



# Why good regulation should reflect on day-to-day activity: demonstrating competence and professionalism at work

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# Patients are at the centre of professionalism and regulation

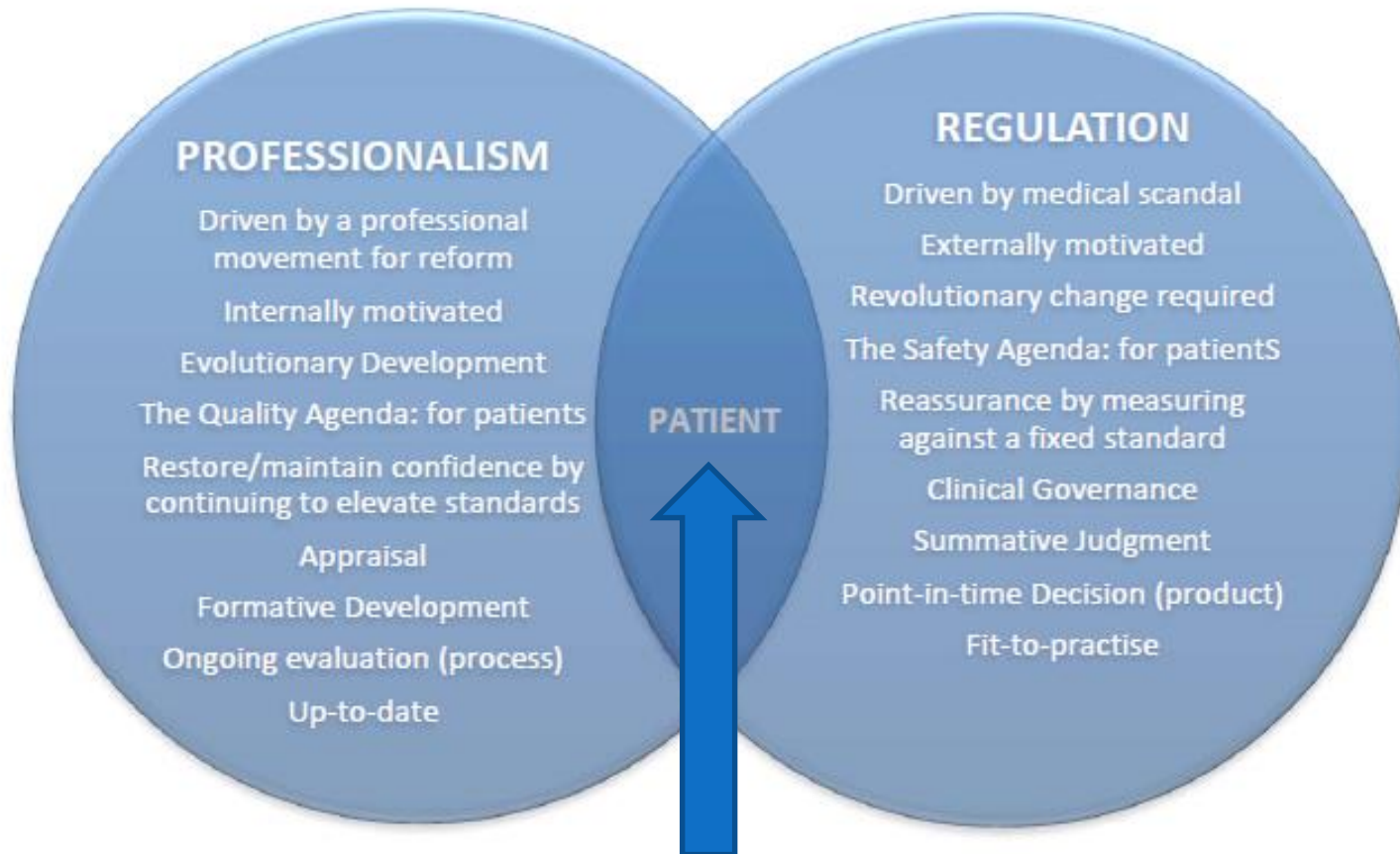
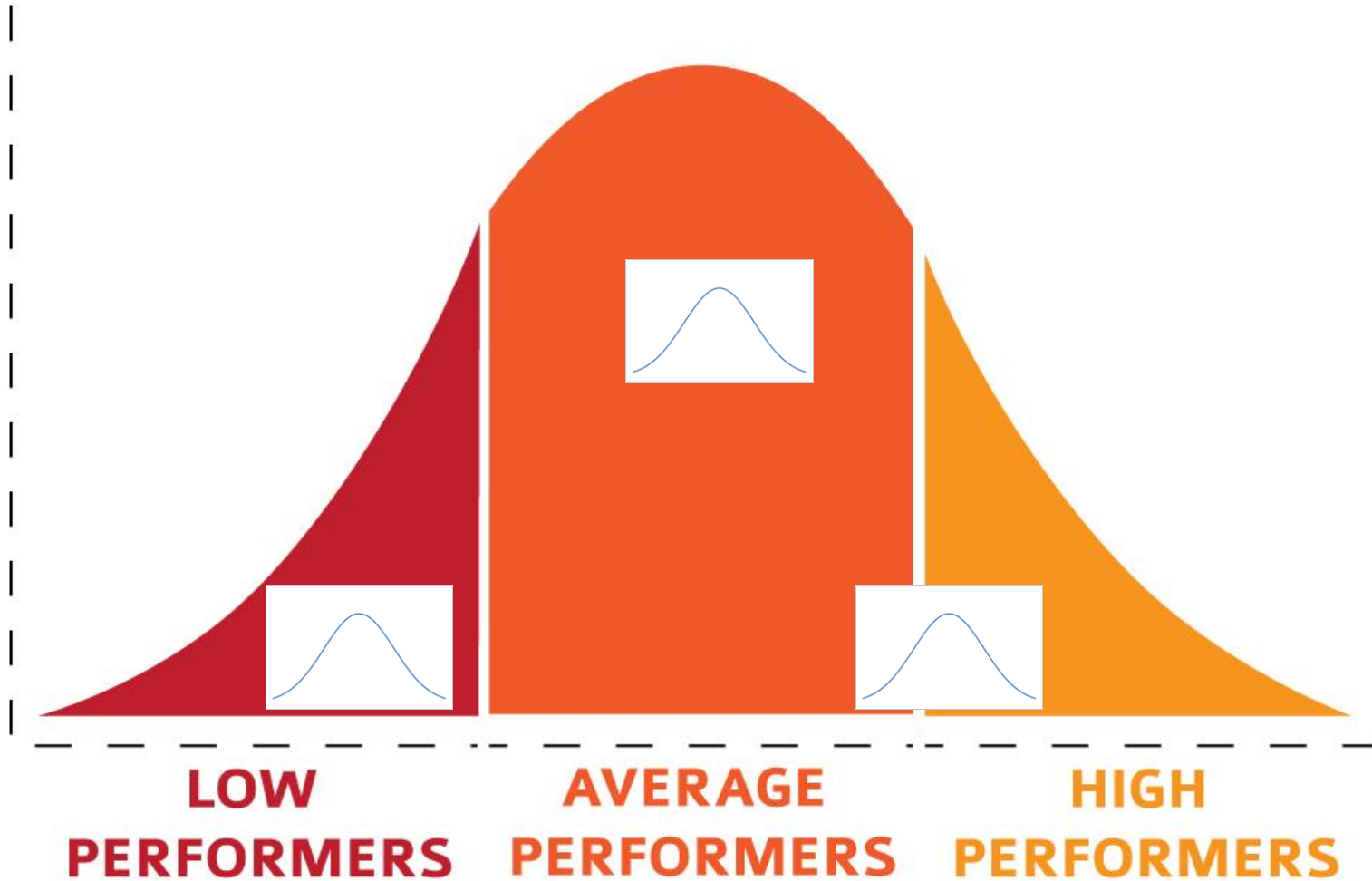


