

Promoting excellence:

Standards for medical education and training

Promoting excellence – new standards



Promoting excellence:
standards for medical education

Promoting excellence – new standards

- Launched July 2015
- Came into force **1 January 2016**
- A single set of standards and requirements for all stages of medical education and training in one document *Promoting excellence: standards for medical education and training*
- Reduces the regulatory burden

Tomorrow's Doctors & The Trainee Doctor



Tomorrow's Doctors

Outcomes and standards for undergraduate medical education

Working with doctors Working for patients

General
Medical
Council



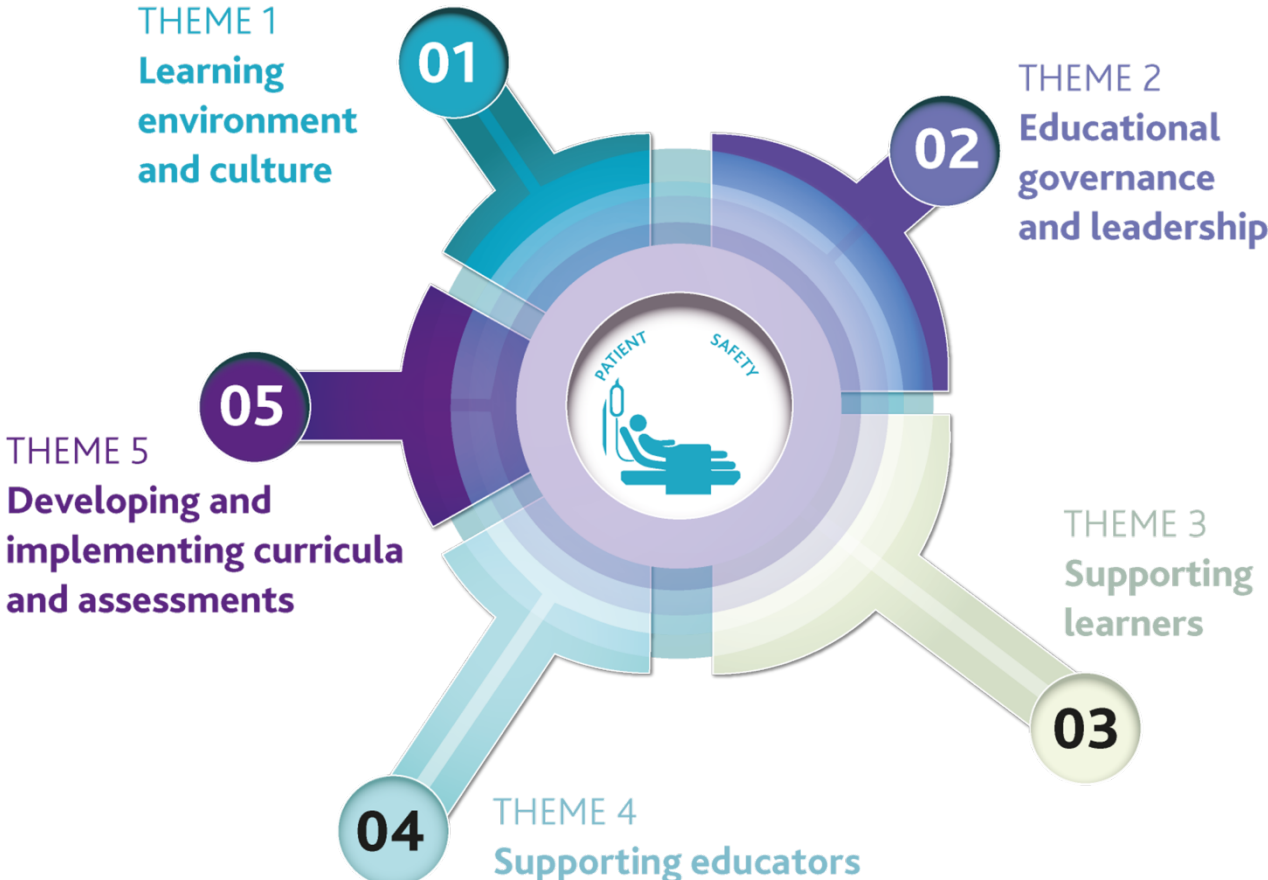
The Trainee Doctor

Foundation and specialty, including GP training

Working with doctors Working for patients

General
Medical
Council

Framework for new standards



Ten standards centred around patient safety

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.

