

# YHFS Academic Foundation Programme

## Medical Education Placement – Competencies

The following is guidance as to your academic curriculum goals and should be discussed with your Education Supervisor. You will also need to consider which PG Cert Modules you are doing in relation to your clinical placements to ensure that 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 e-Portfolio, including a personal development plan, evidence of activities during the 4-month placement, and an Education Supervisors report.

Trainee Name:	GMC Number:
Trust:	

**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 ie the study of the theory and practice of education			

No	Competency	Evidence	Competent	Knowledge/ understanding	N/A
			(✓)	(✓)	(✓)
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**

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

**Table 3: Optional**

13	<b>Participates in the selection process to medical degree programmes</b>	Equality and diversity training record			
14	<b>Works effectively as part of an admissions team</b>	Reflective log of interview experiences			
15	<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**

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