

# SIPM: Medical Education (ME)

## SECTION 1: CAPABILITIES IN PRACTICE (CiP)

<b>ME CiP 1: The doctor demonstrates the ability to provide teaching and training to healthcare professionals and facilitates learning</b>	
<b>Key skills</b>	<b>Descriptors</b>
Demonstrates awareness of different ways of teaching and learning	<ul style="list-style-type: none"> <li>• Can identify different learner needs and show how to address them.</li> <li>• Can define what needs to be learned and identify appropriate learning outcomes.</li> <li>• Can demonstrate the application of learning and teaching principles in the design of a course, unit, module or subject area.</li> </ul>
Presents and runs a variety of teaching sessions	<ul style="list-style-type: none"> <li>• Can run teaching sessions for groups of different sizes.</li> <li>• Uses a broad range of educational methods and technologies (including virtual reality and simulation) to achieve intended learning outcomes.</li> <li>• Achieves rapport with an audience, gives clear presentations and facilitates small group teaching.</li> <li>• Adopts a flexible approach to teaching clinical and generic skills in a variety of settings, including wards, theatre, clinics and simulation.</li> <li>• Can organise appropriate teaching programmes.</li> </ul>
Understands the principles of feedback and its importance for learners and teachers	<ul style="list-style-type: none"> <li>• Uses suitable and effective feedback models.</li> <li>• Can have “difficult” conversations.</li> <li>• Promotes and encourages self-awareness in learners.</li> <li>• Is aware of the importance of seeking, receiving and responding to feedback about learning and teaching.</li> </ul>
Establishes safe and effective learning environments	<ul style="list-style-type: none"> <li>• Assesses individual needs and plans appropriate training programmes.</li> <li>• Organises and performs supervision and educational meetings for learners.</li> <li>• Recognises the importance of learner wellbeing and can refer them to a support network, if needed.</li> </ul>



<p>Describes a range of learning methods that can be used in learning and teaching activities</p>	<ul style="list-style-type: none"> <li>• Uses a broad range of educational methods and technologies to achieve intended learning outcomes, including small group, large group, face-to-face and online sessions.</li> <li>• Develops a library of innovative learning resources.</li> </ul>
<p>Supports learners to be involved in the design and delivery of teaching</p>	<ul style="list-style-type: none"> <li>• Involves learners in planning and delivering teaching in clinical practice (e.g. experiential learning).</li> <li>• Understands how to develop a “community of practice”.</li> </ul>
<p>Recognises the importance of reflection on practice to develop teaching skills</p>	<ul style="list-style-type: none"> <li>• Actively seeks feedback on their teaching and uses it for personal development.</li> <li>• Evaluates their teaching practice and provides evidence of this.</li> <li>• Evaluates teaching programmes.</li> <li>• Responds appropriately to feedback on teaching and uses this to improve educational process.</li> <li>• Demonstrates the ability to encourage reflective learning within a training session.</li> </ul>

#### Evidence to inform decision

<ul style="list-style-type: none"> <li>• Diary of teaching sessions that have been delivered and groups who have been taught</li> <li>• Structured feedback on sessions from an assessor and adult learners e.g. using a form like this one from the Joint Royal Colleges of Physicians Training Board: <a href="https://www.jrcptb.org.uk/documents/evaluation-form-teaching-and-presentations">https://www.jrcptb.org.uk/documents/evaluation-form-teaching-and-presentations</a></li> <li>• Reflection on sessions using Plan Do Study Act (PDSA) tool, e.g. <a href="https://learn.nes.nhs.scot/2274/quality-improvement-zone/qi-tools/pdsa">https://learn.nes.nhs.scot/2274/quality-improvement-zone/qi-tools/pdsa</a></li> </ul>	<ul style="list-style-type: none"> <li>• Attendance of a relevant medical education course</li> <li>• Evidence of learning how to teach online (e.g. a certificate of completion of eLearning for health (<a href="https://portal.e-lfh.org.uk">https://portal.e-lfh.org.uk</a>))</li> <li>• Modules on Educator Training Resources (<a href="https://portal.e-lfh.org.uk">https://portal.e-lfh.org.uk</a>)</li> </ul>
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#### Knowledge criteria

