

Specialty Skills for the Acute Internal Medicine (AIM) Curriculum 2022

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Background and purpose

The specialty skill in AIM has been in place from the initial versions of joint and then single curricula. The rationale for them however has changed.

They were first put in place as the Joint Royal Colleges of Physicians Training Board (JRCPTB) at the time felt that some interest outside the Acute Medical Unit was essential for wellbeing and became the so called 'sanity session'. The purpose of the skill has however changed and can now be summed up as giving the trainee the opportunity to gain capabilities / competencies that would not be generally gained in the standard curriculum, that will enhance their abilities to provide services applicable to the practice of acute medicine and the benefit of their patients and also employers / wider health service. It remains an essential component of training in AIM to become a 'well rounded' physician and being able to contribute to a diverse and broad service for patients at the front door.

This document represents the latest iteration and should be used by all current / future trainees when planning their skill. It will be kept as a live document with regular updates / improvements.

The SAC for AIM has tried hard to standardise the requirements of each so that for example a clinical skill now has two components – a knowledge based one (typically a postgraduate certificate) and clinical ones (work based assessments and a clinical topic review).

CCT Level

CCT in Stroke Medicine

Minimum level of attainment required according to the AIM Curriculum

How to train in this skill

Competitive national application to Stroke Medicine Fellowship Year.

The indicative minimum timeframe for attainment of subspecialty training alongside AIM and GIM training is 6 years.

For guidance please see

<https://www.jrcptb.org.uk/specialties/stroke-medicine-sub-specialty>

Additional notes

This programme is open to all trainees holding MRCP (UK) or equivalent and an NTN in a relevant medical specialty. The background specialty of such clinicians is considered to be less important than the possession of those competencies needed to provide a specialist stroke service. After satisfactory completion of subspecialty training in stroke medicine, trainees would be eligible to have the subspecialty of stroke medicine included in their entry in the GMC's specialist register, after the award of a CCT in their parent specialty.

Some of the time spent in stroke medicine could count towards the AIM/GIM CCTs if prospectively approved.

CCT in Intensive Care Medicine

Minimum level of attainment required according to the AIM Curriculum

How to train in this skill

Pre-August 2022: Competitive application to dual train in ICM and AIM. The indicative minimum timeframe for dual CCT training is 8.5 years.

For guidance please see :

<https://www.ficm.ac.uk/curriculum/dual-cct-guidance>

From August 2022: Competitive application to training programme in AIM, Internal Medicine (IM) and ICM.

Clinical Skills

Acute Oncology

Minimum level of attainment required according to the AIM Curriculum

To meet these requirements it is expected that the trainee can meet both academic and clinical learning outcomes related to Acute Oncology.

The academic learning outcomes below are based on the Higher Education qualification at level 7.

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of acute oncology
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in acute oncology
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in acute oncology
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
- Educational Supervisors Report in Acute Oncology confirming adequate clinical knowledge and performance

How to train in this skill

- Placement in Acute Oncology (block or sessional exposure)
- Minimum 20 WPBAs
- Indicative 20 Oncology clinics
- Evidence of attainment of the academic learning outcomes can be demonstrated by achieving the equivalent of 60 credits at level 7. One way of achieving this would be a postgraduate certificate in Acute Oncology from an approved UK university

Additional notes

In the RCP Acute Care toolkit 7: Acute Oncology on the Acute Medical Unit as a reference. It highlights the increasing number of emergency admissions of patients with disease or treatment related complications into AMUs. It highlights the need for collaborative working between Oncology Services and Acute Medicine in ensuring excellent standards of care for cancer patients in addition to decreasing length of stay and avoiding admission. Most trusts have now have an Acute Oncology Service, however in many DGHs Oncologists are not on site for more than 1 day a week and this service is run by specialist nurses.

Therefore there is a need for clinicians within acute medicine with an interest and skills in acute oncology to help bridge this gap, enabling decisions to be made in a timely fashion, facilitating early supported discharge, and improving standards of care for oncology in-patients.

Dermatology

Minimum level of attainment required according to the AIM Curriculum

To meet these requirements it is expected that the trainee can meet both academic and clinical learning outcomes related to Dermatology.

