Post Graduate Medical Education Opportunities as Part of Training in Clinical Radiology

Dr Scott Rice
Dr Louisa Firmin

WHY UNDERTAKE TRAINING IN MEDICAL EDUCATION

- The value of developing a professional interest in medical education is being increasingly recognised
- There is a need to ‘credentialise’ your activity: making excellence as an educator clear for Consultant appointment, promotion, retention and job planning decisions
- Postgraduate training aims to give a greater understanding of high quality teaching methods in order to improve the standard of both undergraduate and postgraduate training given by doctors
- The professionalisation of the field of medical education continues to move at a rapid pace: this is now part of the core RCR curriculum
- Medical educators need to develop a broad portfolio of teaching and support of learning experience and expertise
- Medical education is now a core part of the NHS business model

HOW DO YOU DEVELOP AS AN EDUCATOR?

During core training many trainees are involved in undergraduate medical teaching. There are many ways to develop as an educator and gain skills and expertise:

- Join a medical education society such as ACME / AoME
- Get involved in range of activities within your department:
  - Teaching undergraduates, radiographers and foundation trainees
  - Demonstrating skills (eg. US guided lines etc)
  - Gather feedback and maintain a teaching portfolio
  - Ask someone to observe your practice
  - Subscribe and volunteer to be a reviewer for a journal
  - Get an educational mentor

WHAT SKILLS DOES TRAINING PROVIDE?

Training in medical education will give you the opportunity to develop a deeper and more nuanced understanding of professional education & training delivery.

This includes:
- Principles of curriculum design
- Teaching methods (small group vs large group teaching skills)
- Simulation
- Assessments design
- Supervision, mentoring & coaching
- Giving feedback
- Role modelling
- Trainees in difficulty
- Interprofessional education
- Qualitative research skills
- E-learning

WHEN TO UNDERTAKE TRAINING?

Choosing a course requires careful consideration of their individual merits and how it is delivered. Programmes may be specialty focused or based on educational modalities (simulation, technology and educational management). Courses may be either by distance or face-to-face learning and occasionally a combination of both. There are a number of full-time and part-time options available.

It is important not to underestimate the amount of extra work involved alongside studying for the FRCR. A synopsis of available programmes is below:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Course</th>
<th>Qualification</th>
<th>Length</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bedfordshire</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>1 year</td>
<td>PT distance</td>
</tr>
<tr>
<td>Birmingham</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>1 year</td>
<td>PT</td>
</tr>
<tr>
<td>Brighton</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>1 year</td>
<td>PT with contact study</td>
</tr>
<tr>
<td>Bristol</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>4 study days</td>
<td>PT with contact study</td>
</tr>
<tr>
<td>Cambridge</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>1 year</td>
<td>PT with contact study</td>
</tr>
<tr>
<td>Cardiff</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>1 year</td>
<td>PT</td>
</tr>
<tr>
<td>Dundee / RCR</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>1 year</td>
<td>FT or PT</td>
</tr>
<tr>
<td>Edinburgh</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>1 year</td>
<td>FT or PT</td>
</tr>
<tr>
<td>Keele</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>1 year</td>
<td>FT or PT</td>
</tr>
<tr>
<td>King's</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>1 year</td>
<td>FT or PT</td>
</tr>
<tr>
<td>Manchester</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>2 study days</td>
<td>FT or PT</td>
</tr>
<tr>
<td>Sheffield Hallam</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>1 year</td>
<td>FT or PT</td>
</tr>
<tr>
<td>UCL / RCP UK</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>1 year</td>
<td>FT or PT</td>
</tr>
<tr>
<td>UCL Institute of Education</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>1 year</td>
<td>FT or PT</td>
</tr>
<tr>
<td>Warwick</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>1 year</td>
<td>FT or PT</td>
</tr>
<tr>
<td>Winchester</td>
<td>Medical Education</td>
<td>PG Cert</td>
<td>1 year</td>
<td>FT or PT</td>
</tr>
</tbody>
</table>

Core (ST1 – ST3) Advanced (ST4-5) Fellowship

Local faculty Courses PG Cert Med Ed PG Dip Med Ed MA Ed EdD PhD

CHALLENGES OF CLINICAL TEACHING:

Teaching while undertaking specialist training in radiology comes with its own set of unique challenges:
- Time constraints
- Work demands
- FRCR examinations
- Often unpredictable and difficult to prepare for
- Engaging multiple levels of learners (students, foundation trainees, CMTs etc)
- Imaging related challenges
- Lack of reward and recognition for teaching
- Physical environment in radiology not compatible for teaching

PRACTICE POINTS & NEXT STEPS:

Medical education takes many different forms and occurs at all levels of the continuum of medical training. It is increasingly recognised as a career pathway, usually undertaken in parallel with clinical training. It can involve research, teaching, quality improvement, management or a combination of the above.

Increasingly organisations are offering formal teaching and education qualifications with some employers now mandating this to be allowed to educationally supervise others. Although they often require considerable time and financial commitments, they offer great opportunities to deepen your interest and learn more about educational theory.