

# GP Trainer Standards in Health Education England working across Yorkshire and the Humber

The national standards and outcomes for postgraduate medical education and training have been aligned following the merger of PMETB with the GMC. [The Trainee Doctor](#) consolidates the standards and outcomes previously set out in *The New Doctor*, the *Generic Standards for specialty including GP training*, and the *Standards for Deaneries*. There are also [Standards for curricula and assessment systems](#) (revised April 2010) for specialty including GP training.

The standards have been designed for the use of those involved in the quality control, management and assurance of GP specialty training. We hope that our GP trainers within Health Education across Yorkshire and the Humber (HEE YH) appreciate that we use standards for quality management but that we also strive to recognise and value our individually brilliant and diverse group of educators for the things that they do which a set of standards cannot do justice to.

## Describing our standards for GP educators

“We do not seek to constrain or to over-structure, rather to point the way, shepherd and support. With the reduction of training hours and the increasingly dispersed nature of supervision, the variable training standards inherent in any approach that is uninformed, unstructured and unregulated may not be enough to guarantee the delivery of competent clinicians, nor indeed reassure the public as to the safety of their care. The solution has to be a balance, between accountability - through the appropriation of standards and curricula by the centre - and the autonomy of creative and often brilliant clinical teachers at the coal face.”

Extract from ‘A Framework for the Professional Development of Postgraduate Medical Supervisors -Guidance for deaneries, commissioners and providers of postgraduate medical education’.

November 2010

## Which standards are important to know about as medical educators/GP trainers?

- **GMC STANDARDS** (Generic standards for specialty, including GP training)  
[http://www.gmc-uk.org/Generic\\_standards\\_for\\_specialty\\_including\\_GP\\_training\\_Oct\\_2010.pdf\\_35788108.pdf\\_39279982.pdf](http://www.gmc-uk.org/Generic_standards_for_specialty_including_GP_training_Oct_2010.pdf_35788108.pdf_39279982.pdf)
- **RCGP STANDARDS** (Interpretation of the standards for general practice)  
A link to the RCGP standards, which were developed in conjunction with COGPED is below.

The RCGP document helps us make sense of the more generic GMC standards by specifically relating to GP training.

By demonstrating that we meet these standards across HEE YH, our GP training programmes and us, as GP educators can be assumed to have met, and in many cases exceeded, the GMC standards below:

- 1) Patient Safety
- 2) Quality Assurance, Review and Evaluation
- 3) Equality, Diversity and Opportunity
- 4) Curriculum and assessment
- 5) Support and Development of GPStRs, Trainers and Faculty
- 6) Educator Standards
- 7) Management of Education and Training
- 8) Educational Resources and Capacity

Link to full document:

<http://www.rcgp.org.uk/training-exams/~/media/Files/GP-training-and-exams/Information-for-deaneries-trainers-supervisors/Guidance-for-deaneries-on-standards-for-GP-training-Jan-2014.ashx>

## ACADEMY OF MEDICAL EDUCATORS STANDARDS

In demonstrating that we can meet the GMC standards in HEE YH, we will also closely map to the seven areas originally set out by the [Academy of Medical Educators](#) .

A link to their full document is here

<http://www.medicaleducators.org/index.cfm/linkservid/C575BBE4-F39B-4267-31A42C8B64F0D3DE/showMeta/0/>

Page 11 onwards describes a useful framework and is worth reading in preparation for your trainer approval / re-approval as well as for appraisal and revalidation.

The AME framework provides a structure that might be usefully adopted for our trainer appraisals, as it specifically looks at:

- The qualities of effective clinical and educational supervision
- The hallmarks of excellent clinical and educational supervision
- Examples of ways in which you might evidence demonstration of these as a trainer at re-approval and for your trainer appraisal
- Suggestions about the content of further learning and development in each area

### 1. Ensuring safe and effective patient care through training

This area is about how you will protect patients and enhance their care through your supervision of doctors in training and how you balance the needs of your patients and service with the educational needs of your trainees.

### 2. Establishing and maintaining an environment for learning

This area is about how you make the clinical environment safe and conducive to

effective learning for trainees and others.

**3. Teaching and facilitating learning.**

This area is about how you work with trainees to facilitate their learning.

**4. Enhancing learning through assessment**

This area is about your approach to assessment and feedback.

**5. Supporting & monitoring educational progress.**

This area is about the support you provide to trainees in their progression towards a Certificate of Completion of Training and their intended career destination.

**6. Guiding personal and professional development.**

This area is about the support you provide to trainees in relation to their personal and professional development.

**7. Communicating professional development as an educator.**

This area is about your own professional development as a medical educator.

**Will all these standards keep on changing?**

No, not quite so much now, but things do evolve, and where evidence exists that a particular practice or facility improves the quality of GP specialty training, the GMC will also consider the case for developing a new standard which would become mandatory in due course. Whenever this happens postgraduate deaneries and LEPs would be given sufficient time to implement the necessary changes to achieve the new standard. Individual GP schools can also add to the mandatory standards if they feel a particular area needs more emphasis.