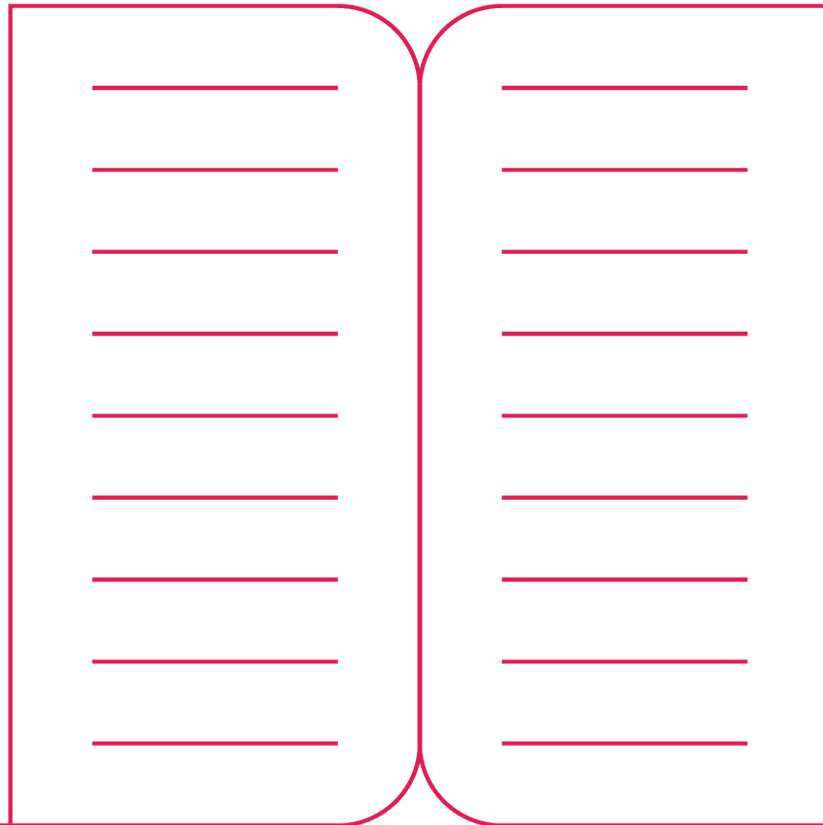


December / 2019

Projects funded by external bodies

Academy update





Recent projects

Quality improvement

How to improve the offer across colleges and embed quality improvement training into medical education. Funded by the Health Foundation. [\[complete\]](#)

Achievements

This work brought together a group of experts from all four nations of the UK to produce a [report with recommendations](#) for embedding quality improvement training in medical education. Recognising the very complex healthcare environment that trainees are working in, it highlights the importance of making quality improvement part of the mindset of all health and social care staff. The recommendations call on employers in particular, to provide protected time and resources for doctors to put their quality improvement training into practice.

Following the report, the group then worked to create a [curriculum in quality improvement](#) that is available for all colleges to adapt to their own particular specialty usage.

The Academy continues to use this work as an exemplar and is seeking to create generic curricula in other areas. This could include genomic medicine, medical leadership and management, areas related to nutrition and eating disorders as well as autism and learning difficulties.

Generic Professional Capabilities

To provide guidance to colleges on how to implement and assess each of the nine capabilities in the GPC framework, as required by the GMC. Funded by the GMC. [\[complete\]](#)

Achievements

The Academy and GMC working group produced [guidance on the implementation of the GPC Framework](#) to demonstrate how to include GPCs within college curricula. This was a major change of requirements for colleges and formed part of the new GMC regulations on curricula. The move away from a tick-box list of competencies to a more holistic way of viewing progress through training based on high-level learning outcomes and capabilities was a very significant shift for postgraduate medical education and this guidance was essential in order to navigate some of the changes required.

Flexibility in postgraduate medical education

To provide guidance on how to improve flexibility and the transfer of capabilities in education across college specialities. Funded by the GMC. [\[ongoing\]](#)

Achievements

An Academy and GMC working group have produced guidance which is currently in its final stages



of review before publication. The work was born out of GMC changes following the junior doctors' strike where it became apparent that more flexible training was needed. The earlier Accreditation of Transferable Competencies is being updated with higher-level principles to ensure that capabilities would be recognised if a trainee wished to move specialty. The work recognises two scenarios were identified in which flexibility and transferability would be appropriate:

1. **Doctors in training who realise their current programme is not the right one for them and wish to train in another specialty**
2. **Doctors in training who wish to take some time out of their programme for other experience and return after a period of time.**

and two aspirational scenarios in which the principles of flexibility may be applicable following further work:

1. **Doctors not in training or trust/health board doctors who may not have decided on their career path but plan to join a training programme**
2. **SAS doctors working in a particular specialty who wish to enter a training programme.**

Work is continuing to explore implementation of the first two scenarios and see whether the final two scenarios can be put into practice in due course.

Creation of a gap analysis tool

To assess the capabilities of doctors who are moving between specialties or returning to training after time out. Funded by HEE. **[ongoing]**

Achievements

So far we have produced a framework that will allow trainees and supervisors to assess capabilities on moving to a new specialty or after taking time out of programme (first two scenarios above). The aim is to produce an electronic tool that is usable across all colleges. This work will continue in 2020.

Creation of a syllabus for patient safety

The syllabus [currently in its first draft] will cover all the patient safety training and educational needs of people currently working in the NHS or in training to work in the NHS. This includes both clinical and non-clinical staff and covers the voluntary sector and social care. Funded by HEE. **[ongoing]**

Achievements

Initially we created a syllabus for patient safety training for all postgraduate doctors. As this coincided with the creation of NHS Improvement's long-term patient safety strategy, they were pleased to incorporate the syllabus into the strategy and it was further developed to provide training for all members of staff across the NHS. The first module will be ready for use in April 2021, with further modules being created to provide a structured training in patient safety from 'Fundamentals' for all staff to the creation of 'Patient Safety Specialists', one of whom will be identified in every NHS organisation (part of NHSI's strategy). This is the first time the NHS will have standardised training in patient safety, and it incorporates a unique way of approaching patient safety with a proactive stance of identifying and dealing with risk before it is able to cause harm. It also has a systems approach so that the role of the system is taken into account when dealing with safety incidents. Both of these changes will help to reduce the toxic blame culture across the NHS.



Providing clinical oversight of the genomic medicine

Implementation across the NHS. Funded by NHS England. [\[ongoing\]](#)

Achievements

The Academy's genomics clinical leads' group has provided constructive support to NHS England as they move rapidly to bring genomic medicine into the NHS. This has proved challenging to ensure that as the science moves ahead very rapidly, the clinical voice is heard. The Academy has now recruited a clinical genomics education lead in collaboration with HEE to ensure that educational resources are created for all doctors, from undergraduate to CPD.

**Academy of
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