



SHAPE OF TRAINING

To consider

3

Preliminary analysis of the call for ideas and evidence

Issue

1. We ran a call for ideas and evidence from 8 November 2012 until 8 February 2013. We received 382 responses from a wide range of people and organisations. We have begun the analysis of the responses, attached in Annex A.

Discussion point

2. Although the analysis is not yet complete, we would like you to consider if the themes and issues have been addressed appropriately and how we will use this information to inform the rest of the review (Paragraph 5 and Annex A).

Further information

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Background

4. In October 2012, you recommended that we ask people and organisations to give us written feedback about how postgraduate medical education and training should change over the next 30 years to meet patient and service needs. We asked for comments based on a number of questions within the themes of the review.

Discussion

5. We received 382 responses to the call for ideas and evidence. The preliminary analysis of responses is attached in Annex A. We have now completed analysis of three themes: Balance of the workforce; flexibility; and the scope and breadth of training .

Discussion Point: Although the analysis is not yet complete, we would like you to consider if the themes and issues have been addressed appropriately and how we will use this information to inform the rest of the review.

6. You will notice that a number of key messages are repeated throughout the report. This is a natural consequence of the interlocking nature of the themes and possibly because of the high level of consensus from stakeholders on many of the issues. We have left the repetition in this draft of the analysis so you can see the breadth and variety of feedback from stakeholders within each theme. But we will provide a more streamlined and much shorter summary for the public report.

7. We will continue to analyse the other themes and intend to complete them by the end of March. Peter Nightingale, John Jenkins and Stuart Carney have volunteered to evaluate the analysis against the raw data to make sure we have reflected respondents' view points accurately and to check we have not missed any crucial issues. Please let us know if you would like to see the raw data.

8. To make sure we captured feedback in different ways and with a wide range of people and organisations from across the UK, we have:

- a. Held five seminars for those involved in medical education and training in England, Northern Ireland, Scotland and Wales.
- b. Visited eight locations across the UK where doctors are being trained.
- c. Met with numerous leaders in medical education and training, government and academia.
- d. Discussed, with support from members of this group, the review at large events and conferences such as the NACT conference and the CoPMED residential meeting.

9. We will, alongside the call for ideas and evidence, analyse the comments and feedback from these activities. We will incorporate them into the summary of the evidence and highlight any comments or ideas that stand out from the written responses. We will also put a thematic summary of the seminars and site visits on the Shape of Training website.

Next steps

10. The Shape of Training Sponsoring Board is meeting on 27 March 2013 to reflect on the review at this interim point and consider the evidence so far.

11. In order to be transparent and foster an open discussion about the future of medical education and training, we plan on producing a report that synthesises the evidence from the call for ideas and evidence, seminars, site visits and meetings and describes the activities and milestones for the remainder of the review. We will circulate the report to the Expert Advisory Group electronically for comments. But we hope to publish this on our website in April.

12. We will use the information from the call for ideas and evidence and possible approaches described in Item 3 to inform the discussions at the oral evidence sessions and further workshops. We will use these events to tease out some of the details that might impact on changes to postgraduate medical education and training as well as advice on how changes could be implemented.