

who



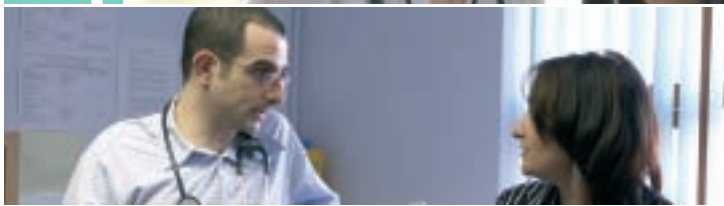
what



why



when



where



how

A trainee's guide to the
Postgraduate Medical
Education and Training Board



Contents

Foreword	3
About PMETB	4
The purpose of this booklet	6
Certification – maintaining the standards of applications to the specialist and general practice registers	7
Routes to the specialist and GP registers	9
Applying to specialty training	9
Applying for a CCT or GPCCT	11
Equivalence route – applying for a CESR or CEGPR	13
Case study – how to make a successful CESR application	16
Ensuring high standards in training	18
Standards	18
The Foundation Programme	19
Specialty curricula	20
Ensuring quality	22
Quality assurance	22
The PMETB visit	24
National Survey of Trainee Doctors	25
Case study – the National Trainees' Survey	27
Dealing with serious concern	28
Post and programme approval	29
Getting post approval	29
Out of programme approval	30
Retrospective approval	32
Promoting and developing postgraduate medical education	33
PMETB fees: the principles	34
Jargon buster	35
Trainee's directory	38
Contact us	39

Foreword

Starting specialty training is an exciting yet daunting time. Having finally succeeded in passing college examinations, obtaining a training post and committed to a chosen specialty, the hard work of specialty training can begin in earnest.

This can be a complex journey, and the needs of a trainee change as training progresses. Addressing these needs is an important issue, and I was therefore delighted to be asked to write the foreword for this document.

Although relatively young in the world of medicine, PMETB is here to ensure that your training meets the standards that you and your future patients deserve and

expect. PMETB can also be of help when things do not go as planned.

This document is to help guide you through the next few years and clarifies what the role of PMETB is. Sometimes there is understandable confusion about the roles of various aspects of the medical profession and the bodies that work to improve training. This document aims to clarify PMETB's role. I hope you will find this document helpful in understanding more about PMETB and how it could be a great force for good in the future.

Dr Namita Kumar
Consultant Physician and Rheumatologist
Board Member

About PMETB

The Postgraduate Medical Education and Training Board (PMETB) is an independent regulatory body established by *The General and Specialist Medical Practice (Education, Training and Qualifications) Order 2003* to introduce consistency and promote postgraduate medical education across the UK. In doing so we aim to improve the skills of doctors and the quality of healthcare offered to patients and the public.

We have an important remit to oversee the content and standards of postgraduate medical education across the UK. We are responsible for certifying doctors to allow application for entry to the GP and specialist registers, quality assurance and evaluation of the management of postgraduate training and setting the overarching principles under which selection into speciality training must operate.

PMETB is not responsible for the operational aspects of selection, or for workforce issues like the number of training posts. PMETB is quite separate to the Modernising Medical Careers (MMC)

initiative. PMETB sets standards; MMC creates structures to implement these standards.

PMETB

- **Non governmental**
- **Accountable to Parliament**
- **Independent**
- **Sets standards**
- **Operates on an integrated four nations basis**

MMC

- **Directly funded by Government**
- **Accountable to Department of Health**
- **Responsible for the structure of training and determining the selection process**
- **Supports others in implementing standards**
- **Oversees four separate UK programmes**

We are more than just a standards setter and a regulator however. We are leading the debate on the future of postgraduate medical education so that the training for tomorrow's doctors will keep pace with changes in technology, healthcare delivery and patient needs.

Since our inception, we have been responsible for introducing a number of firsts: the first ever set of *Generic Standards for training*, the first ever standards for curricula and the first ever National Trainee Survey. We will continue to work closely with deaneries, colleges, faculties and, of course, trainees to drive forward the quality of postgraduate medical education and improve the level of service that we offer to you, the doctor of the future.



The purpose of this booklet

This guide explains the role of PMETB, our responsibility to trainees and how we can help make your journey to the specialist or general practice (GP) register that bit easier. We hope you will find the information helpful. This guide covers the full spectrum of PMETB's work and if you aren't able to find the answer to your specific question here, hopefully we can point you in the right direction. At the back of the document we have provided links to other useful organisations and online resources. Please note that this book is only designed to provide an overview.

For further, detailed information on the work of PMETB, please refer to our website:
www.pmetb.org.uk

PMETB at a glance

- **Independent**
- **Not affiliated with any medical royal college or faculty**
- **UK wide remit**

Did you know?

- **We oversee the standards of all postgraduate medical education from the end of foundation year 1**
- **Only PMETB can approve training posts and programmes that will count towards a CCT**
- **Only PMETB can approve all specialty CCT training curricula**
- **Only PMETB can certify doctors for specialist and GP registration in the UK**

Certification – maintaining the standards of applications to the specialist and general practice registers

A major aspect of PMETB's day to day work is certifying doctors for eligibility to the specialist and general practice (GP) registers. This section is designed to inform you of the different routes to the specialist and GP registers and provide you with an overview of the certification process.

