

Quality Assurance Framework for O&G Education resources

Approved by Education Board on 10 March 2017

Queries to Kim Scrivener, Senior Director, Education & Assessment

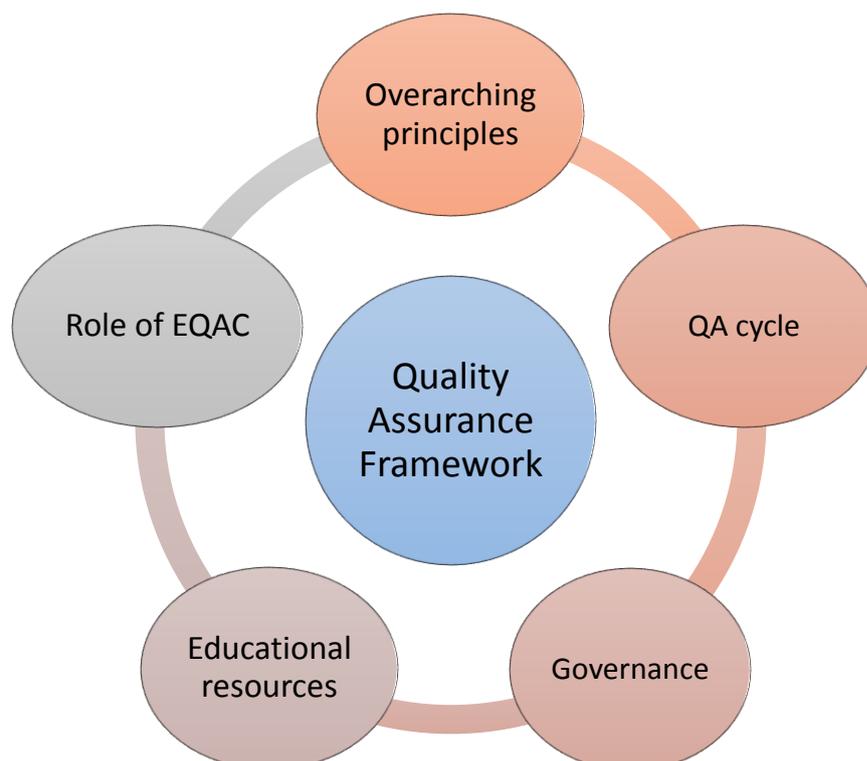
1. Introduction

This document sets out the features of the revised Quality Assurance (QA) Framework for O&G postgraduate medical education resources (the Framework). The purpose of the Framework is to make explicit the means by which RCOG assures itself of the quality of O&G postgraduate medical education resources, so that doctors are trained to the highest educational and professional standards.

The QA Framework is implemented through the Education QA Committee (EQAC) and other RCOG committees, and is approved by Education Board. It is intended to be a living document and thus will be reviewed on a regular basis by EQAC on behalf of the Education Board. The Framework links to Aim 2 of the RCOG Education Strategy - the RCOG believes that the College should be a provider of high quality education to improve the standard of care for women internationally - by “developing in-house expertise (including business planning) to improve delivery of high quality education and training packages”.

The Framework incorporates the following dimensions as laid out in Figure 1. Each of these will be explored in more detail in this document.

Figure 1





2. Overarching principles for the Framework

The overarching principles below are drawn from best practice in other educational organisations as well as RCOG's own Strategic Plan, and will be reviewed on a regular basis. The Framework:

- is designed to ensure that all RCOG education resources are of the highest quality
- promotes a high standard of education for all doctors throughout their careers and thus improve the care of women
- differentiates between resources that are directly related to RCOG's core educational activity and those that are not
- enables the RCOG to deliver on its commitment to quality assurance in its overall strategic plan, and is included in the Education Strategy
- is holistic in nature and encompasses all education resources
- is informed by women and trainees
- is informed by and depends upon peer review by Fellows and Members
- is recognised by RCOG's partners and stakeholders
- is reflective, evaluative and based on sound evidence
- is supported by consistent processes and strategies that are transparent, efficient and authoritative
- is based where appropriate on the GMC's standards for education and training
- is flexible and recognises that O&G education products are subject to different QA processes that have developed over time
- should not be onerous and should recognise when previously approved education resources are re-packaged, though such proposals should be rigorously examined in case the evidence base has changed or new ideas have emerged