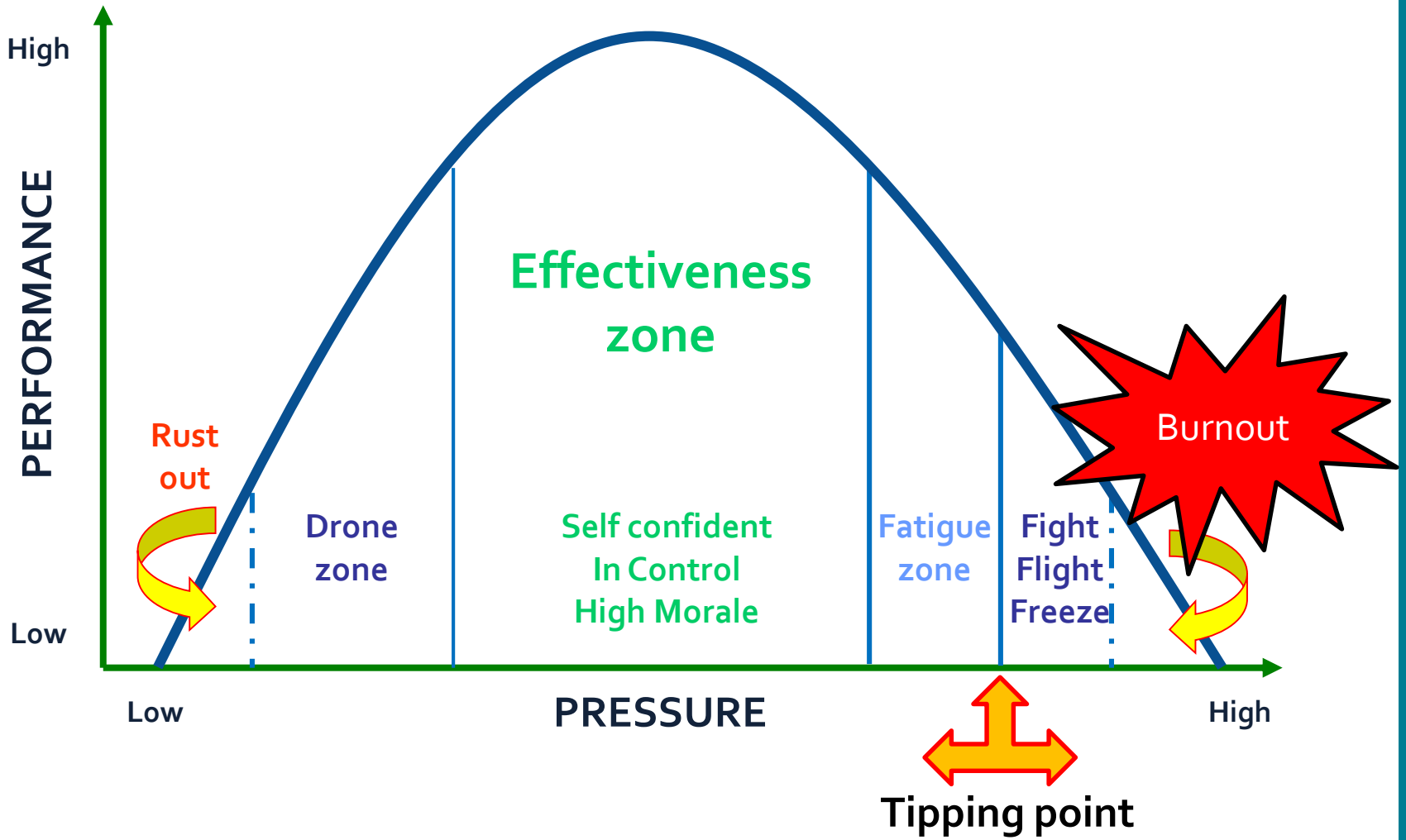
Fig. 2 The patient as a point of convergence between regulatory and professional discourses



