GMC and Education

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Our purpose
‘to protect, promote and maintain the health and safety of the public by ensuring proper standards in the practice of medicine’

Who we are
- Independent regulator
  - Not part of the government
  - Not part of a professional association (BMA)
  - Funded by doctors paying an annual fee
- Established by 1858 Medical Act
  - 1983 Medical Act sets out current functions
  - Various amendments since then
- New Council assumed office in January 2009
  - All appointed
  - 12 doctors and 12 lay members
Governance of the GMC

Undergraduate Board

Postgraduate Board

Continued Practice Board

Council

Our aim

To secure a regulatory system which:

- Enhances patient safety
- Fosters professionalism
- Commands the confidence of all stakeholders
- Is independent, fair, efficient and effective

Our functions

Education & Training

Registration

Fitness to Practise

Standards and Ethics
The GMC's role in medical education & training

- Responsible for promoting high standards of medical education and training
- Responsible for regulating all stages of medical education and training, including:
  - Undergraduate
  - Foundation Programme
  - Specialty, including GP, training

Medical School (4-6 years)

- 32 medical schools in the UK
- Around 35,000 medical students
- Have own approaches to curricula, teaching, assessment etc.
- Courses include clinical exposure
- But must all meet standards and outcomes in Tomorrow’s Doctors
- Subject to ftp, graduates receive provisional registration with GMC
- GMC quality assures
Overarching outcome

'Medical students are tomorrow’s doctors. In accordance with Good Medical Practice, graduates will make the care of patients their first concern, applying their knowledge and skills in a practical and ethical manner and using their ability to provide leadership and to analyse complex and uncertain situations.'

Foundation programme (2 years)

• Foundation programme is a two year programme of general training with placements within various specialties and healthcare settings
• First year has outcomes set by the GMC which must be achieved to receive full registration
• GMC quality assures
• Around 12,000 doctors in FP

Specialty/GP training (3-6 years)

• Medical royal colleges draw up criteria for specialist and GP training and assessments, which approved by GMC
• National competition for selection, training overseen by postgraduate deans
• GMC certifies completion of training, leads to entry on GMC GP or specialist register and eligibility to work as a consultant
• GMC quality assures
• Around 35,000 doctors in specialty/GP training
Specialist/GP register (to retirement)

- Revalidation
- Role of CPD
- Framework based on Good Medical Practice
- Colleague and patient questionnaires

Approach to quality assurance

- Approving curricula, posts and programmes
- Evidence - from medical schools, PG deaneries, other regulators
- Surveys - annual survey of all trainees and trainers to establish their perception of training standards

Approach to quality assurance

- Responding to concerns – from trainees, trainers, members of public
- Visits - to medical schools, PG deaneries and local education providers
- Thematic assurance - to deal with e.g. small specialties, cross cutting themes
A model for Quality Improvement

Education strategy 2011-2013

• Setting and assuring standards, and valuing training:
  Ensuring the standards we set provide a framework for excellence and that we are proactive in maintaining compliance

• Promoting effective selection, transition and progression:
  Ensuring there are clear progressions between the stages of medical education and that risks associated with transitions are better managed

Education strategy 2011-2013

• Defining outcomes for education and training:
  Defining clear outcomes which must be met by students and trainees on completion of different stages of training

• Working with partners and promoting feedback and learning:
  We will work with all those who have a stake in medical education and training, and we will develop ways to feedback what we have learned to encourage learning and improvement