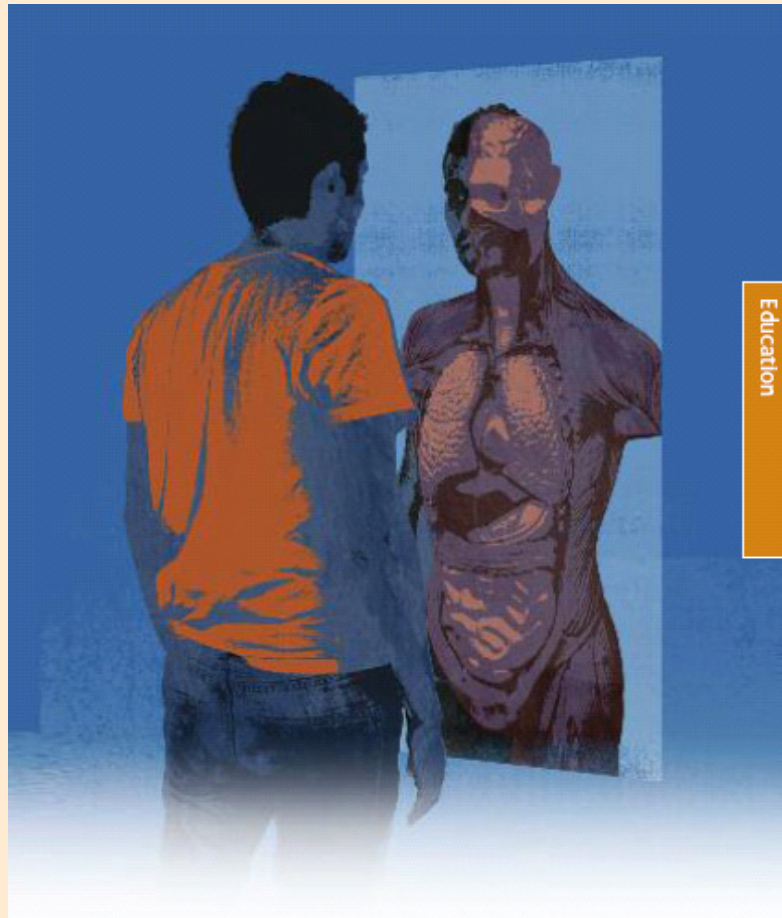

Revision of *Tomorrow's Doctors*

Martin Hart
Assistant Director - Education
General Medical Council



Education

Tomorrow's doctors

Outcomes and standards for
undergraduate medical education

General
Medical
Council

Regulating doctors
Ensuring good medical practice

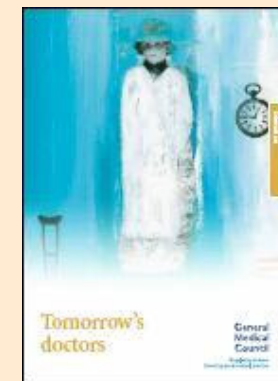
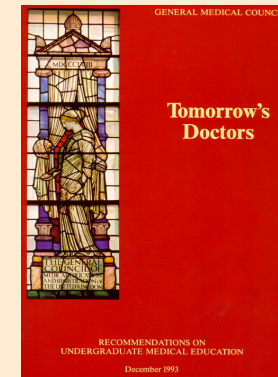
General
Medical
Council

CHRE performance review report

‘We consider the GMC’s work on revising *Tomorrow’s Doctors* is an area of excellence. It has attempted to link the standards for undergraduate and postgraduate education, as well as linking *Tomorrow’s Doctors*, with the standards of competence and conduct for registrants. The standards have clearly benefited from the extensive engagement carried out with stakeholders, including the Equality and Human Rights Commission.’

Tomorrow's Doctors

- Sets standards for knowledge, skills and behaviours
- Provides a framework for UK medical schools
- First published 1993
- Last reviewed & published 2003
- Stress on communication skills and integrated learning
- Undergraduate education as start of continuum



Why review *Tomorrow's Doctors*?