The academic learning outcomes below are based on the Higher Education qualification at level 7.

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of dermatology
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in dermatology
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in dermatology
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
- Educational Supervisors Report in Dermatology confirming adequate clinical knowledge and performance

How to train in this skill

- Placement in Dermatology (block or sessional exposure)
- Minimum 20 WPBAs
- Indicative 20 Dermatology clinics
- Evidence of attainment of the academic learning outcomes can be demonstrated by achieving the equivalent of 60 credits at level 7. One way of achieving this would be a postgraduate certificate in Dermatology from an approved UK university

Additional notes

There is a need for clinicians within acute medicine with an interest and skills in acute dermatology as it can be a common presentation to Ambulatory Units. There is a recognised gap in senior dermatology experience in large parts of the country and this may help bridge this gap, enabling decisions to be made in a timely fashion, facilitating early supported discharge, and improving standards of care for patients with acute dermatological symptoms.

Diabetes

Minimum level of attainment required according to the AIM Curriculum

To meet these requirements it is expected that the trainee can meet both academic and clinical learning outcomes related to Diabetes.

The academic learning outcomes below are based on the Higher Education qualification at level 7.

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of diabetes care
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in diabetes care
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in diabetes care
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
- Educational Supervisors Report in Diabetes confirming adequate clinical knowledge and performance

How to train in this skill

- Placement in Diabetes (block or sessional exposure)
- Minimum 20 WPBAs
- Indicative 20 Diabetes clinics
- Evidence of attainment of the academic learning outcomes can be demonstrated by achieving the equivalent of 60 credits at level 7. One way of achieving this would be a postgraduate certificate in Diabetes from an approved UK university

Demonstration through the above of experience in

- Specialist diabetes clinics such foot, renal etc and inpatient ward work
- Diagnosis and classification of diabetes
- Management of stable diabetes
- Diabetic emergencies (DKA, HSS, hypoglycaemia)
- Management of diabetes during acute illness (inc ACS)
- Foot disease in diabetes
- Renal disease/hypertension in diabetes
- Diabetes in the elderly

Additional notes

Given how common this is amongst the patient population that present to acute medicine this will be beneficial to a service.

Infectious Diseases and Tropical Medicine

Minimum level of attainment required according to the AIM Curriculum

To meet these requirements it is expected that the trainee can meet both academic and clinical learning outcomes related to Infectious Diseases and Tropical Medicine.

The academic learning outcomes below are based on the Higher Education qualification at level 7.

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of Infectious Diseases and Tropical Medicine
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in Infectious Diseases and Tropical Medicine
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in acute oncology
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
- Educational Supervisors Report in Infectious Diseases and Tropical Medicine confirming adequate clinical knowledge and performance

How to train in this skill

- Placement in Infectious Diseases and Tropical Medicine (block or sessional exposure)
- Minimum 20 WPBAs
- Indicative 20 Infectious Disease clinics
- Evidence of attainment of the academic learning outcomes can be demonstrated by achieving the equivalent of 60 credits at level 7. One way of achieving this would be a postgraduate certificate in Infectious Diseases and Tropical Medicine from an approved UK university

Demonstration through the above of experience in

- General Infectious Disease
- Specialty exposure eg TB, HIV

There are many other courses (e.g. HIV diploma, Microbiology MSc). Completion will be dependent on personal interests and local availability and relevance to acute internal medicine. Before undertaking they must be approved by TPD

Neurology

Minimum level of attainment required according to the AIM Curriculum

To meet these requirements it is expected that the trainee can meet both academic and clinical learning outcomes related to Neurology.

The academic learning outcomes below are based on the Higher Education qualification at level 7.

