

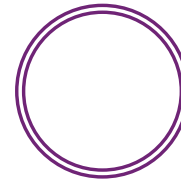
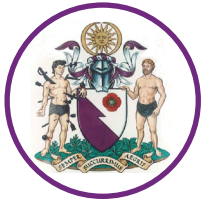
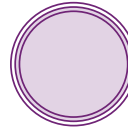


The Royal College of  
Emergency Medicine

# Education Strategy

Published September 2019







## Foreward from the Dean of the College

Education is one of the cornerstones of our College and I am delighted to publish, for the first time, a document which outlines the Education Strategy and objectives for the next three years. Education within The Royal College of Emergency Medicine (RCEM) encompasses a wide variety of activities and committees and it is important that our future aspirations are clear to our Fellows and Members.

This strategy covers workstreams which are under constant development, such as RCEMLearning, our examinations and CPD, and it is important that we continually strive for excellence to meet our Fellows and Members expectations. Supporting research is central to the retention of doctors in our specialty and I am delighted that this important work is recognised in the RCEM Research Strategy 2020.

The College will continue to expand new areas of education over the next few years, such as the development of Emergency Care Advanced Clinical Practitioners. With many of our Fellows and Members residing overseas it is imperative that we are committed to their educational needs and the International Education Sub-Committee will be central in taking this forward.

I am very grateful to Emily Beet, our Deputy Chief Executive, who developed this strategy and the many Fellows and Members who devote their time to supporting these important and interesting areas of the College's work. I hope that in three years we can reflect on our achievements of the many objectives outlined, which will only help the specialty of Emergency Medicine in the UK and globally.

**Jason Long**  
**Dean**



## Introduction from the Director of Education

This strategy sets out the College's objectives for the next three years to ensure we meet the educational needs of the specialty and provide the necessary framework for our members to train and learn.

How our members learn and access education is quite different from when the College was formed over ten years ago. As technology evolves, and members expectations change, the College needs to ensure it provides a range of learning opportunities to improve flexibility and access for members.

The College now has over 8,000 members, half of which are doctors in training and allied health professionals. As the composition of the membership grows and evolves, the College needs to develop its educational strategy to reflect a mix of learning needs that supports the individual and the wider system.

**Emily Beet**  
**Deputy CEO and Director of Education**





## RCEMLearning

The College's digital learning portfolio, which integrates a Virtual Learning Environment (VLE) with Free Open Access Medical Education (FOAMed) resources, is unique amongst Royal Colleges. Huge strides have been made in recent years to harness the clinical expertise and innovative educational practices of Fellows and Members to offer a wide-ranging resource to RCEM members and the wider EM community – which was rated as the 'Number 1 Member Benefit' in the 2018 Members' Survey. RCEMLearning continues to evolve with the addition of the CPD Diary in early 2018, followed shortly afterwards by the CPD Diary App.

The development of RCEMLearning is a strategic priority to ensure it remains technologically and clinically current. The creation of the Editorial Review Board has helped facilitate a rolling review schedule of existing content but new members are required to ensure a sustainable review cycle and to support the generation of new content.

The next iteration of the RCEMLearning platform should coincide with the launch of the new curriculum. New resources and learning content mapped to the revised curriculum will need development to support doctors in training achieve the new curriculum outcomes.

### Objectives

Maintain RCEMLearning's position as a world renowned digital learning resource.

From 2019 the College will create two RCEMLearning Digital Education Fellow roles to enable Members and Fellows to develop their critical appraisal and presentation skills as part of the Editorial Executive Team.

By 2021 the College will create two RCEMLearning Editorial Fellow roles to enable Members and Fellows to develop their critical appraisal and reasoning skills as part of the Editorial Review Board Team.



## A New Curriculum

The Emergency Medicine Curriculum informs key areas of the College's educational activities. By 2020 the College will submit a new curriculum to meet the GMC's updated standards, Excellence by Design.