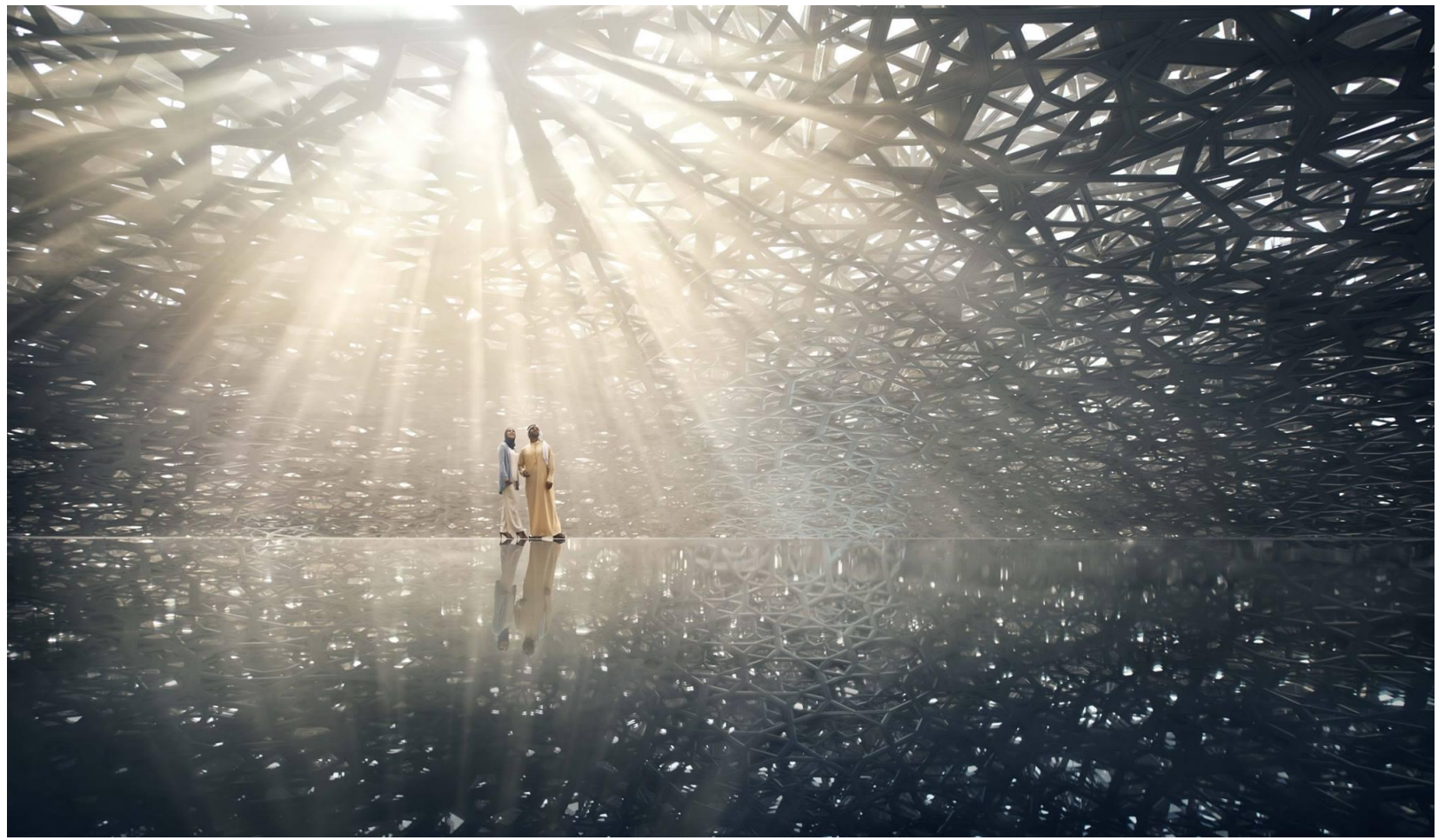
# Regulation: the myth and the reality...