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of neurology
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in neurology
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in neurology
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
- Educational Supervisors Report in Neurology confirming adequate clinical knowledge and performance

How to train in this skill

- Placement in Neurology (block or sessional exposure)
- Minimum 20 WPBAs
- Indicative 20 Neurology clinics
- Evidence of attainment of the academic learning outcomes can be demonstrated by achieving the equivalent of 60 credits at level 7. One way of achieving this would be a postgraduate certificate in Neurology from an approved UK university

Obstetric Medicine

Minimum level of attainment required according to the AIM Curriculum

- 12 months indicative clinical exposure to Obstetric Medicine
- Educational Supervisors Report in Obstetric Medicine

How to train in this skill

- One year indicative sessional exposure or placement in Obstetric Medicine (apply for a recognised fellowship year)
- Minimum 20 WPBAs
- 20 Obstetric Clinics

Demonstration through the above of experience in:

- Ante-natal and post natal reviews
- Joint clinics with haematologists, renal physicians, endocrinologists and hepatologists
- Diabetes in pregnancy clinic
- Pre-pregnancy counselling clinics
- HIV in pregnancy clinic
- Daily ward rounds of any woman with medical problems on the antenatal and postnatal wards and labour ward
- Inpatient reviews of pregnant or recently pregnant women admitted under other specialties
- One off reviews of patients requiring ambulatory care and urgent outpatient assessment on an ad hoc basis
- Time with obstetricians on labour ward

Palliative Care Medicine

Minimum level of attainment required according to the AIM Curriculum

To meet these requirements it is expected that the trainee can meet both academic and clinical learning outcomes related to Palliative Care.

The academic learning outcomes below are based on the Higher Education qualification at level 7.

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of palliative care
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in palliative care
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in palliative care
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
- Educational Supervisors Report in Palliative Care confirming adequate clinical knowledge and performance

How to train in this skill

- Placement in Palliative Care (block or sessional exposure)
- Minimum 20 WPBAs
- Indicative 20 Palliative Care clinics
- Evidence of attainment of the academic learning outcomes can be demonstrated by achieving the equivalent of 60 credits at level 7. One way of achieving this would be a postgraduate certificate in Palliative Care from an approved UK university

Demonstration through the above of experience in:

- Inpatient and outpatient hospice care and in-reach into acute trusts.
- Identification of needs for palliative care patients:
- Pain control in palliative care
- Management of anxiety in palliative care
- Management of breathlessness in palliative care
- Ethical issues in palliative care
- Inpatient hospice care

Perioperative Medicine

Minimum level of attainment required according to the AIM Curriculum

To meet these requirements it is expected that the trainee can meet both academic and clinical learning outcomes related to Perioperative Medicine.

The academic learning outcomes below are based on the Higher Education qualification at level 7.

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of perioperative medicine
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in perioperative medicine
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in perioperative medicine
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
- Educational Supervisors Report in Perioperative Medicine confirming adequate clinical knowledge and performance

How to train in this skill

- Placement in Perioperative Medicine (block or sessional exposure)
- Minimum 20 WPBAs
- Indicative 20 Perioperative Medicine clinics or ward rounds
- Evidence of attainment of the academic learning outcomes can be demonstrated by achieving the equivalent of 60 credits at level 7. One way of achieving this would be a postgraduate certificate in Perioperative Medicine from an approved UK university

Demonstration through the above of experience in

- Acute surgical ward rounds in surgical high dependency setting/post take setting
- Pre-op assessment clinic
- Pre-op assessment of acute surgical patients
- General and specialty surgical clinics
- One off assessments of acute inpatients in ambulatory or ward setting
- Utilisation of learning objectives applicable to medicine from the RCoA Perioperative Medicine curriculum
- Assessment and supervision from specialist consultants in Perioperative Medicine, General Medicine and General and Specialty Surgery

Psychiatry

Minimum level of attainment required according to the AIM Curriculum

To meet these requirements it is expected that the trainee can meet both academic and clinical learning outcomes related to Psychiatry.

The academic learning outcomes below are based on the Higher Education qualification at level 7.