PMETB is responsible for certifying doctors for application to the GP and specialist registers, including those applying for a Certificate of Completion of Training (CCT) and those whose skills, qualifications and experience are equivalent to a CCT, while the GMC ensures that the registers of qualified doctors are kept up to date.

The award of a Certificate of Completion of Training (CCT) confirms that a doctor has satisfactorily completed a PMETB approved training programme. A Certificate confirming Eligibility for Specialist Registration (CESR) or Certificate confirming Eligibility for General Practice Registration (CEGPR) signifies that a doctor has successfully demonstrated that their training, qualifications and experience are deemed equivalent to the award of a CCT or GPCCT.

A CESR can also confirm that a doctors' training, qualifications and experience are equivalent to NHS consultants standards in a non-CCT specialty. Only doctors with overseas training or qualifications in a non-CCT specialty are eligible to apply through this route.

There are two routes to entering the specialist/GP register.

The first one is for doctors who have completed a PMETB approved training programme. They can apply for a CCT/GPCCT.

The second one is for doctors who have not followed a full PMETB approved training programme and who wish to have their training, qualifications and experience assessed for eligibility to the specialist/GP register. They can apply for a CESR/CEGPR.

It's very important that doctors understand which route they are following at the outset of their training and they should seek advice about the most appropriate route to the specialist or GP register.

For further information, refer to www.pmetb.org.uk/certification

By upholding certification standards, PMETB aims to ensure that doctors have obtained the required skills and knowledge that the public and the medical profession expect.

Routes to the specialist and GP registers

Applying to specialty or GP training

Before receiving a CCT confirming the successful completion of training, trainees must first be accepted on a PMETB approved programme leading to the award of the CCT. The following section explains our role at this stage of training.

How can specialty training be delivered?

- 1 Through run-through specialty training programmes which will lead to either a CCT/GPCCT or CESR/CEGPR.
2. Stand-alone but educationally approved training posts which are not part of run-through training programmes such as Fixed Term Specialty Training Appointments (FTSTAs). These may contribute to a CCT as they are educationally approved posts.

What is PMETB's role in the selection process for specialty training?

PMETB is not responsible for any part of the application process, the scoring mechanism for applications or the selection process itself. The application process is currently organised by the Departments of Health working with service providers and deaneries in the four nations.

Can you advise me on what level of specialty training I should apply to?

Unfortunately, PMETB cannot advise any trainee on what level he or she should apply for. We recommend that you look closely at the person specification of the post or programme you are applying for and the competencies for that particular level of training. If you require specific careers guidance you should talk to your educational supervisor, your deanery or your appropriate medical royal college/faculty.



What do I have to do in order to progress through run-through training?

Once you are on a training programme leading to the award of a CCT or GPCCT, you will be able to continue in training and will be awarded a CCT or GPCCT so long as you pass all the necessary assessments at each stage.

I have no previous experience in educationally approved training posts. Can I still enter run-through training above ST1 and work towards a CCT or GPCCT?

You can still enter run-through training at a level which is appropriate to your experience. However, you will need to apply for a CESR or CEGPR as you will not be eligible for a CCT/GPCCT.

I have spent some time training in another EEA member country. Will PMETB take my training into account so I can be awarded a CCT?

Yes. As long as you have confirmation from PMETB's equivalent body in the relevant country that the training you have undertaken meets the requirements of the European Medical Directive, you will be able to count that training towards the award of a CCT.

Applying for a CCT or GPCCT

How do I apply for a CCT or GPCCT?

- Six months from the completion of your specialty programme (or in the case of general practice from the completion of all elements of the summative assessments), and provided you are successful in the assessment process for specialty training, also known as Annual Review of Competence Progression (ARCP) (previously RITA and VTR forms were used by trainees), you can apply for a CCT or GPCCT.
- The postgraduate dean will inform the faculty or medical royal college of the final assessment outcome and if the trainee has achieved the required competencies.
- If you have met the requirements of the CCT curriculum, the college/faculty will send you a CCT application form to complete for submission to PMETB.

- The relevant college/ faculty will then forward a recommendation to PMETB with your training details. If PMETB approves the college's recommendation, it will then issue your CCT within three weeks. Subsequently, PMETB will notify the GMC to include your name on the specialist or GP register.

What is the role of PMETB in the award of a CCT?

PMETB assesses applications to ensure they meet the requirements of the approved training programme and curricula. Should PMETB decide, for any reason, that you are not eligible for a CCT they will inform you in writing with reasons and if applicable, with a recommendation of further training that you will need to undertake. Be aware that you have the right of appeal to an independent panel if this happens.



Making your application

CCT checklist:

- Completed PMETB application form (signed and dated);
- colour photograph and photocopy of the relevant pages of a valid passport, or an identity card showing your photograph;
- cheque for the appropriate fee, made payable to the Postgraduate Medical Education and Training Board;
- current CV.

PMETB is unable to process incomplete or incorrectly completed applications. Further information on making a CCT application is available from your medical royal college and the PMETB website.

What happens once I receive my CCT/GPCCT?

After a doctor receives a CCT/GPCCT from PMETB, they will be legally eligible for entry to the specialist or GP register held by the GMC. This will allow the doctor to take up a substantive consultant post, NHS post in the UK or practise as a GP.

I have just been awarded my CCT/GPCCT. Does this mean I am eligible to work anywhere in the world?

