experience and expertise for the development of revalidation as a useful process.

The Academy's patient feedback workstream is identifying and making recommendations for new processes and technologies to help make the patient feedback process a more proportionate and effective tool for doctors to reflect on, for appraisal and revalidation, and to improve interactions between doctors and patients.

Work is being undertaken to deliver a Framework of Mentoring Principles. The Academy agreed a statement with key regulators that Royal Colleges and professional bodies undertaking invited reviews have a responsibility for ensuring the prompt sharing of serious issues regarding patient safety and public confidence with the relevant regulators either by the healthcare organisation being reviewed or themselves. Further details of this work can be found [here](#).

The Academy is working with the General Medical Council in its 'Taking Revalidation Forward' Programme. The GMC's action plan which sets out the different work streams can be found [here](#).

Medical Training Initiative

The Medical Training Initiative (MTI) is a national scheme designed to allow a small number of doctors to enter the UK from overseas for a maximum of 24 months, so that they can benefit from training and development in NHS services before returning to their home countries with this experience.

The MTI Scheme was established by the UK Department of Health in February of 2009 as an immigration category under the Tier 5 Government Authorised Exchange (GAE) class of the points based immigration system. The Academy has the role of National sponsor and works with all its member Colleges to support the process.

It is actively seeking to persuade Government to expand the capacity of the scheme as, while essentially a training initiative, the MTI can play an important role in addressing workforce pressures.

Current Policy Issues

Shape of Training Review (ShoT)

The [Shape of Training final report](#) (Greenaway) was published in October 2013. It sets out a broad framework for the future of postgraduate medical education and training. Following the publication, the UK Shape of Training Steering Group (UKSTSG) considered the practical implications of implementing the policy recommendations.

The Academy has supported the principles of the 'Shape' report with a focus on support for greater generalism and flexibility in training while ensuring that standards are maintained.

The Academy provides the forum for the discussion of ShoT issues that need cross-college collaboration and has made an important contribution to the work of UKSTSG by undertaking a curriculum mapping exercise and participating in individual meetings with the panel of the UKSTSG.

The UKSTSG published its report in August 2017 with the UK Health Ministers approving the steering groups' recommendations. A short-life sub-group has now been convened to meet with individual college representatives, over the next few months to consider, how to further develop curricula and training pathways in line with the Shape of Training report.

Generic Professional Capabilities

The joint GMC/Academy Generic Professional Capabilities (GPC) framework and implementation guidance was published on 22 May 2017. It explains how postgraduate curricula should include and embed training in broader skills which are crucial to safe and effective patient care, such as communication, leadership and patient safety. The new GMC standards for postgraduate curricula will support the implementation of the GPC framework across UK medical training.

The Academy has supported and promoted the concept of generic professional capabilities as an essential component of medical training. The Academy will now consider GPC implementation and how the guidance is understood and used by trainers and trainees across all specialties. It will further look at the inclusion of GPCs in outcome based training and assessment.

GMC's Flexibility Review 'Adapting for the Future'

The Academy is undertaking joint work with the GMC to take forward their Flexibility Review 'Adapting for the Future' of how doctors in training can be supported to have greater flexibility in changing specialties, transferring relevant competencies from one area of specialism to another and identifying the scope for shared aspects of curricula. The Academy is currently in discussion with the GMC to establish the requirements and objectives of the forward work plan.

Assessment

The Academy Assessment Committee is developing practical guidance on reasonable adjustments for candidates with disabilities in high stake assessments and this should be available for Colleges in the Spring of 2018. A further working group has just been convened to undertake work looking at training for unconscious bias by examiners and in 2018 a project will commence on the prevention and detection of cheating.

Medical Licensing Assessment

The Academy supports the GMC proposal to introduce a Medical Licensing Assessment to ensure that all doctors entering the health system from the UK and overseas have met the same threshold of competence.

The Academy believes it is important that there is consistent assessment of clinical skills but also that the process should not be burdensome or duplicative to medical students/trainees in terms of either workload or cost.