

## Medical education...in a cold climate

2011 GMC Education Conference, Barbican Centre, London EC2Y 8DS

Tuesday, 1 November 2011

**Conference chair: Fergus Walsh, BBC News medical correspondent**

- 9:30 Registration and refreshments** Garden room (Level 3)
- 10:00 Opening comments** Cinema 2 (Level 4)
- 10:15 Welcome**  
Professor Sir Peter Rubin, Chair, General Medical Council
- 10:25 *The state of medical education and practice in the UK: 2011***  
Niall Dickson, Chief Executive and Registrar, General Medical Council
- 10:55 KEYNOTE SPEAKER: An international perspective**  
N. Emmanuel G. Cassimatis, M.D  
President and Chief Executive Officer  
US Educational Commission for Foreign Medical Graduates
- 11:45 Morning tea** Conservatory terrace (Level 4)
- 12:00 Workshops** (Level 4)
1. Local or national: how should we respond to concerns? (Redgrave room)
  2. Patient and public involvement in education and training (Ashcroft room)
  3. Approving trainers (Mozart room)
  4. Supporting trainees as professionals (Britten room)
  5. Is QA fit for purpose? (Schubert room)
- 13:00 Lunch and exhibition** Garden room (Level 3)
- 14:00 Workshop plenary feedback** Cinema 2 (Level 4)
- 14:30 Should every hospital be a training environment?**  
*Debate and facilitated discussion*  
Professor Gillian Needham, Postgraduate Dean,  
North of Scotland Deanery  
Bill McMillan, Head of Medical Pay and Workforce, NHS Employers
- 15:00 'Your life in their hands'**  
*Facilitated discussion, including clips from the BBC3 programme*  
Dr Keir Shiels, Specialty trainee in Paediatrics  
Dr Shreelata Datta, Co-chair, BMA Junior Doctors Committee 2010/11
- 15:35 Break**
- 15:45 'If I were in charge of the GMC for the day, I would...'**  
*Panel responses to audience suggestions*  
Professor Sir Neil Douglas, Chairman, Academy of Medical Royal Colleges  
Dr Mike Watson, Medical Director, NHS Education for Scotland  
Professor Peter Kopelman, Principal, St George's, University of London  
Jules Acton, Director of Engagement and Membership, National Voices  
Professor Sir Peter Rubin
- 16:15 Closing comments**  
Niall Dickson
- 16:30 Post-event refreshments** Garden room (Level 3)

## 1. Local or national: how should we respond to concerns?

Concerns about medical education and training can be raised through several sources, both within and outside the GMC. We also need to address concerns raised about patient safety. This session will discuss how we respond, including whether regulatory intervention is needed and how local solutions can be found.

## 2. Patient and public involvement in education and training

The process to assure the quality of education programmes needs to account for the views of patients, students and trainees - one of the key Council for Healthcare Regulatory Excellence standards. This session will explore how patients and the public can engage with education and training, both at the regulatory level and through education providers/partners.

## 3. Approving trainers

The GMC is developing proposals to recognise and approve trainers and, in particular, educational and clinical supervisors for postgraduate training as well as leads for medical student placements. This session will discuss some of the key issues, in advance of the consultation in early 2012.

## 4. Supporting trainees as professionals

Some trainees struggle to meet the outcomes expected and need to be dealt with locally or via the GMC's fitness to practise procedures. We will explore issues that arise, and ask whether problems could or should have been identified in medical school. If they had been, how could we have supported trainees to reach a different outcome?

## 5. Is QA fit for purpose?

There is considerable quality assurance (QA) activity in the medical education and training sector, drawing on evidence from both the GMC and other bodies. In advance of the GMC's comprehensive review of quality assurance, this session will consider whether current approaches are fit for purpose, what could be done to improve them, and whether the value they add is greater than the burden they impose.