At present some doctors who are European nationals can have certain CCTs/GPCCTs automatically recognised by other European member states. Legislative changes due to be implemented throughout Europe by October 2007 extend these arrangements to others on the specialist register, including CESR holders. The Department of Health is consulting on these changes.

To keep up to date with the latest guidance please visit:
www.pmetb.org.uk/certification

Equivalence route – applying for a CESR or CEGPR

Is a CESR equivalent to a CCT?

Yes, the two certificates are equivalent. After being awarded a CESR, you are eligible for specialist registration and able to practise as a substantive consultant in the UK. The award of a CCT or a CESR represent just two of the several different ways in which doctors have gained entry onto the specialist register and become eligible to practise as a consultant in the UK.

What is a CEGPR?

A Certificate of Eligibility for Registration (CEGPR) is similar to a CESR, in that it allows doctors to join the GP register by proving that they have equivalent training, experience and knowledge of a GPCCT holder.

Is the CESR or CEGPR route more expensive?

Not necessarily. Although the application fee for the award of a CESR/CEGPR is higher, when the costs of completing a full CCT programme are taken into account, it could be considered that the route to being awarded a CESR is less expensive. The costs for undertaking training leading to a CCT/GPCCT vary from college to college.

Does the process of being awarded a CESR or CEGPR take a long time?

To successfully obtain a CESR/CEGPR, you will need to prove your training, qualifications and experience are equivalent to that of a CCT/GPCCT. If the majority of your training has been through specialty/GP training programmes, it should be more straightforward to gather and present your evidence. We will issue revised guidance on the evidence you submit on your training.



Is there any way I can speed up my CESR or CEGPR application?

PMETB staff will guide you through the application process. Reading all the available guidance and timely provision of all the documentation required will ensure that the process is completed as quickly as possible.

What is involved in a CESR or CEGPR application?

Basically, you will need to demonstrate that your skills, knowledge and experience are equivalent to those who have been awarded a CCT. Further information, including detailed guidance and an application form can be found on the PMETB website:

www.pmetb.org.uk/certification

Making your application

CESR/CEGPR checklist:

- **Completed application form;**
- **full current CV;**
- **cheque for the appropriate fee, made payable to the Postgraduate Medical Education and Training Board;**
- **documentary evidence.**
- **PMETB will contact referees cited in application forms. Further information may be requested.**

Assessing your application

- **The completed application form is then sent to the relevant medical royal college by PMETB.**
- **The medical royal college evaluates the applications and makes a recommendation to PMETB.**
- **PMETB then contacts applicants with a decision. If the applicant is successful, they will have their name added to the GMC specialist or GP register.**

What happens if an application is turned down?

PMETB will inform the applicant of any top-up training needed and the fields to be covered by it. If the doctor decides to resubmit their application after having successfully completed additional training they will need to provide evidence of that training, including validated assessments, to demonstrate that they have met the required standards. A doctor could decide to reapply having acquired the relevant experience and competencies other than in approved training posts. This would need to be assessed and the relevant evidence validated in some way. This may be easier to achieve in training posts but alternative evidence will always be considered.

For further information:
<http://www.pmetb.org.uk/certification>

CESR and CEGPR applicants - ensure you are following the correct curricula

As of 1 August 2007 all specialties have new curricula. Trainees applying to join the specialist or GP register through the CESR/CEGPR routes will need to demonstrate that they meet the standards set out in the new curricula. Applications received up to 31 July 2007 will be assessed against the old curricula. Trainees wishing to reapply will be assessed against the new CCT/GPCCT curricula.

For further information, please visit our website:

<http://www.pmetb.org.uk/approvedcurricula>

Case study – how to make a successful CESR application

Making a CESR application can be a daunting experience for any doctor. However, with a little preparation and good understanding of the guidance and the specialty curriculum, it can be relatively straightforward. We know, as we speak from experience. We have been successful with our applications and have mentored many others. Hopefully, you can pick up some tips from the knowledge we have gained.

Once it is clear to the doctor which specialty they wish to apply under and they have read all of the guidelines, they should consider contacting previous hospitals where they have worked. Applicants should get in touch with human resource departments and relevant consultants, informing them of their application and their intention to seek evidence to support their case.

Applicants should also consider and choose referees carefully. We would recommend that you discuss with your proposed referees whether they will be willing to undertake the commitment of submitting a structured reference as it can be very time consuming.

It is essential that doctors ensure that solicitors or the relevant issuing authority authenticates all the evidence. Depending on the type of evidence, it may be possible for the medical or clinical director to validate it. In addition, it is very important to present the application and evidence in a systematic and organised form. This helps the assessor to go through the application and supporting evidence easily and avoid any delays in making a decision.

If you are making an application, you should consider the following points:

- It is highly advisable to read the PMETB guidelines and speciality specific guidelines in detail.
- it is important to provide all the relevant evidence to prove that you have the

equivalent experience, training and qualifications of someone who has completed specialty training;

- it is critical to list all your relevant experience and training in detail;
- it is extremely important to be very meticulous, precise and systematic with details and information provided; and
- any information provided must be supported by authenticated evidence.

In our view it is the applicant's responsibility to produce systematic reliable and authenticated evidence as burden of proof remain on the candidate to demonstrate their competencies for inclusion on the specialist register.

