



UK Physician Education

Excellence in curriculum delivery

About the Royal Colleges of Physicians of the United Kingdom

Royal College of Physicians of Edinburgh (RCPE)

The RCPE is an independent standard-setting body and professional membership organisation which aims to improve and maintain the quality of patient care. It helps to develop standards of medical care and training and to influence health policy. The RCPE has a strong UK and international presence with over 12,000 Fellows and Members in 91 countries, covering 56 medical specialties and interests.

Royal College of Physicians and Surgeons of Glasgow (RCPSG)

The RCPSG has been supporting and representing its members for over 400 years by setting the highest possible standards of health care. Membership has grown to over 10,000 physicians, surgeons, dental professionals, specialists in the field of travel medicine and podiatric medicine across the UK and worldwide. Its mission is to provide career support to its membership in the UK and across the world through; education, training, professional development, and examinations and assessment.

Royal College of Physicians, London (RCP)

The RCP is an independent professional membership organisation and registered charity, representing over 30,000 physicians in the UK and internationally. Established in 1518, the RCP remains central in shaping the best medical services by raising clinical standards through guidelines, audits and reports; training and supporting physicians at all stages of their careers; setting educational curricula and carrying out assessments; and advising the public and government on health issues. Through all its activities the RCP helps physicians to deliver the best possible care to every patient.

Welcome from the medical director

Thank you for your interest in our organisation, and in sharing our work. We believe that UK medicine has much to offer - and much to learn from - our colleagues around the world. This fellowship crosses all borders because as doctors, we share common goals: giving our patients the best possible care, and training excellent physicians to carry our profession into the future.

We have prepared this short introduction for you, to explain how postgraduate medical training works in the UK, and how we could help you build on this solid foundation in your own country. If what you read is of interest, you may choose to fully adopt our entire package of training and assessment, as a validated system that is ready to use. Perhaps you would prefer to adapt it to meet local needs, and align with your established programmes. You may decide that selecting just a few aspects of our offering would suit your situation best.

Whatever you choose, please be assured that you will have access to unparalleled resources. Our senior medical colleagues, and our expert academic and administrative staff, are at hand to assist and advise you. Our educational material, our technology such as the ePortfolio, and our robust assessments are all on offer to our international partners.

We hope you find this information useful, and that it sparks your interest in building a long-lasting and mutually beneficial collaboration.

Professor David Black

Medical Director, Joint Royal Colleges of Physicians Training Board



Your UK partners

We have been setting and maintaining the highest standards for physicians' training in the UK for 40 years, and we would welcome the opportunity to put this experience to work for you. We are proud of this heritage but we are always looking forward - and outward - to see how we can learn from colleagues like you, and make continual improvements.

Our expertise is in curriculum design and implementation, the recruitment and certification of trainee physicians, and quality management in medical training. Through these activities, we support the General Medical Council, which regulates the UK profession.



About JRCPTB and the Federation of Royal Colleges of Physicians

The Joint Royal Colleges of Physicians Training Board (JRCPTB) carries out this work on behalf of the Federation of Royal Colleges of Physicians, which comprises the:

- **Royal College of Physicians of Edinburgh**, established in 1681
- **Royal College of Physicians and Surgeons of Glasgow**, established in 1599
- **Royal College of Physicians, London**, established in 1512

Between them the colleges represent over 50,000 physicians worldwide providing a valuable network of medical peers, opportunities to share best practice and ongoing educational opportunities, based on a grounding in the latest evidence-based clinical science, mutual integrity and respect.

About MRCP(UK)

We believe that postgraduate medical training must take a holistic approach, to include teaching, supervision and assessment all defined in comprehensive curricula. Therefore, we work closely with our sister organisation, MRCP(UK), which develops and delivers membership and specialty examinations on behalf of the Federation. These examinations are respected worldwide as benchmarks of medical knowledge and clinical skills.

The JRCPTB and MRCP(UK) work together to build comprehensive packages of training and assessment and curricula, which can be delivered anywhere in the world.

What can JRCPTB offer?

- Help in planning education and training
- Access to a well tested curriculum, and full support for delivery
- Support in developing your own training programmes and curricula, delivered to local standards
- Training for trainers, based on our Royal College programmes
- Delivery of an ePortfolio for trainees
- A range of tools for assessment
- External evaluation of any aspect of training and assessment
- Formal accreditation to a UK standard, or to the standard of your own local curriculum.

