

# Education and Training

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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 of Academy activity – Curriculum Development, Postgraduate training, Revalidation and the Medical Training Initiative.

### Curriculum Development

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.

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

### 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. Further detail of the committees can be found [here](#).

The Academy's education and training work is led by Professor Derek Alderson, President of the Royal College of Surgeons of England 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 and to provide collective cross-college input to national stakeholders.

### Medical Training Initiative

The Medical Training Initiative (MTI) is a national Tier 5 Government authorised 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 Academy has the role of National Sponsor and works with all its member Colleges to support the process.

We are 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.

The Academy has established an MTI oversight group to provide strategic direction for the scheme.

## Current Policy Issues

### Foundation

Following the completion of HEEs review of the Foundation Programme in early 2019 the Academy Foundation Committee will review the curriculum to update and incorporate any required changes.

### Generic Professional Capabilities

Generic Professional Capabilities are now mandatory parts of all curricula and will be included in all curriculum revisions, as mandated by the GMC. As the work on gap analysis proceeds (see below) it may be possible to create a structured report that supervisors can use for assessment of capabilities required to meet both the GPC and the flexibility criteria.

### Promoting Flexibility in training

A core of the Academy's work on education and training will be promoting greater flexibility for junior doctors in how training is organised, delivered and experienced. There is general acceptance that training must be more flexible to meet the requirements and aspirations of young doctors. The idea of 'Step-on/Step-off' training is widely supported and the Academy will work closely with HEE, NES, COPMED and the GMC to enable this to become a reality.

Specific work will include the GMC's Flexibility Review *Adapting for the Future*. Encouraging and improving flexibility in postgraduate medical training is a key recommendation from the GMC report [Adapting for the future \(2017\)](#). Trainees have strongly promoted approaches to personalised training to enable not only completion of training programmes but also opportunities to develop other interests as well as ensuring a satisfactory work-life balance. The original [Accreditation of Transferable Competences Framework \(ATCF, 2014\)](#) described how trainees could transfer between specialties and have recognition of knowledge and skills gained in their original specialty without the need to repeat them.

The Academy has recently reviewed the ATCF in the light of the GMC's new standards for curricula in [Excellence by design \(2017\)](#) and the [Generic Professional Capabilities framework \(2017\)](#) and has concluded that the ATCF is no longer appropriate in the context of these changes. The new guidance will focus on the principles of flexibility within training and transfer between specialties rather than providing specific detail of individual specialties that might be involved.

For all cases where this is applicable, a process of 'gap analysis' will be required to identify how current capabilities map onto those required in the training programme, any gaps that exist, and plans to fill those gaps.

Further work is being planned to establish the mechanism for 'gap analysis' and to determine a 'smart' approach to facilitate recording of experience, estimating training trajectory and inclusion in e-portfolios.

### Joint Academy Training Forum issues

- **Assessment:** The role of the Academy is to ensure that common standards, in relation to assessment, are understood, agreed and put into practice by Colleges. The Academy will continue to work in collaboration with other stakeholders on matters relating to assessment in postgraduate education, as well as developing guidance for Colleges in current key topics
- **Academic Dishonesty:** In 2019 the Academy will provide guidance to examiners and administrative teams in Colleges on how to prevent, detect and police academic dishonesty in high-stakes summative examinations and assessments
- **Known and Unknown Bias in Examiners and Assessors:** The Academy has been exploring College training resources on Equality and Diversity training, and they will now develop guidance on known and unknown bias in both examiners and assessors
- **Lay involvement in assessment:** The Academy will explore the level of lay involvement in summative assessment and report on its findings during 2019
- **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  
It is likely that there will be work on the detail of MLA during 2019.

### Revalidation

- **GMC Taking Revalidation Forward:** The Academy has worked closely with the General Medical Council and other key stakeholders during the past year to implement the main recommendations from the review by Sir Keith Pearson in the Taking Revalidation Forward Programme. Work will continue through 2019 on patient feedback requirements and tracking the impact of revalidation
- **Patient Feedback:** Phase Two of the Academy's Patient Feedback Workstream concluded with the publication of the joint RCPL/Academy report [Improving Patient Feedback for Doctors](#) in April 2018. The aims of Phase Two were to help make the collection and correlation of patient feedback via questionnaires easier across all specialties and to identify and make recommendations for alternative methods of obtaining feedback other than questionnaires across all specialties. The Patient Feedback Workstream will now focus on work to be taken forward as part of Phase Three
- **Remediation:** The Academy continues to promote the Framework of Mentoring Principles across the specialties and work with Colleges to ensure the principles are embedded
- **Myth busters:** The Academy consulted with Colleges and Faculties and published guidance in 2018 aiming to address common misunderstandings about appraisal and revalidation. This guidance will be updated in 2019
- **Lay involvement in revalidation activities:** The Academy undertook a survey of ROs in the autumn of 2018 to update its report on lay involvement. The findings will be published in spring 2019
- **Invited Reviews:** The Academy has been considering ways in which Colleges can work together to ensure a more consistent and collaborative approach. The work is close to completion and will be published in early 2019
- **National Clinical Audit Data:** The Academy is working with HQIP and NHS England to encourage the reflection on National Clinical Audit Data and personal outcome data for the purposes of appraisal.