

The Cost of Training

Academy statement

March 2017

The role of Colleges in supporting training includes developing and maintaining curricula, devising and providing examination and workplace based assessments, providing e-portfolios to support the gathering and review of evidence of progress, as well as providing other support to trainees. The Academy of Medical Royal Colleges (the Academy) believes the education and training provided by Colleges and Faculties remains of the highest standard and is of huge value to individual doctors and in maintaining standards and quality of care to patients.

Colleges recognise that the quality, effectiveness and cost of the range of their educational activities should continue to be consistently kept under review.

The Academy and Colleges are committed to the need for transparency to trainees and others in terms of the costs of training and examinations. The costs of examinations, which remain a critical component of the maintenance of standards of knowledge and clinical skills in UK post graduate training, are a part of the overall education and training activities of Colleges for doctors in training and need to be considered in that context.

Colleges receive no central or external funding to develop and deliver examinations and there will be legitimate variation between the costs of different exams. Examinations have to meet the requirements of the GMC as regulator and those of the latest educational best practice.

As part of a continuing drive for quality improvement the Academy and Colleges have adopted the following principles.

Openness and transparency

Colleges should:

- Regularly review and publish a review of their examination costs and the range of improvements and efficiencies achieved e.g. including methods of assessment, decoupling exams, new technology opportunities, consideration of qualification requirements
- Provide a guide to trainees to show the direct and indirect costs underlying development and delivery of high stakes examinations and curricula
- Indicate how any surplus generated is used, and particularly how it supports trainees, or how costs have to be covered from other sources
- Seek to ensure that, aside from any directly sustained extra costs, being Less Than Fulltime Training (LTFT) does not incur additional costs compared with training full time.



Inter-College Collaboration

Colleges should, where appropriate, share development and delivery resources, and seek jointly negotiated contracts with external providers, if practical, with the aim of limiting costs.

Academic Integrity

Colleges should strive to balance academic and educational best practice, the requirements of the regulators and considerations of geographical and technological access and the number and duration of examinations to minimise direct and indirect costs to trainees.