This process of assembling an application requires a great deal of patience, energy and commitment. However, speaking from my own experience, the outcome can be very rewarding!

Authors

Dr S H Quraishi Consultant Psychiatrist
Lancashire Care NHS Trust.

Dr I B Chaudhry Consultant Psychiatrist
and Honorary Clinical Lecturer, Lancashire
Care NHS Trust and University of
Manchester

Ensuring high standards in training

Underpinning all of PMETB's work is an obligation to secure and maintain standards in postgraduate medical education and training in the UK. PMETB does this by monitoring training and outcomes through an integrated quality assurance system which include surveys, visits and approving all training posts, programmes and GP trainers. This section aims to guide you through where to find your curriculum, how to obtain approval for overseas or out of programme training and how concerns about your training can be addressed.

Standards

What are PMETB's Generic standards for training?

The generic standards define the level of the quality of training that the training provider must meet or aspire to. The performance of these organisations is assessed against these standards. The *Generic standards for training* have nine domains:

- 1 Patient safety
- 2 Quality assurance, review and evaluation
- 3 Equality, diversity and opportunity

- 4 Recruitment, selection and appointment
- 5 Delivery of curriculum including assessment
- 6 Support the development of trainees, trainers and local faculty
- 7 Management of education and training
- 8 Educational resources and capacity
- 9 Outcomes

Why are the standards important to me?

The *Generic standards for training* apply to all medical specialties, including general practice. They ensure that all postgraduate medical education and training is delivered to an explicit standard across all medical specialties.

How are the Generic standards for training maintained?

Postgraduate deaneries are responsible for ensuring that the *Generic standards for training* are upheld at a local level on a day-to-day basis. In addition, PMETB has a quality assurance framework that ensures the deaneries and local education providers deliver education and training that reflects these standards.

The Foundation Programme

PMETB takes responsibility for education and training at the beginning of foundation year 2 (F2). Once medical students graduate from medical school, they can apply via an open competition for a place on a two-year Foundation Programme. All UK medical graduates are required to undertake this programme before progressing to specialty or GP training.

The QA programme is delivered jointly by the GMC and PMETB. The programme is known as Quality Assurance of the Foundation Programme (QAFFP). The two organisations have separate but linked responsibilities for medical education, training and for registration. Foundation year 1 (F1) training is the responsibility of the GMC, while PMETB looks after all postgraduate training from F2 and beyond to the point of certification. PMETB and the GMC work jointly to quality assure the Foundation Programme.

How do I demonstrate that I have successfully achieved the Foundation Programme competencies?

Once you have completed F2, you will receive a Foundation Achievement of Competency Document. If you have not completed the Foundation Programme, you need to provide evidence to the recruitment panel for specialty training that you have achieved the required competencies.

What if I have not completed the Foundation Programme for example if I have trained overseas?

If you have not undertaken the foundation training programme, and have not received a Foundation Achievement of Competency Document, it is up to you to demonstrate that you have gained the required competencies of the foundation curriculum.

What happens after the Foundation Programme?

When a doctor has satisfactorily finished the F2 element of the two year course, they can compete for a place on a specialty or GP training programme. Each programme will be based on an approved curriculum, agreed by PMETB, against which doctors in training will be assessed.

For further information:
www.pmetb.org.uk/qafp

Specialty curricula

What is PMETB's role in approving curricula?

All specialties that award a CCT or GPCCT need to meet PMETB's standards for curriculum. By reviewing and approving each curriculum, PMETB ensures that there is consistency and high standards across all medical specialties in the UK.

What are PMETB's Standards for curricula?

The standards are a common set of characteristics that each curriculum should adhere to. *Standards for curricula* can be found on our website:

www.pmetb.org.uk/curricula

Who is responsible for developing my curriculum?

Each medical specialty has its own specific curriculum, which is developed by the relevant medical royal college or faculty. The colleges and faculties in turn submit their curricula to PMETB.

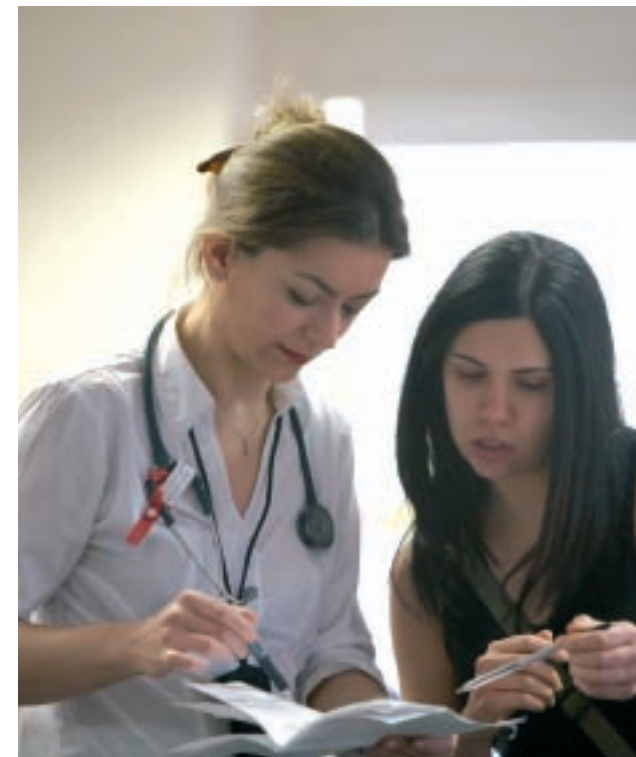
Our curricula approvals panels assess each curriculum to ensure that they meet our standards before granting approval.