THEME 5

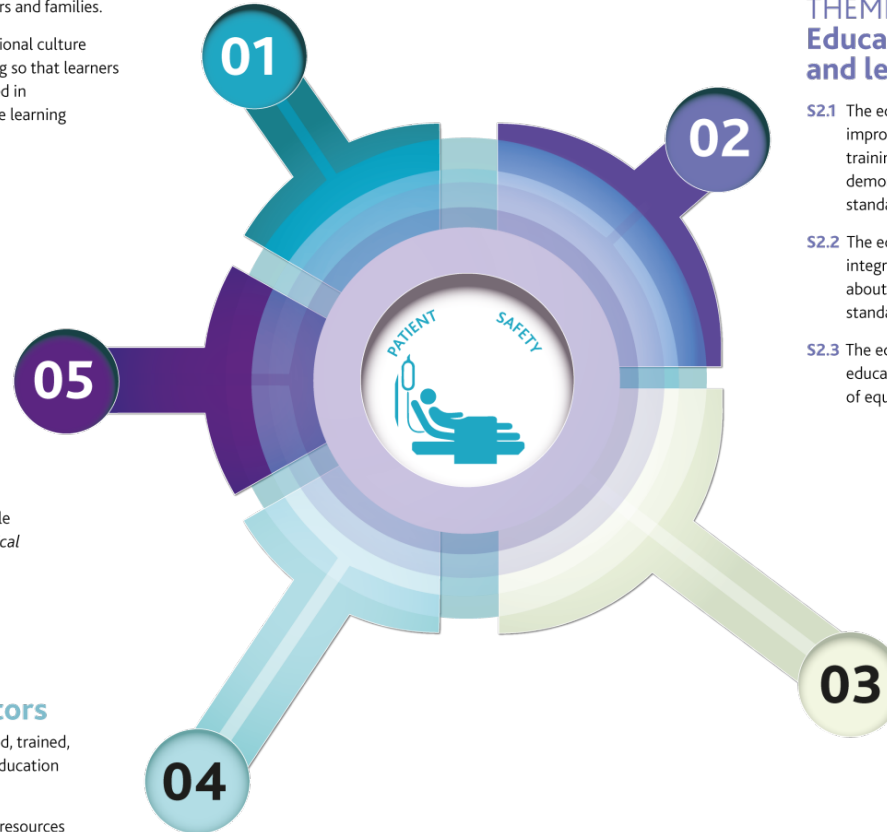
Developing and implementing curricula and assessments

- 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.

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.



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

- 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.

Theme 1: Learning environment and culture

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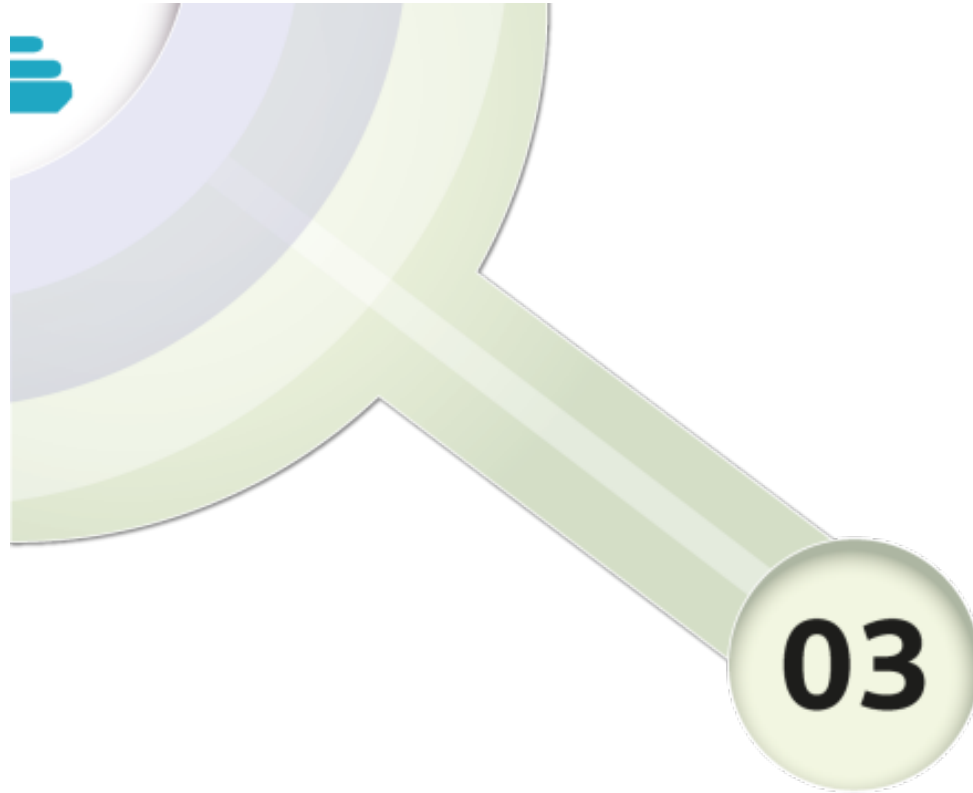
Theme 2: Educational governance and leadership



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



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.

Theme 4: Supporting educators

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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.



Theme 5: Developing and implementing curricula and assessments

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.



Further information

- Further information is available on the GMC's website www.gmc-uk.org/education/standards.asp
- To contact the GMC about the standards quality@gmc-uk.org