A single set of quality standards for medical education and training

Jo Wren Regional Liaison Adviser

Working with doctors Working for patients

#### General Medical Council

#### 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



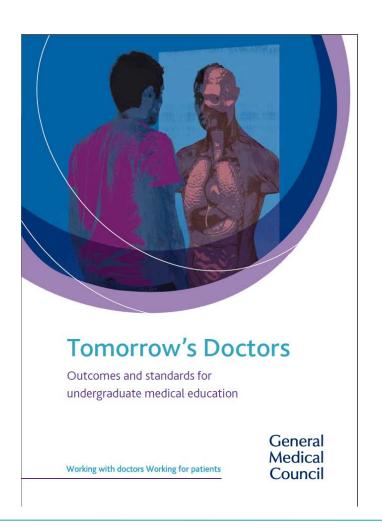
#### Promoting excellence:

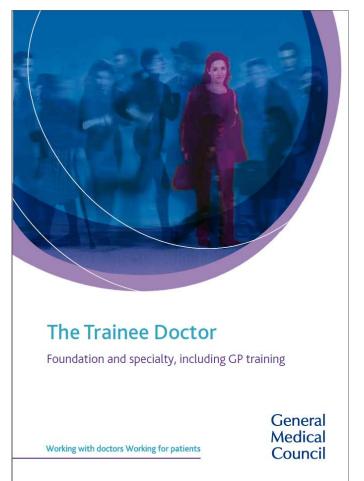
standards for medical education and training

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#### Replacing two sets of standards





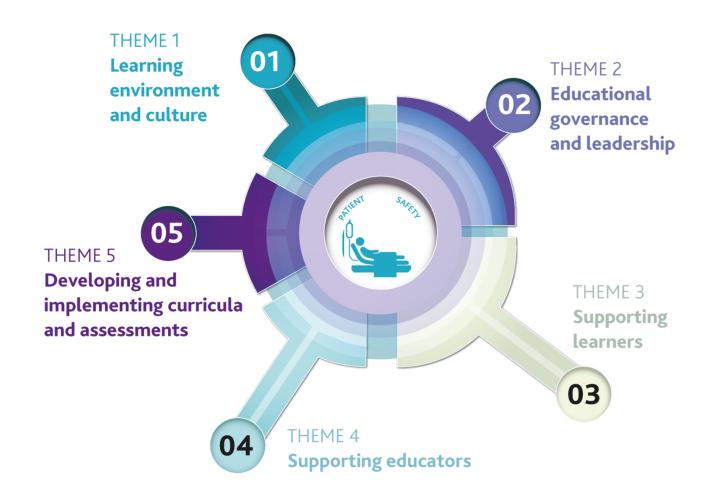
#### Why we reviewed our standards

- 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

- \$1.1 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.
- \$1.2 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.





## 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.







## THEME 3 Supporting learners

\$3.1 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.





## THEME 4 Supporting educators

- \$4.1 Educators are selected, inducted, trained, and appraised to reflect their education and training responsibilities.
- \$4.2 Educators receive the support, resources and time to meet their education and training responsibilities.



# 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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