Where can I find my approved specialty curriculum?

You can find a list of all the approved specialty curricula on our website: www.pmetb.org.uk/curricula. You can also find information on the relevant faculty/college website.

Where do I find out what competencies I need to achieve for my particular level of training?

The outcomes that are required to successfully complete the given level of specialty training are outlined in the relevant approved curriculum.



Ensuring quality

Quality assurance

PMETB undertakes planned and systematic activities to provide patients and the public confidence that postgraduate medical education satisfies given requirements for quality within the principles for better regulation. The activities that PMETB undertake include developing and upholding the *Generic standards for training*, national surveys of trainees and trainers and visits.

The Quality Framework consists of five inter-related elements which will provide a comprehensive, evidence based system for quality assurance and evaluation. It tests, verifies and improves the local quality management processes and outcomes at a postgraduate deanery level.

The framework ensures speciality focus is maintained at local and national level by working with the medical royal colleges and faculties.

PMETB held a national consultation between May and July 2007 to garner stakeholders' opinions on the new Quality Framework (QF).

Details of the consultation and how the QF will develop can be found on the QF section of the PMETB website:
<http://www.pmetb.org.uk/QAF>

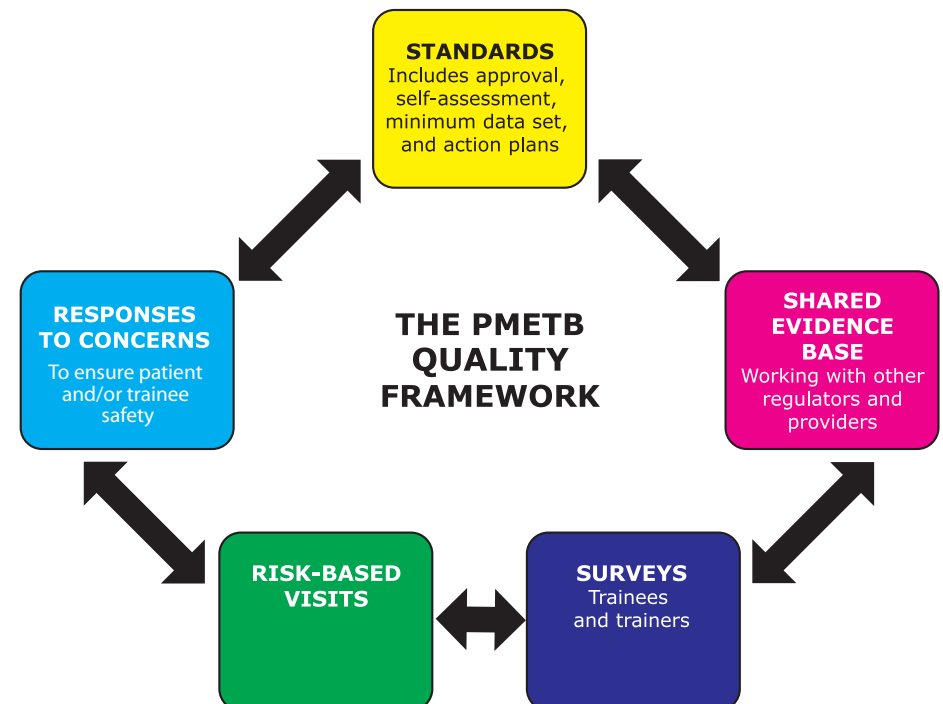
Trainee's involvement with PMETB's Quality Framework

PMETB recognises the value of involving you in our work. With the new model of quality assurance, trainee involvement will continue to grow. Already the trainee survey is providing important information on trainees' views across a range of issues. For those who wish to become more actively involved in our work, PMETB is keen to encourage trainees to become PMETB partners. PMETB partners will be invited to participate in one or more of the following activities:

- Curriculum approval and review
- Certification approval or withdrawal
- Post and programme approval
- Deanery visits approval
- Visitors to carry out deanery-wide visits and play a proactive role in our work.

We advise you to visit our website for more information about the recruitment process.

<http://www.pmetb.org.uk/partners>



The PMETB visit

One of the ways PMETB quality assures postgraduate medical training programmes is through our deanery visit programme.

The deanery visits allow us to ensure that our training standards are being met. The visits also enable us to approve training programmes in a range of different specialties within a deanery.

Visits will also have a number of other objectives, which include:

- to identify good practice in training and the deanery;
- to enthuse the training establishment in the deanery to improve and help to identify and address poor performance;
- to function as a peer review of the dean and his/her senior team;
- to report on the state of the deanery's quality management of the specialties being visited; and
- to assist cross-fertilisation of ideas across specialties and deaneries.

What happens on a PMETB deanery visit?

It varies depending on where the visit is taking place and what specialty is the focus of the visit. Visits always include interviews with trainees, trainers and where appropriate postgraduate deans, college regional advisers and even hospital or trust managers.

What is a triggered visit?

Triggered visits are not part of the regular deanery-visiting programme. They only take place in exceptional circumstances and are prompted by evidence that suggests that training is falling well below the agreed standards.