You may decide to select just a few of these options, or you may choose to commission a comprehensive package that provides a ready-to-use system of training and assessment. Please see the following pages to read more about each of these services.

A comprehensive offer

There is no single moment that prepares a trainee physician to take on independent practice. All medical educators understand that it is a gradual process, building the physician's competence through many years of teaching, supervision, and assessment. That is why the JRCPTB and MRCP(UK) offer you a complete educational package that can take your trainees through from the start of physicianly training (core medical training in the UK) to completion of specialty training and certification.

Access to world-leading curricula and assessments

We set and review more than 30 specialty and sub-specialty curricula in the UK. These curricula are evidence-based and reflect respected clinical guidelines.

We have wide experience in incorporating lay, health service and professional perspectives into our curriculum development. We also work with our UK regulator and with government to develop leadership competencies in the profession, and to address health inequalities.

This wealth of experience, along with comprehensive educational content and the capabilities to deliver your chosen curricula are all at your disposal. For more detail, please read more about our curricula, and the range of sophisticated assessments that are directly mapped to it, on the following pages.

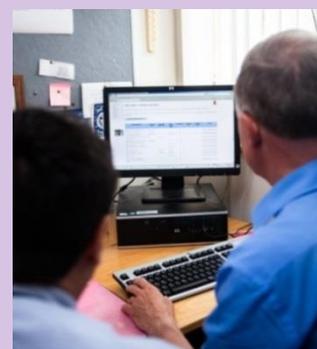
Training for trainers

Perhaps uniquely among the professions, medicine is an art that has always been passed from one generation of practitioners to the next. This one-to-one relationship between a trainee and their supervisor has a lifelong influence. The three Royal Colleges of Physicians therefore offer outstanding programmes of on-going development for trainers. As our international partners, your educators can enjoy the benefits of these “train the trainer” events, either at one of our Royal Colleges or delivered locally.

The ePortfolio

The ePortfolio is a web-based tool, developed for JRCPTB by NHS Education for Scotland, which supports trainees in the learning process with links to e-learning modules and the full curriculum. It also enables trainees to log all evidence of their experience, competencies and courses for their entire medical training period.

The ePortfolio can be used on mobile devices such as smartphones and tablets, in a user-friendly format. We have a continuing programme of enhancement to ensure that the ePortfolio makes the best use of digital technology.