# Pressure\stress curve



# Assessing continued competence





# Standardised assessment

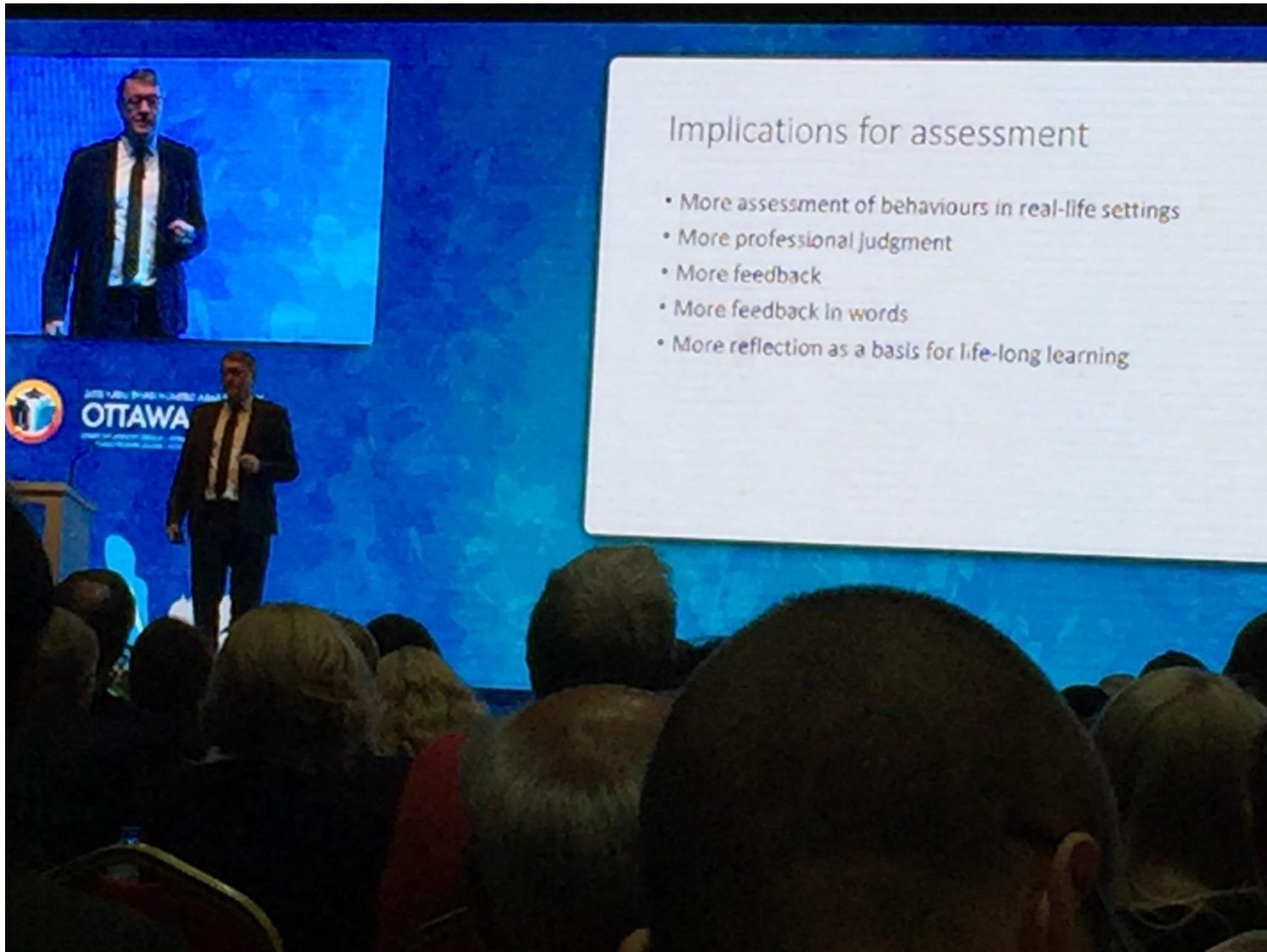


# Or is there another way?





# Cees van der Vlueten (2018)





# Demonstrating continuing competence through annual appraisal

## General information

Providing context about what you do in all aspects of your work.

## Keeping up to date

Maintaining and enhancing the quality of your professional work.

**Collect**  
**Reflect**  
**Discuss**

## Review of your practice



Evaluating and improving the quality of your professional work.

## Feedback on your practice

Seeking and acting on feedback about the quality of your professional work.



# Reflective practice: an overview

Academy of Medical Royal Colleges  

## Academy and COPMeD Reflective Practice Toolkit

Guidance Note

**Background**  
The Academy of Medical Royal Colleges (AoMRC), the Conference of Post-Graduate Medical Deans (COPMeD), the General Medical Council and the Medical Schools Council have jointly produced guidance on reflection which should be read in conjunction with this toolkit. These supersede the interim Academy guidance produced in April 2018.

**Purpose**  
This toolkit, which contains templates and examples of reflective styles, aims to facilitate best practice in the documentation of reflection on a variety of activities and events. It aligns with our joint guidance and previous AoMRC guidance. The templates are suitable for adaptation by Colleges/Faculties, who typically have their own formats.

The toolkit provides different template options that can be used, depending on the aspect of learning to be captured and individual personal preference. Some tools lend themselves to immediate personal reflection whereas others are more useful when some additional perspective has been gained, either through the passage of time or discussion with others.