National survey of trainee doctors

What is the National Trainee Survey?

In 2006, PMETB in partnership with COPMeD undertook the first ever National Trainee Survey. The National Trainee Survey was designed to measure trainees' perceptions of their training provider's compliance with the *Generic standards for training*.

Who was the survey targeted at?

- Post-foundation trainees (i.e. specialist, and GP registrars (now known as specialty registrars, StRs);
- trainees in LAT (Locum Appointments for Training);
- foundation trainees and doctors in training posts but not doctors in non-training posts.

How many trainees responded?

There were 25000 usable responses – around 65 per cent of all trainees.

Why was the survey developed?

The survey was designed to help quality assure postgraduate medical education and training. It is a tool to highlight problem areas and ways of addressing concerns. As it is the first UK-wide survey of trainees, it also provides a benchmark for future surveys.

How can the survey help you?

The results of the survey can highlight locations where compliance with the standards is lower than the national mean. Deaneries are asked to develop and submit action plans to address concerns suggested by the survey. The delivery of these action plans will be monitored as part of PMETB's Quality Assurance Framework.

What standards did the survey cover?

- Patient safety;
- Quality assurance, review and evaluation;
- delivery of curriculum, including assessment;
- support and development of trainees, trainers and local faculty; and
- educational resources and capacity.

Will PMETB carry out more surveys?

We will develop this survey, with the next step being to refine trainees' survey items and develop a trainers' survey for 2007 onwards. Future trainee surveys will also include feedback from the Foundation Programme participants in addition to all trainee doctors in the UK.

Where can you find more information?

You can find further information on our website:
www.pmetb.org.uk/traineesurvey

If you wish to receive trainee survey updates and be added to the mailing list, please email trainee.survey@pmetb.org.uk with 'Add to email group' in the subject line.

Case study - The National Trainees' Survey

I am a registrar in a department which had been failing most of their trainees for several years. Although some trainees attempted to raise some issues with their educational supervisors and specialty advisers, they felt their concerns were not being fully addressed. Some trainees felt that these attempts of voicing their concerns only weakened relationships. As only a minority of registrars were willing to take their concerns to the deanery, for fear of career set back, this avenue was not taken.

PMETB's 2006 National Trainee Survey offered a platform for trainees from my department to express their concerns anonymously. The original survey grouped our specialty with other specialties and left the emphasis on departments to analyse their own departmental data. However, unfortunately, this did not happen in our

department.

Tentatively, I took it upon myself to contact PMETB and request specific data for our specialty. To my surprise, this data was easily available. PMETB were extremely helpful and forwarded me all relevant data and liaised directly with our postgraduate department. The data very accurately highlighted my department's training strengths and weaknesses.

As a consequence we have had an internal training inspection from the deanery, where all of the registrars had an opportunity to voice their training concerns, in a safe environment. The deanery is very supportive of our plight and I am sure that future trainees in our department will now receive quality training, ultimately as a consequence of the National Trainee Survey. Thank you

Trainee in Geriatric Medicine

Dealing with serious training concerns

What can I do if I feel my training is not meeting the required standard?

In the first instance, we would recommend that you discuss any problems that you may be having with your mentor or educational supervisor. If your concerns have still not been eased, you should contact your director of postgraduate medical education, clinical tutor or equivalent. If you still have unanswered questions, you should alert your postgraduate deanery.

My deanery has been unable to help me, what can I do now?

Ultimately, if you feel that the situation warrants it, you can raise your concerns with PMETB. In instances where there are suggestions and evidence to support suggestions of possible serious educational failure, PMETB may decide to undertake a triggered visit.

For further information:
www.pmetb.org.uk/visits



Post and programme approval

Getting a post approved

Why do my specialty training posts need to be educationally approved?

PMETB is legally responsible for approving all postgraduate training posts and programmes in the UK. In order to be eligible for a CCT or GPCCT, you must be supervised and be in posts and programmes approved by PMETB.

How do I know if my posts have had educational approval from PMETB?

It should be made clear in the advert for the post that it is considered an approved training post. In addition, when you start a training rotation or take up a training post, you should be given a letter of appointment from your employers. Your trusts or health providers or postgraduate dean will state that the post has been educationally approved. If you are still unsure, speak with the relevant dean or

human resources department to obtain confirmation of your post's status.

Do Foundation Programme posts require educational approval?

The Foundation Programme posts do not require approval on an individual basis. This is because PMETB requires deaneries to deliver the Foundation Programme according to the approved curriculum requirements and ensure that foundation doctors have the opportunity to achieve the competencies and outcomes for entry to foundation year two.

Out of programme approval

PMETB has set out policy on the transitional arrangements for approving training and research in posts not presently approved by PMETB for the award of a CCT.

Transitional arrangements were put in place so that certain groups of trainees had until 31 July 2007 to receive retrospective approval from their college for training/research in posts not approved by PMETB as part of a CCT programme.

Do I need PMETB approval for every post I wish to have counted towards my CCT/GPCCT?

If you would like any training to count towards a CCT or GPCCT, your training must be part of an approved specialty-training programme, be supervised, and have prospective PMETB approval.

How do I get prospective approval?

