

## Consultation Response: GMC | Updating our expectations of newly qualified doctors in the UK: reviewing the Outcomes for graduates

### About the Academy of Medical Educators

The Academy of Medical Educators (AoME), established in 2006, is a charitable organisation which exists to advance medical education for the benefit of the public.

It is the professional organisation for all those involved in the training and education of doctors, dentists and veterinary surgeons.

The Academy is the standard setting body for medical educators in the UK. Its Professional Standards define the level of competence that medical educators should achieve at each point in their careers. The Standards provide a recognised framework for professionals to demonstrate expertise in medical education through accreditation as a medical teacher. Recognition by AoME demonstrates skills and competence when applying for revalidation, promotion and approval as a trainer.

The Academy has around 700 members across the UK and beyond, who benefit from: access to a network of medical educators at every level of career progression; regular newsletters, mailings and updates via the online community; a programme of academic meetings and events, including the annual Calman Lecture and national spring and autumn conferences; special interest groups; AoME awards and prizes, and support in applications for national and local awards.

### Consultation Response

The Academy of Medical Educators welcomes the GMC's increasing acknowledgement of the importance of the role played by medical educators in maintaining and improving standards of education and training for the benefit of patients and the public.

The documents under consideration require basic skills in teaching and education in a number of places, in particular:

1. The old *Outcomes for Graduates* Outcomes, sections 2:15;h and 3:21;f which state:

15 h. Communicate effectively in various roles, for example as patient advocate, teacher, manager or improvement leader

21 f. Function effectively as a mentor and teacher including contributing to the appraisal, assessment and review of colleagues, giving effective feedback, and taking advantage of opportunities to develop these skills

2. The draft new *Outcomes for Graduates* Professional Values Section 8 (p 12) which state

“Newly qualified doctors must have the foundation skills to function effectively and appropriately as a mentor and teacher for other learners, support learning and understand that the safety of patients must come first. They must be able to:

#### **IMPROVING CARE THROUGH TEACHING EXCELLENCE**

- a. respect patients' wishes about whether they wish to participate in the education of learners through obtaining informed consent
  - b. contribute to and participate in effective induction, orientation, education, training and supervision of others, including creating effective learning opportunities
  - c. evaluate and reflect on the effectiveness of the educational activities they contribute to, and give timely and constructive feedback about educational opportunities they participate in."
3. We consider that in the specific area of student and trainees' skills in education:
- a. The new *Outcomes for Graduates*, while an improvement on the previous iteration, don't go far enough. The skills they require are rather passive, and the requirements at (a) and (c), while important, are possibly overemphasised in comparison with some other skills needed (such as, for example, an ability to conduct effective workplace based assessments of junior staff). By contrast (b) is too general and at too low a level, given that foundation doctors perform a major teaching role in clinical environments in supervising, teaching and mentoring junior colleagues and medical students, offering feedback and signing off procedures.
  - b. There is too great a step change between the *Outcomes for Graduates* and the *Generic Professional Capabilities Framework*. The latter makes explicit reference to the active role of doctors as teachers in a number of places, most notably in Domain 8 (see appendix for full wording). According to this all doctors must demonstrate capabilities in 17 key areas that include the planning, creation, delivery and assessment of education. It is not clear where the GMC expects these additional and more advanced skills to be acquired; and since service pressures are likely to be acute in the early stages of clinical practice, they would be more efficiently acquired during medical school.
4. Our final point is a reminder that delivery of all of the outcomes will rely entirely on skilled medical educators to develop student learning and assessment in these areas. In order to achieve a skilled medical education workforce that is sustainable and adaptable for the future, all doctors need to be confident that they are appropriately trained and resourced and that their skills and expertise in this area will be fairly recognised and rewarded. This process of educational skills development should begin as early as possible and should be an essential part of the medical school curriculum.

### *Generic Professional Capabilities Framework*

#### Domain 8

Doctors in training must demonstrate that they can:

- understand that the safety of patients must come first and that the needs of education must be considered in this context
- provide safe clinical supervision of learners and other doctors in training in the workplace at all times

#### **IMPROVING CARE THROUGH TEACHING EXCELLENCE**

Academy of Medical Educators, Neuadd Meirionnydd, Heath Park, Cardiff CF14 4YS

Email: [info@medicaleducators.org](mailto:info@medicaleducators.org) Telephone: 02920 687206

Charity no: 1128988 Company no: 5965178 [www.medicaleducators.org](http://www.medicaleducators.org)

- plan and provide effective education and training activities
- use simulation or technology-enhanced learning appropriately in protecting patients from harm
- take part in their own induction and orientation, and that of new staff
- take part in patient education
- respect patients' wishes about whether they wish to participate in the education of learners and doctors in training
- provide supportive developmental feedback, both verbally and in writing, to learners and doctors in training
- create effective learning opportunities for learners and doctors in training
- evaluate and reflect on the effectiveness of their educational activities
- promote and participate in interprofessional learning
- assess objectively and fairly the performance of learners and other doctors in training
- give timely and constructive feedback on learning activities and opportunities
- understand how to raise concerns about the performance or behaviour of a learner or other doctor in training who is under their clinical supervision
- participate in national surveys and other quality control, quality management and quality assurance processes as required by the regulator
- carry out the roles and responsibilities of a clinical trainer
- meet any regulatory or statutory requirements as a clinical trainer or educator.

### **IMPROVING CARE THROUGH TEACHING EXCELLENCE**

Academy of Medical Educators, Neuadd Meirionnydd, Heath Park, Cardiff CF14 4YS

Email: [info@medicaleducators.org](mailto:info@medicaleducators.org) Telephone: 02920 687206

Charity no: 1128988 Company no: 5965178 [www.medicaleducators.org](http://www.medicaleducators.org)