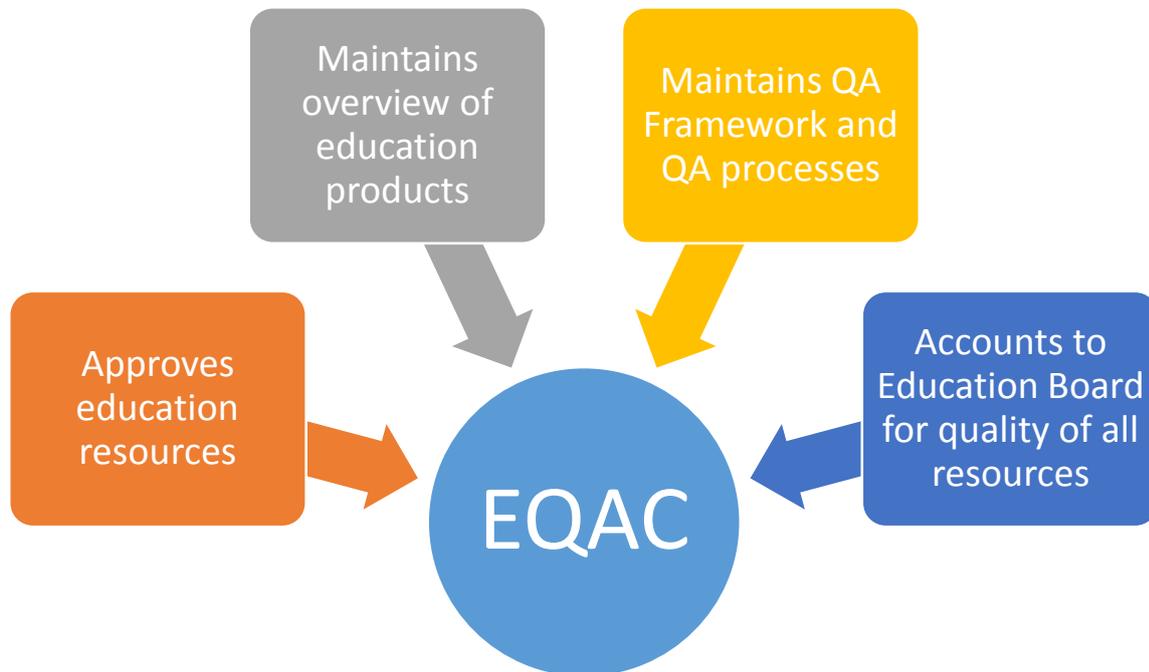
3. Role of EQAC

The role of EQAC is to provide Education Board with the assurance that all RCOG education resources are appropriately quality assured (Figure 1) and to commission new education products where a need has been identified. It does this by scrutinising new product proposals, receiving reports from resource providers on quality processes and reviews, maintaining the Education Product Catalogue and working with the Product Management and Marketing Group to make sure that all resources are worthy of the quality "kite-mark" of the College.

EQAC effectively endorses a new product for further development, whether it be a learning package (e.g. on-line, blended), workshops or a conference.



Figure 2



4. Education products

RCOG defines education products (or resources) as educational programmes, initiatives or materials to support the delivery of RCOG's aspirations to provide life-long training for O&G doctors, both pre- and post-CCT.

Products can be derived from or relate to the main elements of O&G education (curricula, MRCOG and CPD Programme) that are typically not quality assured by the relevant committees. They can also emerge from global education or clinical quality programmes, both of which have also not been subject to any other formal quality assurance process.

Sometimes a proposal might put together previously approved educational elements - e.g. a conference that has run before. These elements should be noted in the proposal as part of the formal proposal process. Even though the elements have already been approved, it is important that the integrity of the new product is scrutinised.