In order to have any period of out of programme training approved, you must follow this process:

- inform your deanery;
- the dean will obtain comments from the relevant medical royal college/ faculty;
- the dean confirms that the training meets PMETB standards;
- the dean confirms that the post is subject to similar deanery-managed quality control processes;
- if the quality processes are different, the deanery provides a description with the application;
- the dean will submit details to PMETB requesting formal approval of the post as part of the CCT programme;
- for training in another EEA member state, the dean verifies that the post is approved for training in that specialty by that member state confirmed by a statement/certificate from the relevant European member state's competent authority.

Can I apply for prospective overseas approval myself?

To ensure consistency across our normal post and programme procedures, PMETB cannot accept applications from individuals, the medical royal colleges or faculties. The application must come through the deanery.

My deanery has confirmed I have received prospective approval for my overseas post. Anything else I need to do?

Yes! Trainees who undertake prospectively approved overseas training, as part of their CCT programme will need to be able to provide the evidence to demonstrate that they have achieved the relevant competencies. Evidence can include trainers' reports as well as any assessments that have been undertaken.

Can I undertake my Foundation Programme training overseas?

Foundation Programme training can be undertaken in any location, as long as you can successfully demonstrate that you have gained the required competencies of the foundation curriculum. You should however, discuss your plans with your supervisor.

Does out of programme research require PMETB approval?

If you want your out of programme research to count towards your CCT, your research post should be prospectively approved as part of a PMETB prospectively approved training programme.



Retrospective approval

Can PMETB retrospectively approve my specialty training?

PMETB are not permitted by law to retrospectively approve any training posts or programmes.

Will my specialty training still count if it hasn't been PMETB approved?

If you have undertaken any posts which haven't had prior educational approval from PMETB, unfortunately, they will not be able to be counted towards a CCT but may count towards a CESR.

Promoting and developing postgraduate medical education

In addition to carrying out its regulatory functions, PMETB is leading the debate on the future content and desired outcomes of postgraduate medical education and training. This review forms an integral part of the Board's strategy for the five years to 2010. We believe that PMETB should play a fundamental part in establishing and determining the most appropriate training required for doctors who will practise in fifteen years time. The project will also inform how PMETB uses its regulatory powers and how specialty training is structured and delivered in the future.

Why review specialty training?

Postgraduate medical education exists in a rapidly changing environment. Shifts in society, medicine, patient expectations, the workforce and service delivery alter both the requirements for training and how training is delivered.

How will PMETB carry out this review?

The review is starting with broad research which will seek to provide the Board and our partners with a detailed understanding of the issues and state of play in postgraduate medical education. We will seek to develop an understanding of current trends and issues on the horizon. This work will be undertaken with reference to PMETB's responsibilities and powers. In developing this stage, the Board will seek to build a consensus amongst its stakeholders and seek to map out possible options for the content and outcomes of specialty training.

Getting involved

PMETB wants a wide debate with all those who are interested in the future of the four nations' medical workforces. Our website will be regularly updated with information about the project's progress and opportunity for engagement. To register your interest and to receive updates please visit: www.pmetb.org.uk/futuredoctors



PMETB fees: the principles behind charging trainees

PMETB Fees: the principles behind charging trainees

For PMETB to act independently in the best interest of postgraduate medical education, we need to have in place a fees structure which enables us to do so. The fees structure enables us to be independent from the Departments of Health.

We have consulted twice on our fees structure. Both times we have sought views on the principles behind how we should be funded.

We are on track for complete financial independence by 2009/2010.

The principles are:

1. PMETB must achieve financial independence to be an independent standard setter for postgraduate medical education.
2. Income must enable PMETB properly to fulfill its statutory duties, in particular it must ensure not only that we set and maintain standards and ensure quality, but develop and promote postgraduate medical education.
3. We should aim to achieve the principle of beneficiary pays. The approach and fees charged must be fair to all categories of fee payers based on what

we currently know of costs. As such, any differential in fees should be solely on additional costs which can be directly attributed to an activity. As part of this we should aim for equivalent treatment of specialist medicine and general practice.

4. The fees for certification or equivalence include our work in standard setting, maintaining standards and the development and promotion of postgraduate medical education from which all those who gain entry to the specialist or general practice registers benefit.
5. The right to appeal is an integral part of our certification work and the fee rate for appeals must be set at a level which does not make this too onerous. However PMETB should seek an arrangement with government to meet the potential cost of liabilities arising from appeals to obviate the need for excessive reserves.
6. Income levels should be sufficient to ensure the financial viability of PMETB as an independent organisation which will require a prudent level of reserves.

More details of our fees are set out on our website:
<http://www.pmetb.org.uk/fees>

Jargon buster

AoMRC

Academy of Medical Royal Colleges. It was founded to coordinate the work of the royal colleges and faculties.

Assessment

Assessment is a term used to evaluate and measure a student's progress based on the curricula.

Appraisal

An appraisal is used to provide feedback to doctors on their performance and to identify education and development needs.

BMA

British Medical Association

CCT

Certificate of Completion of Training. A CCT confirms that a doctor has completed a UK programme of training and he/she is eligible to join the specialist or GP registers.

COPMed

Conference of Postgraduate Medical Deans. COPMed exists to provide a forum for postgraduate deans.

Committee of General Practice Education Directors (COGPED)

The Committee of General Practice Education Directors (COGPED) is a forum that performs a similar role to the Conference of Postgraduate Medical Deans COPMeD, but focuses instead on general practice.