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of psychiatry
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in psychiatry
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in psychiatry
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
- Educational Supervisors Report in Psychiatry confirming adequate clinical knowledge and performance

How to train in this skill

- Placement in Psychiatry (block or sessional exposure)
- Minimum 20 WPBAs
- Indicative 20 Psychiatry clinics
- Evidence of attainment of the academic learning outcomes can be demonstrated by achieving the equivalent of 60 credits at level 7. One way of achieving this would be a postgraduate certificate in Psychiatry from an approved UK university

Syncope

Minimum level of attainment required according to the AIM Curriculum

12 months indicative appropriate clinical exposure

Educational Supervisors Report confirming adequate clinical knowledge and performance

How to train in this skill

- Minimum 20 WBAs
- Minimum of 20 Clinics - syncope / falls (supervised by trainers and assessors with the relevant specialist knowledge and skills)

Demonstration of

- Assessment of 100 patients in an acute or clinic setting presenting with syncope/falls
- Independently performed and reported a minimum of 50 tilt tests
- Independently performed and reported a minimum of 25 carotid sinus massages

Procedural Skills

Echocardiography

Minimum level of attainment required according to AIM curriculum

- FICE accreditation (50 reviewed scans), with ongoing evidence of CPD (20 further logbook cases per year) and five reflective case studies

Other possible qualifications in this skill

- BSE transthoracic echocardiography accreditation (250 scans)
- BSE Level 1 qualification (75 scans) with ongoing evidence of CPD (20 further logbook cases per year)

Other

Medical Management and Leadership

Minimum level of attainment required according to AIM curriculum

To meet these requirements it is expected that the trainee can meet academic learning outcomes related to Medical Management and Leadership.

The academic learning outcomes below are based on the Higher Education qualification at level 7.

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of medical management and leadership
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in medical management and leadership
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in medical management and leadership
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
- Educational Supervisors Report in Acute Oncology confirming adequate clinical knowledge and performance

How to train in this skill

- Evidence of attainment of the academic learning outcomes can be demonstrated by achieving the equivalent of 120 credits at level 7. One way of achieving this would be a postgraduate diploma in medical management and leadership from an approved UK university
- If an approved medical management and leadership scheme has been undertaken by the trainee, then the above learning outcomes would be satisfied by this and the equivalent of 60 credits at level 7. This could be achieved by one of the schemes and a postgraduate certificate in medical management and leadership from an approved UK university

Approved schemes include but not limited to:

- RCP Chief Registrar scheme
- Darzi Fellowship
- NHS Medical Directors Clinical Fellows Scheme
- Clinical Leadership Schemes (National)
- Welsh Clinical Leadership Training Fellowship
- Scottish Clinical Leadership Fellow Scheme
- Generic Management Courses such as
- Institute of Leadership and Management (ILM) Diploma in Senior Management
- Chartered Management Institute (CMI) Certificate/Diploma in Management studies (offered countrywide at many business colleges)
- MBA

Medical Education (including Simulation)

Minimum level of attainment required according to AIM curriculum

To meet these requirements it is expected that the trainee can meet academic learning outcomes related to Medical Education.

The academic learning outcomes below are based on the Higher Education qualification at level 7.

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of medical education
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in medical education
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in medical education
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

How to train in this skill

- Evidence of attainment of the academic learning outcomes can be demonstrated by achieving the equivalent of 120 credits at level 7. One way of achieving this would be a postgraduate diploma in medical education from an approved UK university

Other possible qualifications

- Masters / MD / PhD / EdD (all higher)

Additional Notes

This skill is achievable in the majority of posts as most hospitals will have an education department and interested consultants. The master's course teaches you useful transferable research skills. Educational research is increasingly popular.

Patient Safety / Care Quality Review Methodology

Minimum level of attainment required according to AIM curriculum

To meet these requirements it is expected that the trainee can meet both academic and practical learning outcomes related to Patient Safety.

The academic learning outcomes below are based on the Higher Education qualification at level 7.

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of patient safety
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in patient safety
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in patient safety
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
- Educational Supervisors Report in Patient Safety confirming adequate practical knowledge and performance

How to train in this skill

- Evidence of attainment of the academic learning outcomes can be demonstrated by achieving the equivalent of 60 credits at level 7. One way of achieving this would be a postgraduate certificate in Toxicology from an approved UK university
- Evidence of attainment of the practical aspects of patient safety can be achieved by the means below:

Practical experience

This could consist of:

Undertaking a patient safety project of strategic relevance to the trust (for example contributing to a CQUIN, improving an outcome assessed via the national patient safety thermometer).