5. Governance

A guide to how various types of resources relate to the educational governance structure is given below. This guide ensures appropriate scrutiny, peer review and ownership in the College are part of the approval process.

Case study

A new blended learning package (course plus eLearning) to enable the acquisition of certain competencies in an ATSM, e.g. surgical abortion, has been put together under the auspices of the Advanced Training Committee. The draft proposal would be seen by SEAC. The final proposal would be submitted to EQAC with the guarantee that the package was deemed appropriate for that stage of training, leaving EQAC



with the responsibility of ensuring that the package fitted in with other College products, that it was deliverable and whether it could be adapted for use in another area.

Table 1. Education product QA and educational governance				
Product origin	Examples of products	Interested committees	Possible RCOG Departments	Senior committee
Curricula – core, subspecialty x 4, ATSM x 19, academic, workplace-based assessments	eLearning (StratOG tutorials) Courses Apps Blended learning packages	Core Curriculum Subspecialty Advanced Training Academic Board	Ed Policy Meetings Ed Resources	SEAC
MRCOG Exam	Exam revision courses eLearning Books	Part 1 MRCOG Part 2 MRCOG Part 3 MRCOG	Examinations Meetings Ed Resources	Examination & Assessment Committee
DRCOG Exam	Exam revision courses eLearning	DRCOG	Examinations Meetings Ed Resources	Examination & Assessment Committee
CPD Framework and Faculty Development	eLearning Courses ePortfolio Apps	Professional Development	Ed Policy Ed Resources Meetings	Professional Development Committee
Clinical quality	Training packages	PMMG	Clinical Quality Ed Resources	Clinical Quality Board
Global Health	Training packages	Global Health committees	Centre for Global Women’s Health Clinical Quality Ed Resources	Global Health Board
Accreditation of non-RCOG courses	Approval of new/revised non-RCOG course	PMMG	Marketing Ed Policy	EQAC
Frameworks for non-specialist education	Framework documentation Learning resources	Ad hoc	Ed Policy	EQAC

Note 1: StratOG core training tutorials are excluded as they are quality assured by the StratOG Editorial Board which reports to Education Board.

Note 2: Proposals should be endorsed by the relevant senior committee prior to submission to EQAC.

RCOG has an established committee structure for governance of all its pre- and post-CCT educational activities and products. Education Board, which is chaired by the Vice President (Education), reports to RCOG Council on education matters and oversees all education-based committees. The work of the Education Board is supported by various committees, the chairs of which are members of the Board.

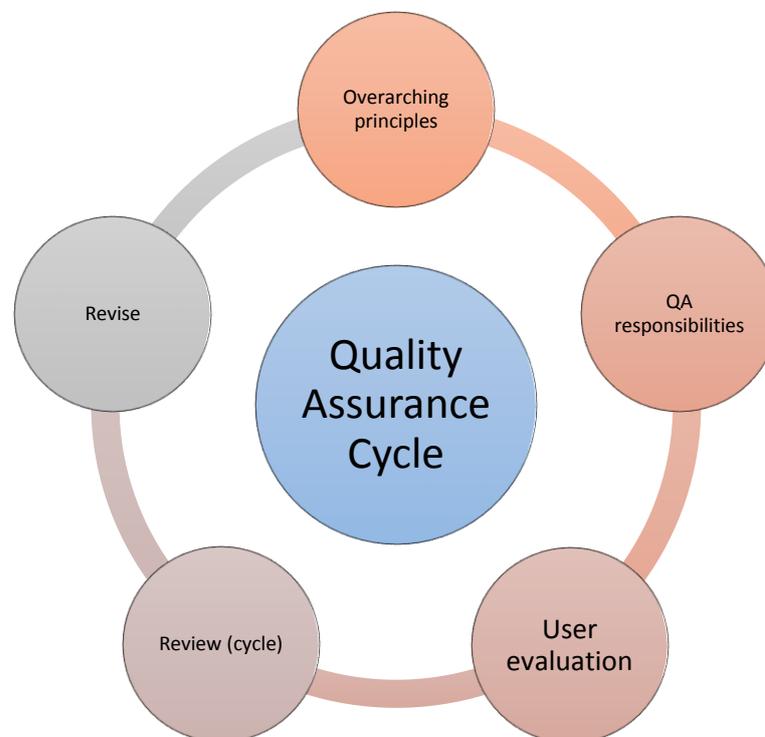
Heads of School, trainees and representatives from the Women’s Network are all included in the membership of these committees and of the Board.