Curriculum

A statement of the intended aims and objectives, content, experiences, outcomes and processes of a programme, including a description of the structure and expected methods of learning, teaching, feedback and supervision. The curriculum should set out what knowledge, skills, attitudes and behaviours the learner will achieve.

Deanery

The regional unit of postgraduate medical education delivery.

Dual certification

Higher specialty training in a dual programme leads to a CCT in two specialties e.g. Rheumatology and General Internal Medicine.

EWTD

European Working Time Directive. The EWTD is a European law that seeks to protect the health and safety of workers within the European Union.

Formative assessment

The process of individual review of a GP registrar's (specialty registrar) educational and training needs at the commencement and during training, so that the training addresses the issues necessary to complete VTS satisfactorily.

FTSTAs

Fixed Term Specialty Training
Appointments are one year fixed-term appointments.

Gold Guide

A guide to specialty training for use by trainees and those managing specialty training programmes.

GMC

The General Medical Council is the UK body that holds the register of all qualified doctors eligible to work in the UK.

LAS

Locum Appointment for Service. Short term appointment used to fill a service gap in a training programme. Not a training post and does NOT count towards a CCT but can be used towards a CESR/CEGPR application.

LAT

Locum Appointment for Training
appointments can count towards a CCT if the doctor subsequently enters an approved run-through training programme.

MMC

Modernising Medical Careers is a Department of Health and NHS initiative to reform postgraduate medical education. MMC aims to improve patient care by delivering a modernised and focused career structure for doctors.

NACPME

National Advice Centre for Postgraduate Education – NACPME offers information for doctors with overseas qualifications who would like to pursue further training in the UK. It is run by the British Council on behalf of the Department of Health.

NACT.UK

The National Association of Clinical Tutors helps to promote postgraduate medical education. NACT represents and supports clinical tutors at national and regional level.

NTN

National Training Number allotted to each trainee by the postgraduate dean on appointment to an educationally approved and funded specialty registrar post. A trainee must be holding an NTN in order to apply for a CCT.

OOPR

Out of programme for research. This can be counted towards training if it is prospectively approved by PMETB.

PLAB

The Professional and Linguistic Assessment Board. Most medical graduates from outside the EU must take the PLAB test before they can be granted registration. However, some overseas doctors are exempt from this test. The PLAB is administered by the GMC.

Specialty registrars

All doctors recruited into the new PMETB approved specialty and general practice training programmes will be known as specialty registrars (StRs). Specialist registrars (SpRs), specialist trainees in public health medicine (SpTs) and general practice registrars (GPRs) appointed before August 2007 will keep these titles unless they swap to the new specialty curricula.

Training record

Sometimes referred to as the log book or, training manual. Issued upon enrolment to each STR, LAT and FTSTA.

Trainee's directory

For further information about the medical, GP and specialist registers contact the GMC: www.gmc-uk.org

For information about the PLAB test, please visit: www.gmc-uk.org/doctors/plab

For information about eligibility to work in the UK for non UK or EEA nationals: www.homeoffice.gov.uk

For further information on your specialty specific guidance, please contact the relevant medical royal college or faculty.

For further information on run through training, including guidance and advice and to find more about the level of training to apply, please visit: www.mmc.nhs.uk

If you have a specific query regarding run through training, email: mmcsupport@mmc.nhs.uk

Further information on training posts and the application process are available from the postgraduate medical deaneries within the UK. Please contact them directly via their particular website. A full list of the deaneries can be found here: www.copmed.org.uk/contacts

For information on how to apply, enrol for specialty training posts as well as eligibility criteria and person specifications: **please contact MMC or your local deanery**

For information on becoming a GP: www.gprecruitment.co.uk

For information on postgraduate courses: Check specialist journals published by the medical royal colleges and medical associations.

Contact us

Postgraduate Medical Education and Training Board
Hercules House
Hercules Road
London
SE1 7DU

Tel: +44(0)20 7160 6100
Fax: +44(0)20 7160 6102

Web: www.pmetb.org.uk

Certification

For CCT, GP CCT, CESR and CEGPR queries email:

CCT queries: cct@pmetb.org.uk
GP CCT queries: gpcct@pmetb.org.uk
CESR queries: cesr@pmetb.org.uk
CEGPR queries: cegpr@pmetb.org.uk

Or telephone:
0871 220 3070
(Monday to Friday 9am – 5pm)

Web: www.pmetb.org.uk/certification

Future Doctors review

For further information email:
futuredoctors@pmetb.org.uk

Web: www.pmetb.org.uk/futuredoctors

Curricula and Assessment systems queries:

Email: curriculum.eval@pmetb.org.uk
Web: www.pmetb.org.uk/quality

Deanery visits and post and programme approvals queries:

Email: quality.assurance@pmetb.org.uk
Web: www.pmetb.org.uk/quality

Trainer and trainee survey queries:

For trainer survey queries, please email:
trainer.survey@pmetb.org.uk

For trainee survey queries, please email:
trainee.survey@pmetb.org.uk

Web: www.pmetb.org.uk/qualit

Disclaimer

PMETB makes every effort to ensure that the information given here is correct and up to date. However, it should not be relied upon and PMETB accepts no liability for its accuracy or completeness.



**Postgraduate Medical
Education and Training Board
Hercules House
Hercules Road
London SE1 7DU**

www.pmethb.org.uk