



**Comhairle na nDochtúirí Leighis  
Medical Council**

**EDUCATION AND TRAINING SYMPOSIUM**

**“FROM STUDENT TO SPECIALIST**

**DEFINING COMPETENCIES**

**ACROSS THE PROFESSIONAL DEVELOPMENT SPECTRUM**

**IMPLICATIONS FOR CURRICULA, ASSESSMENT, FACULTY**

**AND PATIENTS”**

**HELD ON 30<sup>TH</sup> AUGUST 2012**

**Stakeholder Summary**

The Medical Council Symposium was held at the National Library, Kildare Street, Dublin. The symposium was designed to link with the Council’s work in standard setting, standard monitoring, and accreditation. Participants included leaders of medical schools and postgraduate medical training bodies, patient advocates, senior health officials and members of the Health Service Executive and Independent Hospitals Association.

The keynote speaker was Dr Eric Holmboe, Chief Medical Officer and Senior Vice President of the American Board of Internal Medicine and the ABIM Foundation. Responses to [Dr Holmboe’s presentation](#) were provided by representatives of medical schools, postgraduate training bodies, and the patient perspective. Associated issues were then explored in a workshop format.

The event provided an opportunity for key stakeholders, experts and consumers, to share views and develop ideas which will assist in informing the Council’s future work in education, training, and continuing competence. Council thanks all participants for their valuable insights.

**October 2012**

## **Common themes emerging from workshops**

- The centrality of professionalism to education and training, to competence, and to patients' experience and expectations
- The need to embed professionalism from the earliest, pre-registration stage, of a doctor's career
- The positive role of the Council's *Eight Domains of Good Professional Practice*
- The possibility of extending Fitness to Practice and Health Committee functions to students
- The need for more patient involvement in education, training, competence and assessment
- The need to train and support trainers
- The concept of re-validation or re-licensing

***The following summarises suggestions and actions arising from each workshop.***

### **Workshop One: Developing Student and Trainee professionalism**

- The early years are crucial in establishing a pattern for a future career
- There is a key need to support students with health or behavioural problems
- There should be student "Fitness to Practice" in a supportive educational setting
- There should be alternative qualifications available to students who are academically able but who are unsuitable for a medical career
- Students should be involved in Medical Council accreditation processes

**Action:** *To be taken forward by Medical Council and Medical Schools*

### **Workshop Two: Faculty Development and a competency-based approach**

- Trainers need to be equipped to perform their role
- They need to be trained, supported and assessed
- Support for trainers in general needs to be strengthened
- Teaching and leadership in education should be valued and rewarded
- Poor performance by a trainer should be identified and addressed

**Action:** *To be taken forward by Medical Council, Postgraduate Bodies, Patient Groups and Medical Schools*

### **Workshop Three: Curricula**

- There should be a common outcomes-based approach across the basic and postgraduate spectrum, taking into account health care needs and patients' views
- Patient partnerships should be fostered so that patients can influence curricula
- Knowledge of the Irish healthcare system should be incorporated into curricula
- Good academic and clinical role models are crucial
- Students should become "embedded" as part of the clinical site team

**Action:** *To be taken forward by Medical Council, Medical Schools, Patient Groups, and Postgraduate Bodies*

### **Workshop Four: Assessing competence**

- It is essential to assess competence across the professional development spectrum
- *Domains of Good Professional Practice* should be incorporated into standards for basic education, postgraduate training, and professional competence
- There should be a collaborative approach by bodies using assessments
- Consideration should be given to a national standardised assessment framework
- The possibility of a national pre-graduation examination should be considered

**Action:** *To be taken forward by Medical Council, Postgraduate Bodies, and Medical Schools*

### **Workshop Five: Involving patients and other stakeholders**

- Stakeholders should be involved in defining, developing and assessing competence
- Patients involvement in education and training and professional competence should be encouraged by medical schools, postgraduate bodies, and health care providers
- Patients need to be equipped and supported to participate in the above
- Patients from a variety of backgrounds need to be involved in the above
- Surveys should be used to assess the extent and quality of patient involvement

**Action:** *To be taken forward by Medical Council, Postgraduate Bodies, Patient Groups and Medical Schools*

### **Workshop Six: Competence and continuing practice**

- Professional Competence processes must be related to patient needs
- Patient involvement in feedback is crucial
- Inter-professional / multi-professional learning should be encouraged
- It is important that doctors recognise what they do *not* know
- Reflective practice and self-directed learning should be supported

**Action:** *To be taken forward by Medical Council, Patient Groups, Postgraduate Bodies, and Healthcare Providers*

***While it was not possible to incorporate all suggestions, we hope you found this summary useful. Further information about the Medical Council and its education and training responsibilities can be found on the Councils' website at <http://www.medicalcouncil.ie>***

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