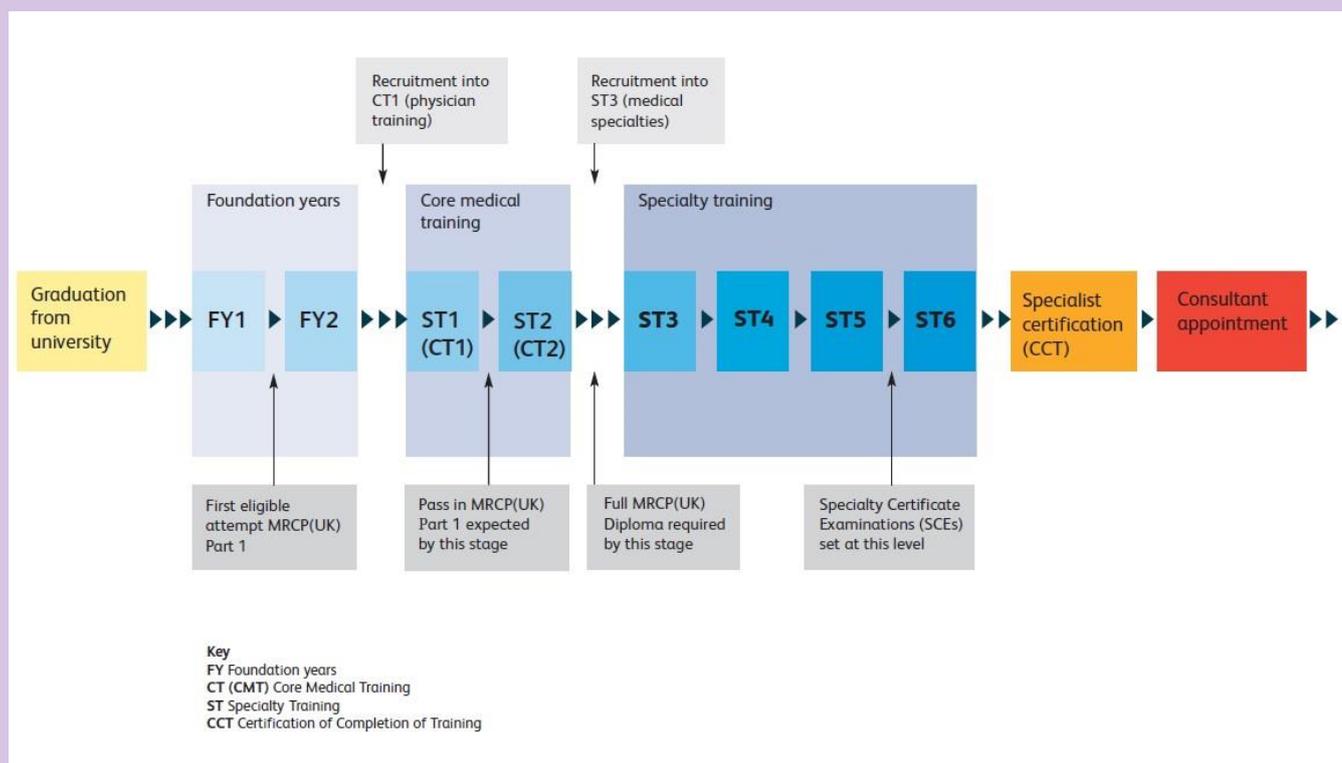
External advice, evaluation and accreditation

Having an external view, from suitably qualified experts, is critical for the assurance of academic quality. When you are making key decisions about training, whether it is for an individual or an entire programme, having one of our experts present as an objective outsider lends significant added authority to the process. We have extensive experience in this work, which is one of our key contributions to UK training.

You may also ask us to review your programmes with a view to achieving accreditation in line with your own local curriculum or to a UK standard, confirming your trainees have an equivalent qualification.

Introduction to UK training and assessment

The aim of any postgraduate medical training programme is to produce physicians with the ability to investigate, treat and diagnose patients with acute and chronic medical conditions, and provide high quality review of inpatients and outpatients to assure consultant-led continuity of care. In the UK, this is achieved through training that provides depth and breadth, with elements of education, supervision and assessment interwoven at every stage of the trainee's progress.



UK training and assessment timeline

Currently, a trainee in one of the UK non-acute medical specialties will undertake:

- **Two years of Foundation Training (FT)**, during which they may attempt the MRCP(UK) Part 1 examination. This period of training is common to all UK doctors, whether they go on to pursue general practice (family medicine) or any specialty.
- **Two years of Core Medical Training (CMT) for physicians (see panel)**. By the end of this period, they should complete the Part 2 Written examination and the clinical skills examination, PACES.
- **A minimum of four years of Specialty Training (ST) in their chosen field**. The Specialty Certificate Examination is completed near the end of this time.
- **Many trainees dual accredit in General Internal Medicine and a specialty**. This usually takes an additional year.

Core Medical Training (CMT)

This is a key part of our offering for international partners. Core Medical Training forms the first stage of specialty training for most doctors training in physicianly specialties. It prepares trainees to participate in the acute medical take at a senior level, and to manage patients with acute and chronic medical problems in outpatient and inpatient settings. The approved curriculum for CMT is a sub-set of the curricula for General internal medicine (GIM) and acute internal medicine (AIM). It takes a spiral format, with topics revisited at increasing levels of difficulty: new learning is related to previous learning and the competence of the trainee increases.

It is an exciting time in the UK, with a national programme underway to ensure our postgraduate medical training is ready to meet the challenges of the 21st century, such as an ageing population and the increasing need to manage more complex co-morbidities. This training pathway is being updated and will include a strong core of general internal medicine at all stages. The programme is called Shape of Training, and we are leaders in advising government and implementing the changes.

Elements of assessment

The Federation is well-known for its examinations, which are respected around the world as the gold standard of achievement. These are mapped closely to the content of the curriculum.

