

'Promoting Excellence' - Summary: What this means for educators and those responsible for medical education



Promoting excellence:

standards for medical education and training

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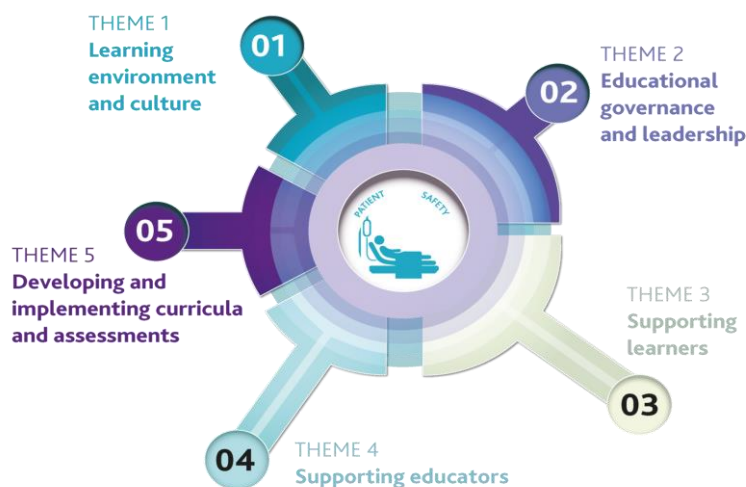
The *Promoting excellence: standards for medical education and training*¹ come into effect from the 1st January 2016. Health Education England (North West Team) has produced the following summary which outlines what these standards mean for educators and those responsible for medical education.

This new single set of standards from the General Medical Council (GMC) promotes excellence in medical education and training across the UK. For the first time, the standards cover both undergraduate and postgraduate medical education and training. They replace the 'standards for delivery of teaching, learning and assessment for undergraduate medical education' in *Tomorrow's Doctors* (2009), and the 'standards for postgraduate training' in *The Trainee Doctor* (2011).

Patient safety is at the core of these standards. Previously the standards focused on protecting patients from any risk posed by medical students and doctors in training. Moving forward, the focus will be ensuring that education and training takes place where patients are safe, the care and experience of patients is good, and education and training are valued.

*Promoting excellence: standards for medical education and training*¹ sets out ten standards organised around five themes that the GMC expect organisations responsible for educating and training medical students and doctors in the UK to meet.

The 5 Themes are:



The purpose of **Theme 4: Supporting Educators** is about making sure that educators have the necessary knowledge and skills for their role, and get the support and resources they need to deliver effective education and training.

Responsibility for this is shared.

- **Postgraduate deaneries, LETBs and medical schools** make sure that educators have the necessary knowledge and skills, support and resources they need for their role. **Postgraduate deans and medical schools** – as education organisers - have to meet GMC requirements for formally recognising and approving medical trainers in four specific roles.

- **Local Education Providers (LEPs)** provide support and resource for educators and must work with the above in recognising and approving trainers².
- **Educators** are responsible for engaging positively with training, support and appraisal relating to their role. They must act in line with professional guidance for all doctors and be positive role models demonstrating good medical practice. They are expected to maintain and continue to develop knowledge and skills on an ongoing basis through continuing professional development and be involved in and contribute to the learning environment and culture.
- **Medical trainers** in the four specific roles are responsible for complying with the arrangements set out by medical schools and postgraduate deans to meet GMC requirements for recognising and approving trainers².

Theme 4 includes two of ten **standards**:

S4.1 Educators are selected, inducted, trained, and appraised to reflect their education and training responsibilities.

S4.2 Educators receive the support, resources and time to meet their education and training responsibilities.

The **requirements** of these standards are:

R4.1 Educators must be selected against suitable criteria and receive an appropriate induction to their role, access to appropriately funded professional development and training for their role, and an appraisal against their educational responsibilities.

R4.2 Trainers must have enough time in job plans to meet their educational responsibilities so that they can carry out their role in a way that promotes safe and effective care and a positive learning experience.

R4.3 Educators must have access to appropriately funded resources they need to meet the requirements of the training programme or curriculum.

R4.4 Organisations must support educators by dealing effectively with concerns or difficulties they face as part of their educational responsibilities.

R4.5 Organisations must support educators to liaise with each other to make sure they have a consistent approach to education and training, both locally and across specialties and professions.

R4.6 Trainers in the four specific roles must be developed and supported, as set out in the GMC requirements for recognising and approving trainers².

The GMC have developed a supporting '**frequently asked questions**' document that provides additional information on why the standards have changed, how they were developed, how the GMC will quality assure against the standards and reporting arrangements. http://www.gmc-uk.org/Promoting_excellence_FAQs_about_the_new_standards_July_2015.pdf 62006742.pdf

If you have any queries regarding these standards please contact the Educator Development team at nwd.educatordevelopment@nw.hee.nhs.uk

References

1. General Medical Council (2015) *Promoting excellence: standards for medical education and training* available at: www.gmc-uk.org/education/standards.asp (accessed 29 December 2015)
2. General Medical Council (2012) *Recognising and approving trainers: the implementation plan* available at: www.gmc-uk.org/education/10264.asp (accessed 29 December 2015)