

SIPM: Medical Education (ME)

SECTION 1: CAPABILITIES IN PRACTICE

ME CiP 1: The doctor demonstrates the ability to provide teaching and training to healthcare professionals and facilitates learning.

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

<p>Describes range of learning methods that can be used in learning and teaching activities</p>	<ul style="list-style-type: none"> • Uses broad range of educational methods and technologies to achieve intended learning outcomes, including small group, large group, face to face and on-line sessions. • Is developing a “library” of innovative learning resources.
<p>Supports learners to be involved in the design and delivery of teaching</p>	<ul style="list-style-type: none"> • Describes ways of involving learners in planning and delivering teaching in clinical practice – e.g. experiential learning. • Understands how to develop a “community of practice”.
<p>Recognises the importance of reflection on practice in the development of teaching skills</p>	<ul style="list-style-type: none"> • Actively seeks feedback on own teaching and uses it for personal development. • Evaluates own teaching practice and provides evidence of this. • Evaluates teaching programmes. • Responds appropriately to feedback on teaching and uses this to improve educational process. • Demonstrates ability to encourage reflective learning within a training session.
<p>Evidence to inform decision</p>	
<ul style="list-style-type: none"> • Diary of teaching sessions delivered and groups taught • Structured feedback from an assessor and adult learners on sessions, e.g.: https://www.jrcptb.org.uk/documents/evaluation-form-teaching-and-presentations • Reflection on sessions using PDSA tool (e.g.: https://learn.nes.nhs.scot/2274/quality-improvement-zone/qi-tools/pdsa) 	<ul style="list-style-type: none"> • Attendance at relevant medical education course • Evidence of learning how to teach on line (e.g. a certificate of completion of eLearning for Health (elfh.org) modules on Educator Training Resources (NEW) part 05, ‘approaches in education’)
<p>Knowledge criteria</p>	
<ul style="list-style-type: none"> • Understand how to use different teaching methods, their appropriateness, advantages and disadvantages • Understand how to train in different clinical settings and optimise the learning environment • Understand importance and principles of feedback • Understand how to develop effective learning environments and learner support systems. • Understand how to design and organise a teaching programme • Understand the concept of a “community of practice” • Understand the principles and importance of reflective practice • Understand the principles and importance of evaluation of teaching session / programme 	

ME CiP 2: The doctor is able to assess learning	
Key Skills	Descriptors
Understands purpose and principles of assessment	<ul style="list-style-type: none"> • Demonstrates understanding of the difference between appraisal and assessment. Understands the role of different methods of assessment • Demonstrates how assessment should address learning outcomes. • Understands difference between formative and summative assessments. • Is aware of limitations of assessment including principles of reliability and validity. • Is aware of the evidence surrounding differential attainment in examinations and assessment
Aware how to develop assessment processes	<ul style="list-style-type: none"> • Is able to select and apply appropriate assessment methods. • Compiles and marks assessments of knowledge, practical skills and attitude.
Can contribute to monitoring and improvement of assessments	<ul style="list-style-type: none"> • Is aware that robust assessment practices are important for course development and effective educational practice. • Contributes to continuous monitoring and improvement of assessments in a teaching programme for example.
Demonstrates awareness of fair, equitable recruitment and selection processes	<ul style="list-style-type: none"> • Has completed appropriate Equality, Diversity and Inclusion training and is aware of the role of unconscious bias. • Is involved in recruitment process at medical school or Trust level. • Demonstrates awareness of differential attainment in relation to recruitment and in medical education in general.
Evidence to inform decision	
<ul style="list-style-type: none"> • Reflective practice • Evidence of involvement in undergraduate examinations • Structured feedback from an assessor and adult learners on at least three sessions where they have performed an assessment of another person • Reflection on sessions using PDSA tool (e.g. NES template at https://learn.nes.nhs.scot/2274/quality-improvement-zone/qi-tools) 	<ul style="list-style-type: none"> • RCOG Learning on how to complete WPBAs • Attendance at a medical education course • Completion of EDI training
Knowledge criteria	

- Understand principles of appraisal and difference from assessment
- Understand principles of assessment, different methods and their advantages and disadvantages
- Understand EDI principles in relation to recruitment and selection in medical education