- Changes
 - Foundation Programme
 - PMETB's approach to standards and QA
 - Pressures due to student numbers, EWTD, patient throughput, move from old-style 'firm', community-based training
 - Patient and employer expectations
- Challenges, real or perceived
 - Prescribing and practical skills
 - Scientific knowledge
 - Professionalism, leadership, team-working
 - Assessment

Objectives for the review

- Contributes to the effective regulation of medical schools without avoidable burden or restriction on innovation and diversity
- Is fit for purpose in the changing context of education and healthcare
- Meets the needs and responds to the aspirations of the NHS and other employers of doctors and providers of health care
- Meets the needs and responds to the aspirations of patients and the public
- Is consistent with other GMC guidance

Objectives for the review

- Takes account of landscapes from all four countries of the UK
- Promotes equality and values diversity and human rights.
- Underlines and reinforces the continuum of medical education and training
- Correctly defines outcomes necessary to be fit to practise and to be prepared for practice and Foundation Programme training
- Provides a solid foundation for the GMC to quality assure in the future

***Tomorrow's Doctors* Review Group**

- Chaired by Professor Michael Farthing
- Other representatives:
 - GMC/Education Committee
 - Patients/public
 - Postgraduate training
 - Medical educators/medical schools (and Foundation Programme)
 - Students/junior doctors
 - Educationalist
 - CMO representatives (from all 4 countries)

Sources for the review

- Evidence base:
 - QABME reports: completing cycle of medical schools
 - Research – Dr Jan Illing, *How prepared are medical graduates to begin practice?*
- Standards:
 - GMC guidance – *GMP, SFTP guidance, Gateways*
 - Educational frameworks – *Tuning Project, The Scottish Doctor*, FP curriculum, *The New Doctor*, PMETB standards
- Engagement with key interest groups:
 - Meetings and correspondence
 - Pre-consultation Issues Log of 90 items

GMC's key interest groups

- Medical schools and other providers of medical education and training
- Doctors, students and professional representative bodies
- Patients and the public
- Organisations that provide healthcare and employ doctors

Pre-consultation engagement: Apr-Dec 08

- Employers and NHS – discussions with health depts, NHS Institute, Assoc of UK University Hospitals, Skills for Health, NHS Employers
- Patients and the public – workshop, Sept 2008
- Medical schools and education providers – discussions with medical schools, Royal Colleges, UKFPO, MMC
- Medical profession and students – workshops with students, April and August 2008, meetings with BMA
- Other agencies – discussions with regulators for other professions and with Equality and Human Rights Commission

Consultation: Dec 08-Mar 09

- 634 written submissions:
 - Full questionnaires
 - Short questionnaires
 - Unstructured responses
- Skills for Health survey of 230 NHS staff
- UK conference on 2 March: 206 delegates
- Events in Northern Ireland, Scotland and Wales
- Meetings with key interests UK-wide.

Analysis: Apr–Jul 09

- Thematic analysis of responses by GMC staff
- Recommendations for redrafting
- Members of Review Group and Undergraduate Board considered difficult issues on 18 May
- Redraft then taken through:
 - Review Group by email
 - Undergraduate Board on 25 June
 - Council on 8 July