The new curriculum, expected to launch from August 2021, will ensure the next generation of EM Consultants have a wide range of skills, knowledge, behaviours and attributes in order to care for a variety of patients with increasingly complex co-morbidities. As well as being able to care for all individual patients presenting to the ED, the new curriculum is designed to ensure EM consultants can provide strategic leadership to a multidisciplinary team, improve quality, teach and supervise and deliver key administrative tasks.

### Objectives

The successful approval and implementation of the new curriculum in August 2021.

Ensure the College sustains its domain knowledge and educational expertise including expert psychometric support.

The College will continue to aspire to excellence through the continuing development of medical education and showcasing excellence at keynote conferences.





## ePortfolio

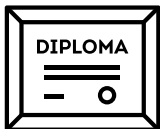
A replacement ePortfolio platform is being developed to support the implementation of the new curriculum. The new platform will provide users with a more intuitive system to help doctors in training and Advanced Clinical Practitioners evidence their learning against the appropriate curricula. Improved access to the platform is a key requirement of the project and an ePortfolio app is being developed in tandem to provide real-time, on the shop floor assessment.

### Objectives

By 2021 the College will successfully launch its new ePortfolio system, mapped to the new curriculum and embracing technological developments.

The College will ensure ongoing engagement with stakeholders, such as doctors and ACPs in training, and Heads of Schools, to enable ongoing review and development of the system.

## Examinations



The College offers a suite of examinations leading to the award of Membership or Fellowship of the College. Demand for RCEM examinations has increased significantly in the last three years. This demand has resulted in an increase in the surplus generated from examinations but has created additional operational challenges. Additional resources have been invested in the College team but a project to engage new examiners and recognise their contribution to the College's work is required.

The demand for RCEM exams is such that 60% of candidates sat the FRCEM Primary examination in December 2018 at international venues. Measures to increase capacity for all examination components is required in order to enable these doctors to achieve the MRCEM or FRCEM qualifications. In 2019 the College shall increase the number of international centres for the FRCEM Intermediate SAQ paper and in 2020 shall offer the MRCEM OSCE in Malaysia and Oman.

The new curriculum project will review the examination structure to ensure it remains appropriately mapped to the new programme of assessment and it may be necessary to revise some existing components to meet best educational practice.

### Objectives

The College will ensure the ongoing development and delivery of internationally recognised and respected postgraduate qualifications in Emergency Medicine that are robust and fit for purpose.

The College will review new and innovative ways of engaging new and existing examiners and consider how best to recognise their contribution.

In 2019 the College will increase the capacity within the clinical support teams by revising the Sub-Committee structure.

The College will ensure a programme of assessment in the new curriculum that meets the GMC's Standards informed by educational experts with vital input from stakeholders.

By 2021 the College will offer the FRCEM written examinations internationally.





## Emergency Care Advanced Clinical Practitioners (ECACPs)

ECACPs form a small but growing number of the College membership. In 2019 a representative forum for ACP members will be launched and a tailored education programme through the delivery of an annual conference is planned. The College plans to further embed educational activity for ACP members by ensuring conference and CPD programmes are relevant for the multidisciplinary EM team.

The educational evidence base for the development of the new curriculum will also inform the ongoing development of the curriculum for the Emergency Care Advanced Clinical Practice Credential from 2019.

### Objectives

In 2019 the College will launch the ACP Forum, a representative body for ACP associate members.

By 2021 the College will review the ACP Curriculum to maintain educational validity and parity with the EM curriculum for doctors in training.



## CPD Study Days and Conferences

The College delivers a broad mix of CPD Study Days and two keynote conferences to promote best clinical practice and to showcase new research and technological developments. In addition the College supports the Emergency Medicine Trainees' Association (EMTA), the Forum for Associate Specialists and Staff Grade Doctors in Emergency Medicine (FASSGEM) and Advanced Clinical Practitioners (ACPs) to deliver their tailored annual conferences. The programme for all face to face educational activity is designed to both support individuals and the wider system.

The CPD Study Day programme is being further developed to help members maintain a range of practical skills and to improving access by offering more study days at regional venues outside of London.