Individuals will have different preferences based on how they learn best. Doctors may wish to provide documentation of their reflection on a single event or a summary of their reflective approach based on several different types of experience. Doctors in training are likely to need support to develop the skills to complete reflections, with action points and documented evidence of how learning has been translated into practice. The process is not a solitary event but one that accumulates the learning, support, advice and teaching into good practice.

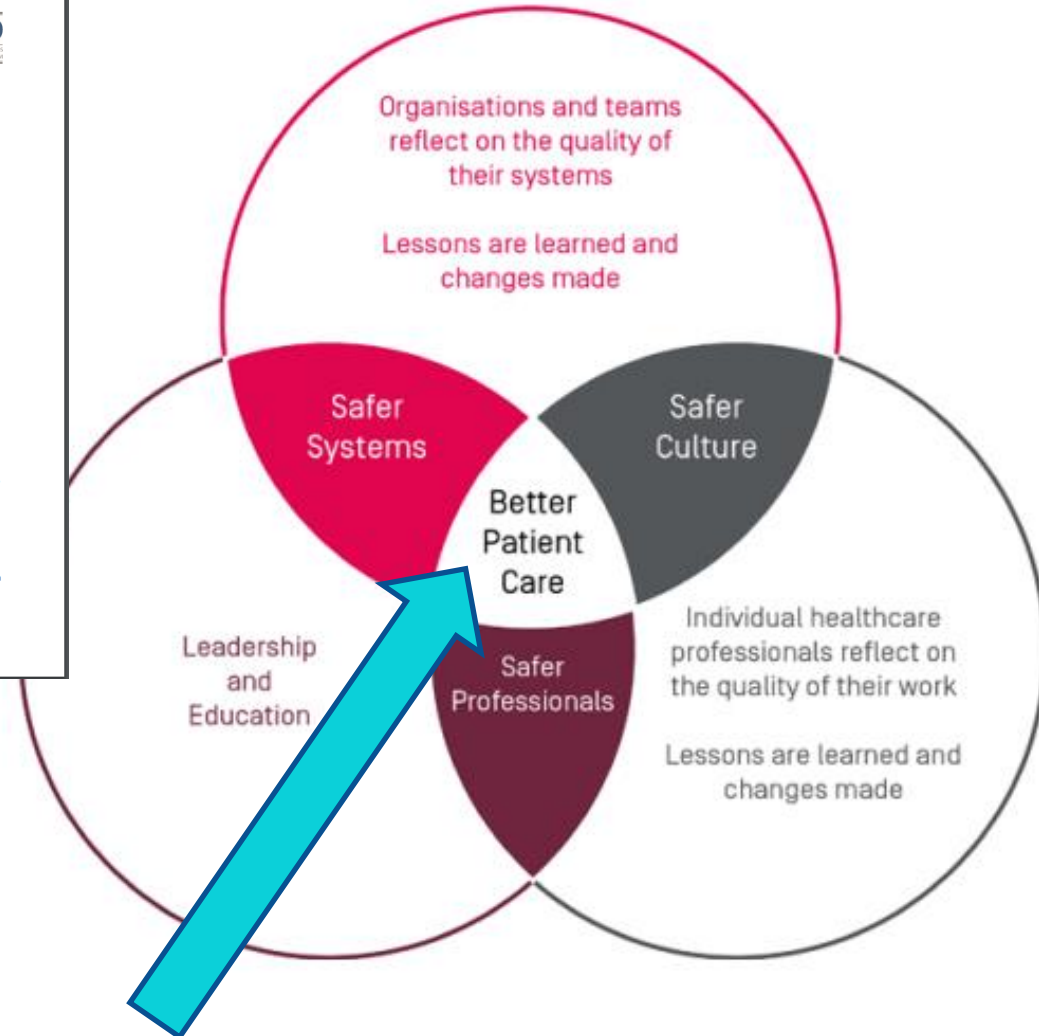
**Reflective practice**  
Reflection should be part of a doctor's everyday practice.

**Reflective practice is:** *the process whereby an individual thinks analytically about anything relating to their professional practice with the intention of gaining insight and using the lessons learned to maintain good practice or make improvements where possible.*

This may be a situation the doctor observed, or was directly involved with, or may be part of formal learning which has been particularly poignant or effective. Reflection happens with both positive and negative events – learning from activities, either to reinforce behaviour or to change it. As this implies, it can take place during and after the situation.