<ul style="list-style-type: none"> <li>• Understand how to use different teaching methods, their appropriateness, advantages and disadvantages</li> <li>• Understand how to train in different clinical settings and optimise the learning environment</li> <li>• Understand the importance and principles of feedback</li> <li>• Understand how to develop effective learning environments and learner support systems</li> <li>• Understand how to design and organise a teaching programme</li> <li>• Understand the concept of a “community of practice”</li> <li>• Understand the principles and importance of reflective practice</li> <li>• Understand the principles and importance of evaluating a teaching session or programme</li> </ul>
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<b>ME CiP 2: The doctor is able to assess learning</b>	
<b>Key skills</b>	<b>Descriptors</b>
Understands the purpose and principles of assessment	<ul style="list-style-type: none"> <li>• Demonstrates an understanding of the difference between appraisal and assessment.</li> <li>• Understands the role of different methods of assessment.</li> <li>• Demonstrates how assessment should address learning outcomes.</li> <li>• Understands the difference between formative and summative assessments.</li> <li>• Is aware of the limitations of assessment, including principles of reliability and validity.</li> <li>• Is aware of the evidence surrounding differential attainment in examinations and assessment.</li> </ul>
Awareness of how to develop assessment processes	<ul style="list-style-type: none"> <li>• Can select and apply appropriate assessment methods.</li> <li>• Can compile and mark assessments of knowledge, practical skills and attitude.</li> </ul>
Can contribute to monitoring and improvement of assessments	<ul style="list-style-type: none"> <li>• Is aware that robust assessment practices are important for developing courses and effective educational practice.</li> <li>• Contributes to continuous monitoring and improvement of assessments, for example in teaching programmes.</li> </ul>
Demonstrates awareness of fair, equitable recruitment and selection processes	<ul style="list-style-type: none"> <li>• Has completed appropriate Equality, Diversity and Inclusion (EDI) training and is aware of the role of unconscious bias.</li> <li>• Is involved in the recruitment process at a medical school or trust level.</li> <li>• Demonstrates an awareness of differential attainment in relation to recruitment and in medical education in general.</li> </ul>
<b>Evidence to inform decision</b>	
<ul style="list-style-type: none"> <li>• Reflective practice</li> <li>• Evidence of involvement in undergraduate examinations</li> <li>• Structured feedback from an assessor and adult learners on at least three sessions where they have performed an assessment of another person</li> <li>• Reflection on sessions using PDSA tool – e.g. NHS Education for Scotland (NES) template:</li> </ul>	<ul style="list-style-type: none"> <li>• RCOG Learning on how to complete WPBAs</li> <li>• Attendance of a relevant medical education course</li> <li>• Completion of EDI training</li> </ul>

<https://learn.nes.nhs.scot/2274/quality-improvement-zone/qi-tools>

### Knowledge criteria

- Understand the principles of appraisal and how it differs from assessment
- Understand the principles of assessment and its different methods and their advantages and disadvantages
- Understand EDI principles in relation to recruitment and selection in medical education

### ME CiP 3: The doctor understands the requirement for educational scholarship and evidence-based practice.

Key skills	Descriptors
Understands key educational theories and principles	<ul style="list-style-type: none"> <li>• Is aware of, and can describe, different theories of adult learning.</li> <li>• Links theories with medical education and understands their relevance to teaching in medicine.</li> </ul>
Aware of relevant literature	<ul style="list-style-type: none"> <li>• Completes literature search in relation to education research project or quality improvement project (QIP).</li> <li>• Can critically evaluate educational literature and apply this learning to their educational practice.</li> </ul>
Describes different paradigms of medical education research	<ul style="list-style-type: none"> <li>• Can describe different approaches to medical education research (e.g. qualitative versus quantitative methodology).</li> </ul>
Designs an appropriate educational research project or QIP	<ul style="list-style-type: none"> <li>• Formulates appropriate research questions.</li> <li>• Uses appropriate educational methodology to answer research questions.</li> <li>• Understands the principles of critical appraisal and peer review.</li> </ul>
Evidence to inform decision	
<ul style="list-style-type: none"> <li>• Postgraduate Certificates/Diplomas/Masters as evidence of learning (optional)</li> <li>• Is a trainee representative at trust or deanery education training meetings with trainers (e.g. NHS England (NHSE)/Health Education and Improvement Wales (HEIW)/NHS Education for Scotland (NES), or Northern Ireland Medical and Dental Training Agency</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of QIP relating to quality control/management of education</li> <li>• Attendance at relevant medical education course</li> </ul>

