

# Empowering Growth: Creating a Supportive Learning Environment for Non-Clinical Skill Development - A Personal Reflection

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## Background

### Rationale for change in the 2021 Anaesthetics Curriculum:

- Targeting the development of a workforce that meets patients' needs
- Offering flexible career pathways
- Integrating the Generic Professional Capabilities (GPC) framework<sup>1</sup>

## Reflective Journey

### WHAT?

- Change is on the horizon
- Uncertainty regarding available opportunities in non-clinical domains across different hospitals

### SO WHAT?

- Impact on completion of learning outcomes in time
- Active involvement with the team and achieving positive change within the organisation

### NOW WHAT?

- RCOA guidance<sup>2</sup> needs adapting to local hospital requirements and vision.
- Developing guidance document for non-clinical domains at UHNM to enforce trainee involvement
- Introduction of trainee lead roles in teaching, audit and clinical governance
- Creating cloud-based site for audit projects and teaching opportunities

### References:

1. GMC Generic professional capabilities framework. Available from <https://www.gmc-uk.org/education/standards-guidance-and-curricula/standards-and-outcomes/generic-professional-capabilities-framework> (accessed 25 March 2024)
2. RCOA 2021 curriculum for CCT in Anaesthetics. Available from <https://www.rcoa.ac.uk/training-careers/training-hub/2021-anaesthetics-curriculum> (accessed 25 March 2024)