As professionals, doctors should engage in a continuous process of self-assessment as part of personal and professional development. Reflective practice is part of this process and results in a better understanding of different healthcare situations. The aim of this toolkit is to aid individual development and to support enhanced performance when similar situations are encountered in the future.

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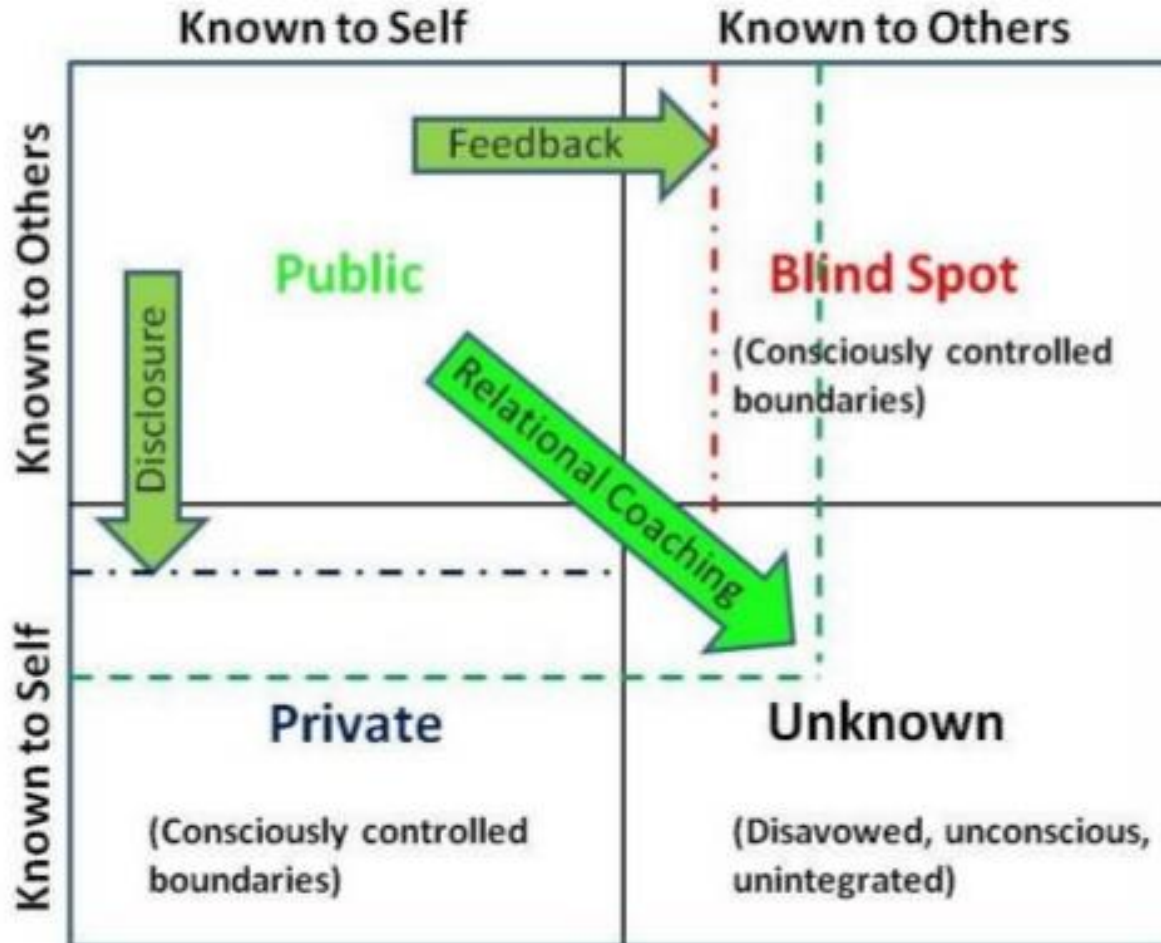


[http://www.aomrc.org.uk/wp-content/uploads/2018/08/Reflective\\_Practice\\_Toolkit\\_AoMRC\\_CoPMED\\_0818.pdf](http://www.aomrc.org.uk/wp-content/uploads/2018/08/Reflective_Practice_Toolkit_AoMRC_CoPMED_0818.pdf)



