Implementing the Shape of Training Review

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Why did we need another review of medical training?
Why did we have a review of medical education and training?

• Patient needs are rapidly changing
• Population demographic – multiple chronic comorbidities
• Unsustainable rises in hospital admissions
• Health science innovations and therapies
• Workforce – changing aspirations and expectations
• Unintended consequences
Future hospital commission report

• “All too often our most vulnerable patients are failed by a system ill-equipped and seemingly unwilling to meet their needs” and

• “There is increasing evidence of substandard care provided to many older patients with care poorly coordinated and reports of patients being moved between wards and within wards ‘like parcels’.” (Royal College of Physicians London, 2013)
UK Governments strategic plans
Shape of Medical Education and Training Review

Tasked to consider how medical education and training should adapt to meet these changing patient needs

What did the Shape of training review say needs to be done?

• Training must respond to patient/service needs
• Patients and service providers need more doctors with general skills that can be delivered in a range of settings
• Requirement for specialists and sub specialists remains
• Medical training is too inflexible
• More doctors who have the skills to support the delivery of more care in the community
Shape of Training Review - Framework

- Proposed broad concepts, ideas and solutions
- Open to interpretation
- Did not consider the practical implications of implementation
- Minister convened the UKSTSG
UKSTSG

• Consider the report
• Policy advice in relation to implementation
• 4 Nation consensus
• Minimal service disruption
• Facilitative of the four UK strategic plans
Interpret and define key elements

What is a “generalist”

• To deliver the appropriate acute unselected take in hospitals
• To provide continuity of care
• To support the delivery of more care in community settings

Key to Implementation – adapt College curricula
Academy of Medical Royal Colleges Curriculum Mapping exercise.

Test of Shape compliance

1. Take account first and foremost of patient need

2. Generic skills – contribute to the unselected take and provide continuity of care thereafter

3. Flexibility

4. Support care in the community

5. Credentialing
UKSTSG recommendations

• Principles of the SOTR as interpreted by the group will require to be incorporated in curricula
• Recommendations in relation to credentialing
• Oversight system for curricula
• Mentoring
The Odyssey and Mentor

- Odysseus left Ithaca to fought in the Trojan War
- Mentor was tasked to oversee Telemachus (son) in running the Palace
- Career transition points