A single set of quality standards for medical education and training

Jo Wren
Regional Liaison Adviser
Our role in education

- ‘…general function of promoting high standards of medical education and co-ordinating all stages of medical education.’ (Medical Act 1983)

- Setting educational standards

- Securing the standards through quality assurance
Promoting excellence:
standards for medical education and training

Working with doctors Working for patients

General Medical Council
Replacing two sets of standards

Tomorrow’s Doctors
Outcomes and standards for undergraduate medical education

The Trainee Doctor
Foundation and specialty, including GP training
Why we reviewed our standards

- Consistent and coherent across the education and training continuum
- Reflect the characteristics of a good learning environment and culture
- Support our regional (country) reviews
Our review process

- Expert Advisory Group
- Guiding principles
- Reviewing quality assurance activity
- Engagement and validation
- Public consultation
New single framework of quality standards

- Theme 1: Learning environment and culture
- Theme 2: Educational governance and leadership
- Theme 3: Supporting learners
- Theme 4: Supporting educators
- Theme 5: Developing and implementing curricula and assessments
THEME 1
Learning environment and culture

S1.1 The learning environment is safe for patients and supportive for learners and educators. The culture is caring, compassionate and provides a good standard of care and experience for patients, carers and families.

S1.2 The learning environment and organisational culture value and support education and training so that learners are able to demonstrate what is expected in Good medical practice and to achieve the learning outcomes required by their curriculum.
Can you meet these standards?

If yes, how?

If no, why?
THEME 2
Educational governance and leadership

S2.1 The educational governance system continuously improves the quality and outcomes of education and training by measuring performance against the standards, demonstrating accountability, and responding when standards are not being met.

S2.2 The educational and clinical governance systems are integrated, allowing organisations to address concerns about patient safety, the standard of care, and the standard of education and training.

S2.3 The educational governance system makes sure that education and training is fair and is based on principles of equality and diversity.
Can you meet these standards?

If yes, how?

If no, why?
THEME 3
Supporting learners
S3.1 Learners receive educational and pastoral support to be able to demonstrate what is expected in *Good medical practice* and to achieve the learning outcomes required by their curriculum.
Can you meet these standards?

If yes, how?

If no, why?
THEME 4
Supporting educators

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.
Can you meet these standards?

If yes, how?
If no, why?
THEME 5
Developing and implementing curricula and assessments

S5.1 Medical school curricula and assessments are developed and implemented so that medical students are able to achieve the learning outcomes required for graduates.

S5.2 Postgraduate curricula and assessments are implemented so that doctors in training are able to demonstrate what is expected in *Good medical practice* and to achieve the learning outcomes required by their curriculum.
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