

YHFS Specialised Foundation Programme Medical Education Placement Competencies

The following is guidance for your academic curriculum goals and should be discussed with your Educational and/or Academic Supervisor.

Although this is a Medical Education Placement, trainees are encouraged to participate in research where possible. Please see the Research Placement Guidance.

Evidence should be uploaded to your e-Portfolio, including a personal development plan, evidence of activities during the 4-month placement, and an Education / Academic Supervisors report.

Trainee Name:	GMC Number:
Trust:	
Educational Supervisor:	
Academic Supervisor:	

Table 1: Essential - Develops a new module/course that enhances learning and adapts teaching style

No	Competency	Evidence	Competent	Knowledge/ understanding	N/A
			(✓)	(✓)	(✓)
1	Describes and applies the principles that underpin curriculum development	Knowledge and understanding of the new course curriculum			
2	Constructs and undertakes a Needs Analysis plan	Clear description of the intended training solution and how that training solution will be implemented			
3	Develops patient centred educational and clinical outcomes	Knowledge and understanding of the new course curriculum			
4	Identifies and designs a feedback tool	Feedback from participants			
5	Appropriately reflects on feedback and adjusts the programme accordingly	Feedback from peers/supervisors			
6	Describes and critically appraises the major pedagogic theories	Understanding of Pedagogical theories i.e. the study of the theory and practice of education			
7	Applies these pedagogic theories to different professional groups at different career stages in different settings	Medical Students/Doctors/Nurses Large/small groups Seminar rooms/lecture theatres			
8	Adapts teaching style, as appropriate, during learning events	Teaching-learning arrangements and methods Relationship to pupils and learning environment Lesson Plans			

Table 2: Desirable – Develops and then uses an assessment programme to test knowledge, skills and attitudes.

9	Describes and critically appraises the different assessment tools currently used and their underlying evidence base	Using quality assessment tools Reflective logs			
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10	Outlines what constitutes a ‘good’ assessment	A good assessment should be reliable, valid, and free of bias			
11	Blueprints assessments to the curriculum/learning outcomes	Assessment of significant and essential learning that learners have achieved and can reliably demonstrate			
12	Uses technology to add value to medical assessment	Use of on-line resources, electronic media/audio presentation skills			

Table 3: Optional

13	Participates in the selection process to medical degree programmes	Equality and diversity training record			
14	Works effectively as part of an admissions team	Reflective log of interview experiences			
15	Develops and/or completes a piece of medical education research with a completed manuscript and an accepted abstract at a local/national/international meeting	See outcomes and competencies listed in the ‘HEE Research Project Competencies’			

Table 4: Communication / Education

16	Effective networking and collaboration	Engages with multi-professional groups Understands their personal impact on others			
17	Ability to work co-operatively and creatively with colleagues	Understands how individuals and teams function and the most effective way to work with them Invites and encourages regular feedback from patients / service users / multidisciplinary team / senior colleagues / peers on personal and project performance and acts upon this Reflective writing			
18	Assertiveness Skills	360 degree appraisal / reflective writing			
19	Understanding of self / leadership styles	360 degree appraisal / reflective writing			