

# Read here about the wide-reaching benefits of the new non-clinical SIAs...

## Non-clinical Stage 3 SIAs: early adoption, local implementation and experiences.

### Background

In April 2024, the General Medical Council approved the inclusion of non-clinical Special Interest Areas (SIAs) as part of the new 2021 RCoA curriculum. The SIAs support the personal development of residents to become future leaders within the specified domain. As early adopters, we report our local experience of two of these SIAs (Management and Leadership, Research and Managing data), discuss their benefits, and identify the structures that supported their successful implementation.

### Methods

- A narrative analysis from 2 Stage 3 trainees after completion of the two of these non-clinical SIAs.
- Each resident undertook the non-clinical SIAs lasted 6-month full-time equivalent, but this was spread over a one-year period along side clinical work including on-call commitments.
- Example of roles and initiatives of the respective SIAs were reported.

### Results

#### 1 Leadership SIA

##### - Anaesthetic Service Line Leadership Meetings

Attended weekly strategic meetings with service line leads and the care group manager to provide resident input on departmental and care group-wide issues.

##### - Role as Trainee Representative

Chaired resident meetings and liaised with the leadership team to address key concerns, e.g. rota planning, supervision arrangements and mentoring, on-call accommodation and other working arrangements.

#### 2 Research SIA

##### - Accelerated development as a researcher

Allowed a continued period of time in higher training for dedicated research, enough to run a detailed 1 year research project.

##### - Build on previous research experience

Development of project and application for funding achieved during Stage 2 to hit the ground running for Stage 3.

- Develop an understanding of the research infrastructure and networks at that trust.

**- Support Educational Opportunities for Residents and medical students.**

e.g. practical procedure sessions and non-clinical teaching to support the RCoA 2021 curriculum requirements. Academic tutor role within the medical school.

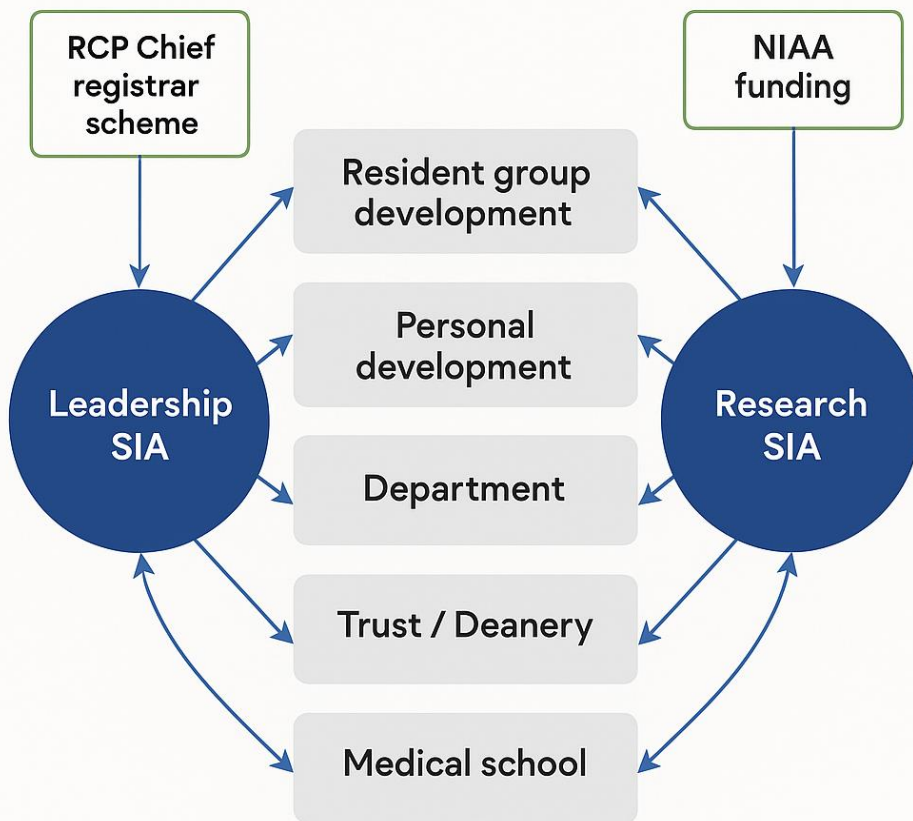
**- Audit and QI**

Analysis of large data sets of theatre productivity using AI-derived procedural coding. Worked with external consultancy company looking at theatre efficiency.

**- Springboard for future work.** Further funding was achieved from work during this SIA.

**- Lead trainee research network and trainee journal club.**

Allowed time to develop wider skills in leadership and management and a role in education and training of other resident doctors.



**Figure 1**  
Directed acyclic graph demonstrating the interrelationships between the roles of the non-clinical SIAs at various organisational levels

**Measures to support clinical competency progression and mitigating against the reduction in clinical time.**

- the six-month non-clinical SIA was integrated alongside clinical work to form a one-year programme. This avoided a prolonged period of non-clinical work
- Flexible scheduling and proactive self-rostering to maximised non-clinical and clinical opportunities.
- Separate clinical and non-clinical supervisor to oversee progression.

**Conclusion**

- the non-clinical SIAs have supported both trainees to achieve meaningful outputs and are felt to be a huge success after their introduction within the curriculum.