Following completion of the project, complete a 4000 word report which should include:

- a) Current national patient safety initiatives/agendas
- b) Explanation of strategic relevance of project
- c) Use of measurement for patient safety, for example run chart, SPC chart
- d) Demonstrate understanding of types of measures in patient safety (outcome, process, balancing)
- e) Use of PDSA cycles

Report should be assessed as satisfactory by trust Head of Patient Safety/Quality or equivalent (Educational Supervisors report should confirm this)

Undertake, under guidance from a Consultant, Root Cause Analysis of patient safety incident (such as patient safety investigation, serious untoward incident, structured case note review for inpatient death). Undertake reflective report & Case-based discussion WBPA.

Attend patient safety meetings (such as patient safety group, safety and quality committee, mortality steering group) and write reflection on these.

Attend Patient Safety 'Walkabouts' undertaken by senior leaders within organisation.

Alternative

Special skill in Patient safety and Quality could also be obtained during approved Patient Safety Fellowship

Toxicology

Minimum level of attainment required according to AIM curriculum

To meet these requirements it is expected that the trainee can meet both academic and clinical learning outcomes related to Toxicology.

The academic learning outcomes below are based on the Higher Education qualification at level 7.

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of toxicology
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in toxicology
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in toxicology
 - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
- Educational Supervisors Report in Toxicology confirming adequate clinical knowledge and performance

How to train in this skill

- Placement in Toxicology (block or sessional exposure)
- Minimum 20 WPBAs
- Evidence of attainment of the academic learning outcomes can be demonstrated by achieving the equivalent of 60 credits at level 7. One way of achieving this would be a postgraduate certificate in Toxicology from an approved UK university

Additional notes

Candidates completing this skill will have the practical skills to diagnose and manage the patients with common poisons and also will have knowledge in using the laboratory services and will be able to advise the industry and the environmental agencies in managing and preventing toxicological accidents. MSc candidates will gain knowledge in improving the services available in their work place in delivering toxicological services.

Research

Minimum level of attainment required according to AIM curriculum

- Post graduate certificate in health research methods
- Delivery of an approved research project
- Satisfactory academic supervisor's report

How to train in this skill

Delivery of a research project within acute medicine, using any research methodology, under the supervision of a research mentor/supervisor. The scale of the project is dependent on the amount of protected time you have and the resources of any research team you are connected with (they do not need to be working at your hospital).

Time for research could come from your allocated training time for this skill or you may have the opportunity to undertake an Academic Clinical Fellowship (ACF). Additional funded time can be taken as OOPR which should be confirmed with the local TPD. Depending on the length of OOPR and availability of funding, additional qualifications include:

Masters – MSc/MRes/MPhil or a research doctorate – MD/PhD

Additional Notes:

A PG certificate should cover an introduction to research methods (quantitative and qualitative methodologies, evidence based medicine, clinical research governance, research ethics).

Further training will usually be undertaken through a period OOPR. If funded by a training fellowship this will include costs for courses and doctoral supervision. Increasingly, acute trusts are employing clinical research fellows with significant research time and some (20 – 50%) clinical service, which may be enough for doctoral study. There are examples of these posts resulting in the successful award of a doctorate with further protected post-doctoral academic time alongside clinical training. For further advice and guidance, please contact the AIM SAC Lead through the TPD

Specialty Skills requested but declined by SAC

General Practice
Diploma in Geriatric Medicine
Headache
Diploma Critical Care (Cardiff)
Stroke Medicine MSc (UCL)
Healthcare Six Sigma (OperaSee Ltd)
Diploma in Occupational Health
University of South Wales Diploma in Respiratory Medicine

Specialty Skills previously available but no longer considered relevant

Bronchoscopy
Gastroscopy
Gerontology
Health Informatics
International programs
Legal aspects
Prehospital Emergency Medicine
Remote and Rural medicine

Glossary

For the purpose of this document 'approved' refers to being approved by the Acute Internal Medicine SAC.

If in doubt if a course / qualification is approved – please contact your local TPD.

Last updated: 31 January 2022