### Objectives

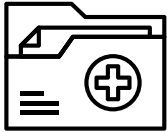
The College will continue to develop a broad and varied educational programme including support for the multidisciplinary team and the diverse range of medical grades.

Increasing access to the education programme through the development of webinars and increasing the number of regionally held events.

The College will develop courses and study days in non-technical skills, examination preparation courses and free public lectures on emergency care.



## Research



Supporting research and innovation including knowledge translation is central to the objectives of the College and is promoted through a variety of activities coordinated by the Research and Publications committee. These include designing the scientific programme of the Annual Scientific Conference, the publication of the Emergency Medicine Journal (EMJ) and the provision of research grants and fellowships.

More recently, a variety of initiatives to increase research capacity and opportunity have been developed such as the Clinical Studies group with the associated Young Investigator and Principal Investigator awards and saw the creation of the Trainee Emergency Research Network (TERN), a trainee lead network using novel technologies to collect data to produce practice changing research. TERN is designed to improve access to research opportunities and demystify clinical research in EM by providing a collaborative infrastructure. RCEM has been instrumental in the agreement to have Emergency Care as one of the first NIHR Incubator schemes. RCEM has also recently supported the appointment of four Associate Professors.

From 2019 RCEMLearning will be partnering with the EMJ to produce monthly podcast on new and historic EMJ papers.

Research and Scholarship is also a domain in the GMC's Generic Professional Capabilities framework and as such will be embedded in the new curriculum as a specialty outcome.

All these initiatives have recently been brought together as part of the RCEM 2020 Research strategy.

### Objectives

Embed research in the new curriculum and promote research opportunities for consultants and doctors in training.

Develop collaborations and partnerships with external stakeholders to achieve strategic objectives and secure additional resources.



## International Education

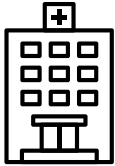
The College is committed to supporting the development of EM at a global level. As part of this commitment it launched a 12-month learning programme in 2019, the Emergency Medicine Foundation Programme (EMFP). The programme is aimed at providing medical practitioners at pre-specialist level with a demonstrable period of study and training in EM. The EMFP has a defined and evidence-based curriculum with key competences, both professional and clinical, that support services to provide care that is safe, effective and responsive to population needs.

The College also supports international doctors wishing to work and train in the UK via the Medical Training Initiative (MTI). To complement the MTI scheme, from 2019, the College will partner with Health Education England to pilot an educational programme for MRCEM or equivalent doctors recruited at mid-grade level. The Emergency Medicine Training Programme (EMIT) will provide additional support and care alongside an individually tailored programme to doctors coming to the UK to work on a Tier-2 visa for 2-5 years, working in the NHS before returning to their country of origin.

### Objective

Launch the pilot of the EMFP in 2019 and continue to support the development of the EMIT Pilot.





## Educational Support within 'Securing the Future Workforce'

A key tenet of the workforce plan is to provide personal development training for trainees to help reduce attrition and improve support in an intense and pressurised specialty. The Leadership Programme is designed to support trainees develop leadership and resilience skills and will increase in breadth and complexity as people progress through training. The Less than Full Time (LTFT) Pilot also enables higher specialists trainees to train less than full time, giving them greater flexibility in their working lives.

The College is also working in partnership with Health Education England to support the most challenged Acute Trust Emergency Departments to implement Clinical Educators strategies. The Clinical Educator role is designed to support retention and the well-being of multi-professional clinical teams in the Emergency Department.

### Objectives

To support the development, design and implementation of the EMLeaders Programme.

To continue to support the implementation and evaluation of the Less than Full Time Pilot for Higher Specialists Trainees.

To support the implementation of the Clinical Educators role and oversee the evaluation of the pilot.



## Revision of the College Textbook

The revised fifth edition of Moulton and Yates' Lecture Notes: Emergency Medicine will be the College's own textbook and is intended to provide a comprehensive introduction to the specialty of Emergency Medicine in a readable textbook rather than a handbook format.

### Objective

By 2021 launch the publication of the College's textbook for Emergency Medicine.