(NIMDTA) local office, school board or similar)	
<b>Knowledge criteria</b>	
<ul style="list-style-type: none"> <li>• Understand principles of adult learning</li> <li>• Understand key educational theories</li> <li>• Understand basic educational research skills</li> </ul>	

<b>ME CiP4: The doctor understands the organisational structures which support training and the role of leadership and governance within medical education.</b>	
<b>Key skills</b>	<b>Descriptors</b>
Manages self so they can develop educationally	<ul style="list-style-type: none"> <li>• Manages personal educational time effectively.</li> <li>• Demonstrates management of local educational programmes and resources.</li> </ul>
Demonstrates respect for patients, learners and other educators	<ul style="list-style-type: none"> <li>• Can develop and maintain a high quality learning environment both at undergraduate and postgraduate level.</li> <li>• Reflects on how respect is generated and maintained in the context of medical education.</li> <li>• Demonstrates fairness for all and promotes excellence in medical education.</li> </ul>
Understands and delivers educational outcomes	<ul style="list-style-type: none"> <li>• Demonstrates how educational outcomes are achieved locally.</li> <li>• Has an understanding of how poor performance in learners, educators or educational programmes can be managed.</li> <li>• Is aware of how to assess and manage trainees requiring extra support and how to seek advice.</li> </ul>
Develops skills to become an educational leader in the future and provide educational leadership	<ul style="list-style-type: none"> <li>• Develops skills to deliver training programmes.</li> <li>• Understands the importance of developing and supporting trainers.</li> <li>• Develops generic leadership skills.</li> <li>• Demonstrates understanding of professionalism in their role as an educator.</li> <li>• Participates in relevant RCOG/deanery meetings.</li> </ul>
Knows how to seek support and advice to achieve the best outcomes in medical education	<ul style="list-style-type: none"> <li>• Understands the structure of postgraduate education within hospitals, deaneries and colleges, and where and how to ask for help and advice.</li> <li>• Describes a real or hypothetical case report of a trainee in need of support or a poorly performing training department, and the measures taken to assist and improve the situation.</li> </ul>

Works within the structure of postgraduate medical education and training	<ul style="list-style-type: none"> <li>Is aware of statutory requirements (e.g. Gold Guide, General Medical Council (GMC) standards and curricula).</li> <li>Can describe roles and responsibilities of statutory and other regulatory bodies and links to good patient care.</li> <li>Is aware of quality control, management and assurance processes for education at local, regional and national levels.</li> <li>Contributes to a local educational governance framework.</li> </ul>
<b>Evidence to inform decision</b>	
<ul style="list-style-type: none"> <li>Is a trainee representative at trust or deanery education training meetings with trainers (or NHSE/HEIW/NES or NIMDTA school board, or similar). Providing redacted agenda and list of attendees as evidence.</li> </ul>	
<b>Knowledge criteria</b>	
<ul style="list-style-type: none"> <li>Understand principles of organising local educational programmes</li> <li>Understand how postgraduate education is organised locally, regionally and nationally</li> <li>Understand key principles of educational governance</li> </ul>	

## SECTION 2: PROCEDURES

There are no procedures in this SIPM.

## SECTION 3: GMC GENERIC PROFESSIONAL CAPABILITIES (GPCs)

<b>Mapping to GPCs</b>
<p>Domain 1: Professional values and behaviours</p> <p>Domain 2: Professional skills</p> <ul style="list-style-type: none"> <li>Practical skills</li> <li>Communication and interpersonal skills</li> <li>Dealing with complexity and uncertainty</li> </ul> <p>Domain 3: Professional knowledge</p> <ul style="list-style-type: none"> <li>Professional requirements</li> <li>National legislative structure</li> <li>The health service and healthcare system in the four countries</li> </ul> <p>Domain 5: Capabilities in leadership and team working</p> <p>Domain 6: Capabilities in patient safety and quality improvement</p> <p>Domain 7: Safeguarding vulnerable groups</p> <p>Domain 8: Capabilities in education and training</p> <p>Domain 9: Capabilities in research and scholarship</p>

ME CIP	TO1/ TO2	Reflective practice
1: The doctor demonstrates the ability to provide teaching and training to healthcare professionals and facilitates learning	X	X
2: The doctor is able to assess learning	X	X
3: The doctor understands the requirement for educational scholarship and evidence-based practice	X	X