ME CIP3: 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"> • Is aware of and can describe different theories of adult learning. • Links theories with medical education and understands their relevance to teaching in medicine.
Aware of relevant literature	<ul style="list-style-type: none"> • Completes literature search in relation to education research project / QIP. • Can critically evaluate educational literature and can apply this learning to their educational practice.
Describes different paradigms of medical education research	<ul style="list-style-type: none"> • Can describe different approaches to medical education research e.g. qualitative v quantitative methodology.
Designs an appropriate educational research project or Quality Improvement Project	<ul style="list-style-type: none"> • Formulates appropriate research questions. • Uses appropriate educational methodology to answer research question. • Understands principles of critical appraisal and peer review.

Evidence to inform decision

<ul style="list-style-type: none"> • Postgraduate Certificates / Diplomas / Masters as evidence of learning (optional) • Trainee representative at Trust or Deanery (HEE /HEIW /NES or NIMDTA Local Office, School Board or similar) education or training meetings with trainers 	<ul style="list-style-type: none"> • Completion of QI project relating to quality control / management of education • Attendance at relevant medical education course
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Knowledge criteria

- Understand principles of adult learning
- Understand key educational theories
- Understand basic educational research skills

ME CiP4: The doctor understands the organisational structures supporting training and the role of leadership and governance within medical education	
Key Skills	Descriptors
Manages self so as to develop educationally	<ul style="list-style-type: none"> • Manages personal educational time effectively. • Demonstrates management of local educational programme and resources.
Demonstrates respect for patients, learners and other educators	<ul style="list-style-type: none"> • Is able to develop and maintain a high quality learning environment both at undergraduate and postgraduate level. • Reflects on how respect is generated and maintained in the context of medical education. • Demonstrates fairness for all and promotes excellence in medical education.
Understands and delivers educational outcomes	<ul style="list-style-type: none"> • Demonstrates how educational outcomes are achieved locally • Has an understanding of how poor performance in learners, educators or educational programmes can be managed. • Is aware of how to assess and manage trainees with or in difficulty and how to seek advice.
Develops skills to be an educational leader in the future and provide educational leadership	<ul style="list-style-type: none"> • Develops skills to deliver training programmes. • Understands importance of developing & supporting trainers • Develops generic leadership skills. • Demonstrates understanding of professionalism in their role as an educator. • Participates in relevant RCOG/deanery meetings.
Knows how to seek support and advice to achieve best outcomes in medical education	<ul style="list-style-type: none"> • Understands postgraduate education structure within hospitals, deaneries and colleges and who and how to ask for help and advice. • Describes real or hypothetical case report of trainee in need of support or poorly performing training department, and measures taken to assist and improve.
Works within structure of postgraduate medical education and training	<ul style="list-style-type: none"> • Is aware of statutory requirements (e.g. Gold Guide, GMC standards and curricula). • Can describe roles and responsibilities of statutory and other regulatory bodies and links to good patient care. • Is aware of quality control, quality management and quality assurance processes for education at local, regional and national levels. • Contributes to local educational governance framework.

Evidence to inform decision

- Trainee representative at Trust or HEE /HEIW /NES or NIMDTA School Board or similar) education or training meetings with trainers. (redacted agenda and list of attendees as evidence)

Knowledge criteria

- Understand principles of organising local educational programmes
- Understand how postgraduate education is organised locally, regionally and nationally
- Understand key principles of educational governance

SECTION 2: PROCEDURES

There are no procedures in this SIPM.

SECTION 3: GMC GENERIC PROFESSIONAL CAPABILITIES

Mapping to GPCs

- Domain 1: Professional values and behaviours
- Domain 2: Professional skills
 - Practical skills
 - Communication and interpersonal skills
 - Dealing with complexity and uncertainty
- Domain 3: Professional knowledge
 - Professional requirements
 - National legislative structure
 - The health service and healthcare system in the four countries
- Domain 5: Capabilities in leadership and team working
- Domain 6: Capabilities in patient safety and quality improvement
- Domain 7: Safeguarding vulnerable groups
- Domain 8: Capabilities in education and training
- Domain 9: Capabilities in research and scholarship