

**PRINCIPLES AND VISION FOR POSTGRADUATE MEDICAL EDUCATION
AND TRAINING**

The following statement was agreed by the Academy of Medical Royal Colleges in December 2011. It sets out the view of all the Medical Royal Colleges and Faculties in the UK as to the principles, vision and role of Colleges in postgraduate medical education (PMET).

Principles

The Academy believes

- The quality of future medical care is critically dependent on the quality of current postgraduate medical training
- Medical training must continually adapt to the changing needs of patients and services to train doctors who meet the highest clinical standards set by the profession based on research, quality improvement processes and involvement from patients
- Good medical training requires doctors to have practical experience of delivering care, making diagnoses, undertaking procedures and managing patients and the opportunity to develop leadership skills, and engage in research, quality improvement and innovation
- Rigorous patient safety standards must exist in the design and delivery of training programmes
- Training must be provided by organisations and individuals committed to achieving excellence in training as a core objective rather than a by-product of service provision or an add-on to their clinical duties
- Being a trainee doctor brings both rights and responsibilities as set out in the GMC's "Good Medical Practice" and the AoMRC Trainee Doctors Group 2011 statement of principles
- Funding for medical training must be identified, protected and not diverted into service provision or any other use
- Medical training must be independently quality assured using robust professionally developed quality indices applicable across the UK.

Vision

The Academy sees a post-graduate medical education system of the future where

- Doctors in training are in part "supernumerary" in a service where care is mainly consultant delivered and so not dependent on trainees to maintain services
- Those who train doctors have time to train, supervise and assess their trainees and themselves are appropriately trained to deliver high quality training and assessment
- Trainees and trainers work together to provide stability and continuity of training
- Formal postgraduate medical training is only provided in organisations committed to achieving excellence in training as a core objective and so there may be organisations or components of organisations which choose not to train or do not meet the standards to train

- Where training is judged not to meet externally quality assured standards, the relevant professional bodies should help Trusts achieve these standards failing which the right of an organisation to undertake training could be withdrawn
- Whilst not all NHS organisations may be appropriate training environments, all organisations using doctors to undertake clinical practice should be contributing to the cost of their training.
- Organisations which do train should be properly funded to do so which is recognised appropriately in commissioning contracts.

The role of Colleges in postgraduate medical education

Colleges have broad responsibilities in respect PMET and their key roles are to seek to continually improve training by

- Developing and regularly reviewing post-graduate curricula based on professional requirements, the standards set for safe and high quality care and evolving service and patient needs
- Working with Deaneries in the delivery of quality education programmes
- Assessing doctors in training locally and nationally including responsibility for postgraduate examinations
- Training assessors and trainers
- Taking a central role in the external quality assurance of training.
- Taking a national role in contributing to policy development, providing advice to Government and other national bodies and seeking to ensure a UK perspective.