

NES Career Management Strategy

Introduction

The paper outlines the principles on which NHS Education for Scotland (NES) bases its career management service in collaboration with the five Scottish Medical Schools.

Background

The drivers for change are:

- a requirement by the General Medical Council (GMC) to have evidence in place of provision of career management structures
- a recently published four-nation document (MDRS Careers Strategy), which details the best practice principles of career management in the UK.¹

Purpose

The strategic intent is to benefit patient care in Scotland by providing a medical career service that supports maximal individual career choice matched to healthcare service needs.

Principles

This strategy is based on the premise that career choice and career management are life-long, holistic processes which should be integral to all stages of medical education.

Aims

- To ensure that all medical students and doctors in training are able to access careers information, advice and counselling, appropriate to their stage of training.
- To provide a comprehensive career service that enables continuous development of a doctor's career management skills from undergraduate through postgraduate training.
- To provide a national approach across Scotland, taking into account, where appropriate, differing needs and circumstances of the four deanery regions and five medical schools.
- To provide an outline implementation structure for the career management service, incorporating the key elements of the MDRS paper.
- To ensure that those involved in providing career support and delivering career management activities are trained and supported.

The Medical Career Service

The medical career service comprises of three inter-related components.

1. *Career Management Skills*. The career management process;

¹ MDRS Careers Strategy

<https://www.hee.nhs.uk/sites/default/files/documents/MDRS%20Careers%20Strategy.pdf>

- should address all aspects of the self-awareness, opportunity awareness, decision making and transition learning models in order to enable individuals to implement fully informed and realistic career plans.
 - enable medical students and trainees to determine their own definition of career success, taking into account their values, interests, attitudes, skills and personality.
 - promote self-knowledge and equip individuals to investigate and exploit the range of options open to them, and to make soundly based career decisions.
2. *Career Counselling*, based upon;
- the promotion of equality of opportunity and provision of an impartial, objective, confidential and flexible service.
 - an understanding that career management is a process that is different from, but complementary to, 1:1 careers advice and counselling. Career management courses should be accompanied by suitable opportunities for such 1:1 discussions.
 - a facilitative or counselling approach to careers advice in which individuals are enabled to take responsibility for their own career decision making.
3. *Career Guidance and marketing*, based upon;
- up-to-date information about the medical career progression, medical labour market and workforce planning.
 - enabling medical students and trainees to research their changing ideas and pursue insights gained from the careers courses, tasters and foundation experience.
 - access to embedded career planning sessions in educational programmes during foundation training. This will normally be during group sessions.

Implementation

This strategy proposes a model that includes medical students and all doctors in training, in recognition that doctors at all levels might need to make career decisions.

The strategy is based on a partnership approach between the Universities' careers services and the Scotland Deanery and involves a network of staff including educational supervisors, foundation tutors and deanery career leads. While the structures may vary in different localities to take account of local resources and geographical constraints, the principles should be applied equitably across Scotland.

Each region should have a team that includes an Associate Postgraduate Dean, University representation and professional career advisors, with appropriate administrative support. All educational supervisors and programme directors should be aware of local processes and training in career coaching should be available to these groups.

Implementation and monitoring of this training and advice should be evaluated and monitored through Scotland Deanery quality assurance processes.