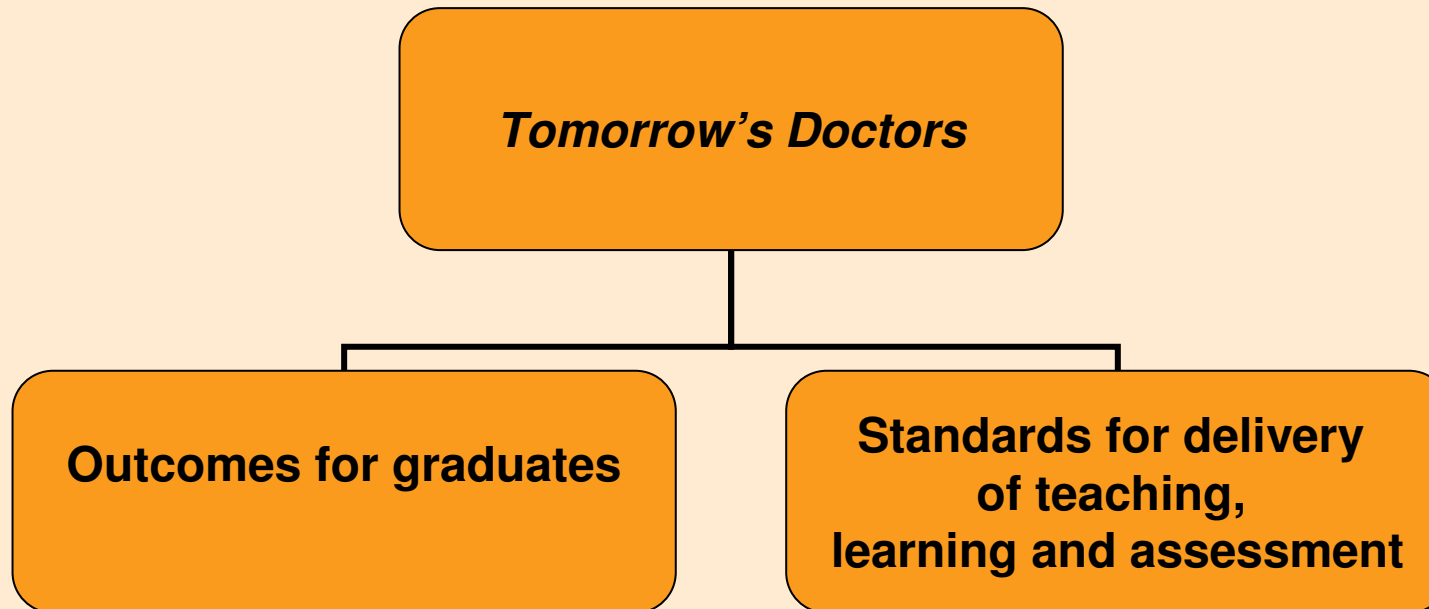
Challenges

- Concerns about preparedness: through research and work with e.g. pharmacology experts
- Fit at transition: through mapping and partnership with Foundation Programme
- Disability issues: through partnership with EHRC
- Continuum of education and training: through use of structure for standards developed by PMETB
- Reaching employers: through partnership with Skills for Health
- Reaching students: through short questionnaire distributed at pre-registration events
- Reaching patients and public: through workshops and meetings, but should we have done more?

Benefits from approach

- Evidence from in-house QABME and commissioned research helped to define priorities
- A core of 4 Review Group experts led in drafting and considering evidence and representations
- Review Group as a whole became an on-line reference community
- Full engagement led to positive and thoughtful consultation response
- Varied approaches to consultation allowed confirmation of response themes.

New Tomorrow's Doctors – structure



Key aspects of new *Tomorrow's Doctors*

- Centrality of patient safety
- Outcomes tightened up to:
 - Address concerns about graduates
 - Ensure fit with FP
 - Reflect rights of disabled students
- Emphasis on effective student placements
- Quality control and input from:
 - Patients and the public
 - Employers and providers of placements
 - Students

The Lancet: ‘an improvement if evaluated’

‘Undoubtedly, this document is much improved and more comprehensive... While the inclusion or omission of particular areas can be argued about, this new curriculum [sic] certainly reflects future challenges in health care and aims to equip students with the best possible preparation. How these goals can be translated into practice, however, in a system that is already stretched to its limits is unclear.’

Next steps

- Building on partnership built up with employers
- Two year implementation with partners including:
 - Annual return from schools
 - Regional workshops
 - Review of QA options
- PMETB merger with GMC in April 2010, creating one body responsible for outcomes, standards and QA across continuum
- *TD* outcomes and standards to apply from 2011-12