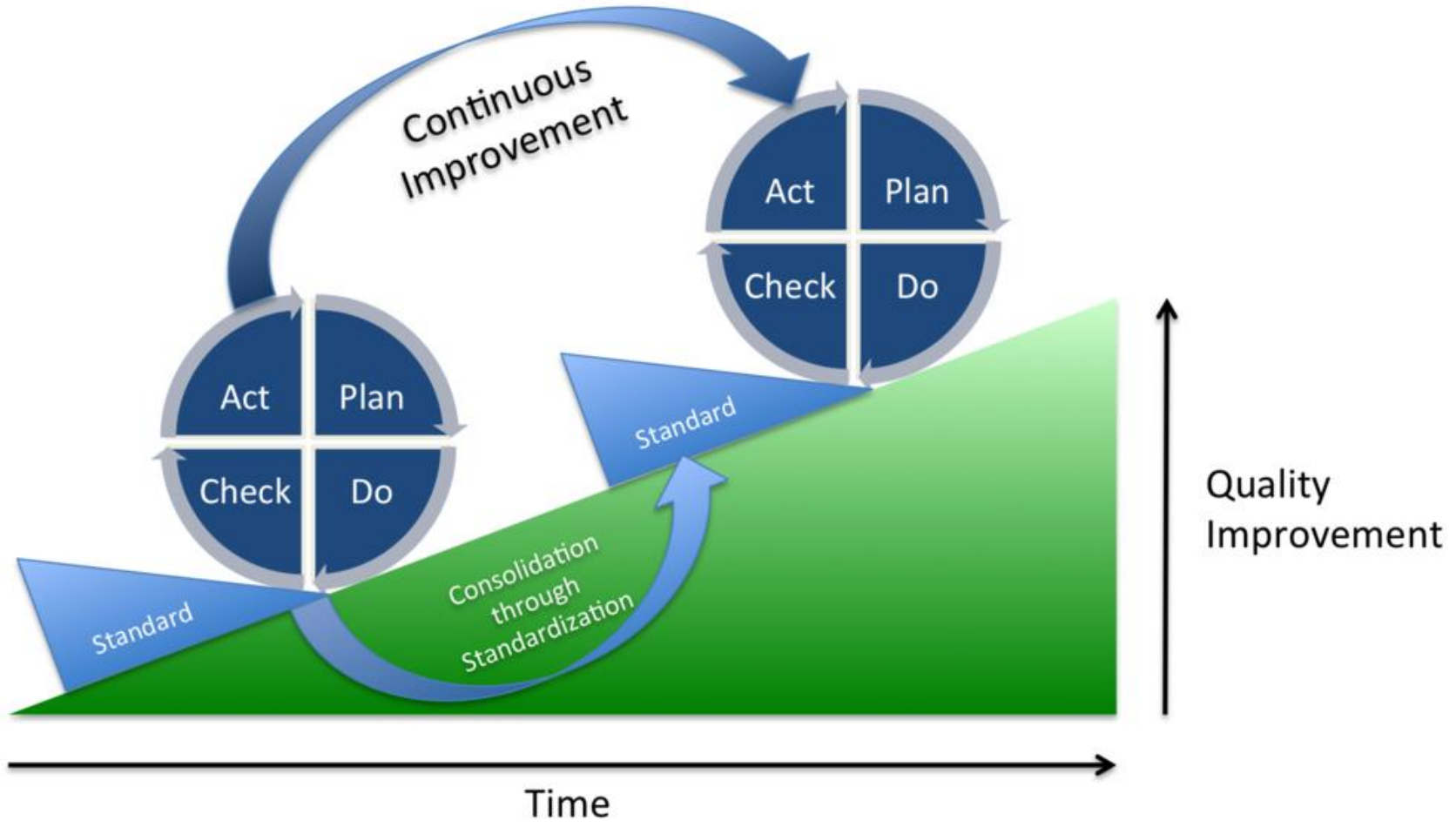
# Feedback and disclosure

## Johari Window: The Basic Model





# Professionals aim for continuous improvement



# Key Messages

**Professionals all deserve a process for demonstrating their continued competence that reflects what they actually do**

**Medical appraisal for revalidation based on a doctor's whole scope of practice can provide a baseline assurance of competence and**

**stimulate quality improvements in their practice and patient care**