To achieve the full MRCP(UK) Diploma, individuals must pass the Part 1 and Part 2 written examinations. These are rigorous, knowledge-based assessments, which have been assembled and academically scrutinised by hundreds of UK physicians and refined through robust and well-documented academic processes. Candidates are not required to be in a programme of training to be eligible to sit the examinations and are able to take Part 1 a year after achieving their primary medical qualification.

They must also pass the MRCP(UK) Part 2 Clinical Examination (PACES), which is designed to test the clinical knowledge and skills required for entry into higher specialist training. The examination sets rigorous standards to ensure that trainees are competent across a range of skills and ready to provide a high standard of care to patients. It is the largest clinical postgraduate examination for physician training in the world.

Specialty Certificate Examinations (SCE)

The SCE is a computer-based summative assessment of scientific and clinical knowledge, as well as a candidate's problem-solving ability. It covers all areas of knowledge that a doctor will have acquired during



their specialty training. The questions in each paper have been scrutinised and checked for the accuracy of content on repeated occasions, by different groups of specialists. They are prepared in a format that adheres to the highest principles of educational assessment.

Workplace based assessment

Examinations are important but they are just one element of assessment, which must be continual and give a fully rounded picture of the trainee's progress and competence as a safe and effective physician.

Other elements of evaluation include workplace based assessments (WPBAs), which provide information about the trainee's performance in their current clinical setting, and an annual review of competence progression (ARCP).

We have designed a number of workplace based assessment tools to offer either formative or summative feedback on competencies in the curriculum. These are also mapped to the curriculum and include:

- **Acute Care Assessment Tool (ACAT)** - designed to assess performance on an observed acute medical take (may also be used on a ward round). Aspects assessed include clinical assessment and management, record keeping, handover and time management/prioritisation.
- **Case based Discussion (CbD)** - designed to assess clinical reasoning and decision-making and the application of medical knowledge.
- **Directly observed procedural skills (DOPS)** - the assessor observes a trainee undertaking a procedure.
- **MiniCEX** - a direct observation of a doctor/patient consultation designed to assess clinical skills including taking a history, clinical examination, diagnosis and development of a management plan. It can take place in a variety of settings.
- **Multisource feedback (MSF)** - designed to assess behaviours including team working, communication skills, by collecting data on a doctor's performance from a range of co-workers.
- **Multiple Consultant Report (MCR)** - designed to capture the views of consultant supervisors on a trainee's clinical performance.
- **Audit Assessment (AA)** - designed to assess a trainee's competence in completing an audit. It can be based on a review of audit documentation or a presentation of the audit at a meeting.
- **Quality Improvement Project Assessment Tool (QIPAT)** - designed to assess competence in completing a quality improvement project. It is based on a review of QIPAT documentation or on a presentation of the QIPAT.
- **Teaching Observation (TO)** - designed to provide structured formative feedback to trainees on their teaching competence. This observation tool should be used in a classroom setting, not a clinical setting.

Results from all of these assessments are recorded using the ARCP. This is the formal annual process that monitors and records a trainee's progression through their programme. It informs the decision about whether a trainee is ready to progress to the next stage.

Combining all of these methods of continual assessment provides objective and reliable evidence that a trainee is successfully acquiring the competencies that are clearly set out in the curricula. Taken together, it is a system that assures employers, supervisors and patients that a doctor is equipped to provide safe and effective care at the expected level. Of course, this confirmation is of high value to the trainees themselves, allowing them to go forward in their professional roles with confidence.

Next steps

The services we can offer are complex and sophisticated, as you would expect. There is much more than can be covered in this brief introduction. If what you have heard so far sounds promising, we would be delighted to meet with your team, to present our programmes in more detail and hear about your specific requirements. Whether this means a preliminary videoconference, a visit to your country, or an event hosted at one of our Royal Colleges, we look forward to the next step in what we hope will be an enduring and productive partnership.

Get in touch

To learn more about opportunities for working with JRCPTB, contact:

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Links

www.jrcptb.org.uk

www.mrcpuk.org

www.rcpe.ac.uk

www.rcpsg.ac.uk

www.rcplondon.ac.uk





Joint Royal Colleges of Physicians Training Board www.jrcptb.org.uk

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