**Academic trainees: guidance document**

This Academic Guidance is designed to help academic trainees and their Academic Supervisors to determine achievable goals for their academic training which will be reviewed annually at the Annual Academic Review and used to inform the combined clinical/academic Annual Review of Competence Progression (ARCP). Not all outputs will be ‘compulsory’ but should be seen as examples to help formulate an individualised academic personal and professional development plan for the trainee.

Doctors undergoing academic training must complete all requirements of the RCOG 2019 Core Curriculum.
<https://www.rcog.org.uk/en/careers-training/specialty-training-curriculum/curriculum-2019/documents-resources/>

There is useful generic Guidance for academic trainees provided by the Academy of Medical Royal Colleges (AoMRC)
<https://acmedsci.ac.uk/search?s=academic+training>

Assessment of progress in academic training is principally based on academic outputs that are subject to peer review by other academic colleagues.

All assessments will form part of a portfolio that will be kept by the trainee.

In addition, many universities and academic institutions will have local guidance and support systems for doctors pursuing academic training.

In addition to the key skills required by the RCOG 2019 Core Curriculum academic trainees are expected to develop additional skills in the following areas by the end of their training:

**Generic and applied research***Learning outcomes:*

* The doctor is able to develop and undertake a research project.
* The doctor understands the mechanisms to secure funding to undertake research.
* The doctor develops collaborative working practices.

**Research governance**

*Learning outcomes:*

* The doctor performs ethical research within the framework of the appropriate governance structures.
* The doctor understands the legislation relevant to undertaking research.
* The doctor understands implications of legislation for research in both animals and humans.

**Communication and teaching within the academic setting**

*Learning outcomes:*

* The doctor demonstrates the ability to communicate research both verbally and written.
* The doctor communicates with both professional and lay audiences effectively
* The doctor has necessary skills to peer review.
* The doctor has the necessary skills to teach in academic areas additional to those required by clinical specialist trainees.

Doctors undertaking academic training may also wish to complete the RCOG Advanced Professional Module (APM) in Clinical Research.

<https://www.rcog.org.uk/en/careers-training/specialty-training-curriculum/apm/>

October 2019