The role of Senior Committees (formerly known as Lead Committees) has been reviewed. While they should have a role in endorsing any new products related to their remit, they need no longer submit an annual report to EQAC.

The membership of EQAC has also been reviewed, so that Senior Committees have been invited to nominate representatives rather than the chairs themselves being members.

7. QA cycle

Figure 3



Approval - A standard [Product Proposal Form](#) should be completed and submitted to the EQAC Committee Secretary. Senior Committee endorsement should be obtained for all proposals as defined in the table above. EQAC will consider the merits of the proposal in terms of clinical relevance, overall product content and quality, and fit with the Education Product Catalogue. Outline approval will be granted for a product to be developed following which PMMG will be asked to investigate the full business case and make a recommendation. If both groups agree that a proposal should go forward for implementation, it will be considered approved. Where there is ambiguity or disagreement, the groups will refer proposals to the Education Board. All new education products should draw upon expert opinion given by RCOG committees or provided on a case by case basis. Once a product is approved, it will be added to the Education Product Catalogue, maintained by the EQAC Secretary.

Evaluation - The performance of all education products must be evaluated **after delivery** against standard criteria for each product type. The criteria will vary according to the type of education product.



This means that user feedback must be sought and acted upon if deemed appropriate. The means by which evaluation is to be carried out must be specified in the approval process, and approved by EQAC.

Review - All existing education products must be formally reviewed to a rolling cycle as appropriate for that product. The method of review will be approved by EQAC and outcomes reported to EQAC and any other relevant bodies.



Appendix 1

Terms of Reference and Constitution of the Education Quality Assurance Committee

1. The Committee will maintain and develop an overall Framework for educational QA for approval by the Education Board. The Framework will encompass all College educational products and will adhere to the GMC's *Standards*.
2. The Committee will be available to provide advice on QA to all College Committees and Directorates concerned with Education where appropriate.
3. The Committee will oversee the two-stage process for education product approval according to criteria that are patient-centred, educationally sound and that meet the defined educational needs of specified target audiences. The Committee will approve an education product in outline before remitting detailed consideration to the PMMG. The final decision will be made following PMMG's consideration.
4. The Committee will champion the principles of the GMC's *Standards* and will contribute to QA best practice in the College.
5. The Committee will ensure that appropriate benchmarking of education standards and resources takes place, and that information is shared with the appropriate partners.
6. The Committee will develop and oversee systems for the regular systematic reviews of all College educational resources. The Committee will determine the structure and content of these reviews and surveys. This will be part of a continuous feedback mechanism from users.
7. The Committee will advise the Education Board to ensure that the totality of the College's educational and training resources is integrated and coherent.
8. The Committee will have the right to co-opt appropriate advisers for specific pieces of work.



Constitution and membership

Meetings:	Three per year
Reporting to:	Education Board
Membership:	
Chair	By appointment
Education Resources Advisor	<i>ex officio</i>
Honorary Director of Conferences	<i>ex officio</i>
Representatives nominated by:	
Specialty Education Advisory Committee	
Examination & Assessment Committee	
Professional Development Committee	
Trainees' Committee	
Clinical Quality Board	
Global Health Board	
Three clinicians to be selected by <u>competitive interview</u>	
Lay representative	
Senior Director, Education and Assessment	
Executive Director, Education & Quality	
Administrative support:	E&A Directorate



Product Approval Process

