

## **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. You will also need to consider which PG Cert Modules you are doing in relation to your clinical placements to ensure that you submit your Study Leave requests in time and your employer can release you.

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.

<b>Trainee Name:</b>	<b>GMC Number:</b>
<b>Trust:</b>	
<b>Educational Supervisor:</b>	
<b>Academic Supervisor:</b>	

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

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

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

**Table 3: Optional**

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

**Table 4: Communication / Education**

<b>16</b>	<b>Effective networking and collaboration</b>	Engages with multi-professional groups Understands their personal impact on others			
<b>17</b>	<b>Ability to work co-operatively and creatively with colleagues</b>	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			
<b>18</b>	<b>Assertiveness Skills</b>	360 degree appraisal / reflective writing			
<b>19</b>	<b>Understanding of self / leadership styles</b>	360 degree appraisal / reflective writing			