



Royal College
of Physicians

NHS

Health Education England

Flexible portfolio training
**Medical education
pathway**

Medical education pathway

This is made up of six capabilities, each of which is underpinned by descriptors, and followed by illustrative professional activities that might be used to evidence the outcome descriptors.*

The pathway describes a structured framework of activities a trainee might sample and undertake developing a range of experiences and is not intended to be exhaustive in its implementation.

The six capabilities are:

1. Professional development as an educator
2. Facilitator / interactive teacher
3. Clinical teacher / role model
4. Assessor
5. Evaluator
6. Medical education leader and manager

Outcome 1: Professional development as an educator	
Capability descriptors	1 Engage in continual professional development as a learner-focused and reflective educator 2 Develop and demonstrate presenting, critical appraisal and writing skills
Illustrative professional activities to evidence the capability descriptors	<ul style="list-style-type: none">• Complete an effective teaching skills course, eg RCP Educator accreditation• Utilise teaching experiences to inform scholarly activity and teaching• Review, evaluate and reflect upon educational literature• Present at local, regional and/or national education conferences• Educational journal article submission• Consider PG certificate / diploma / MSc in medical education• As per outcome 5, develop as a reflective professional educator
GPC domains 1, 2, 3, 8, 9	

*The curriculum has been developed in collaboration with a medical education working group at the Royal College of Physicians

Outcome 2: Facilitator / interactive teacher	
Capability descriptors	1 Demonstrate facilitation skills to aid learning for undergraduates and postgraduates
	2 Develop and apply mentoring skills
Illustrative professional activities to evidence the capability descriptors	<ul style="list-style-type: none"> • Deliver small and large group teaching sessions to undergraduates, trainees and allied health professionals, ensuring a high level of interactivity between learners • Teach clinical medicine in a non-clinical setting • Create and/or coordinate a simulation teaching programme for individual or multiple professions • Plan, deliver and facilitate large group teaching sessions, eg weekly grand rounds and journal club, and aim for sustainability of teaching program in absence of facilitator • Develop a mentoring programme • Design, develop and implement a PACES teaching programme (or contribute to an existing one) • Deliver feedback to learners to facilitate their development • Facilitate MDT discussions to ensure educational benefit
GPC domains 1, 2, 3, 5, 8	

Outcome 3: Clinical teacher / role model	
Capability descriptors	1A Plan, deliver and evaluate teaching sessions for less-experienced trainees in their clinical assessment and management of patients
	1B Plan, deliver and evaluate teaching sessions for less-experienced trainees in carrying out appropriate practical procedures
	2 Explain and demonstrate role modelling (as a doctor and a teacher) on the job and in more formal teaching sessions
Illustrative professional activities to evidence the capability descriptors	<ul style="list-style-type: none"> • Deliver bedside teaching sessions to undergraduates • Deliver sessions on professionalism, ethics and simulation • Utilise clinical teaching models, eg the 'One-minute preceptor' • Receive and act upon feedback in the clinical setting from both junior and senior colleagues • Use RCP resources <i>Improving teams in healthcare</i> and <i>Never too busy to learn</i> in planning educational activities to create a positive and inclusive learning environment in the clinical setting
GPC domains 1, 2, 3, 5, 8	

Outcome 4: Assessor	
Capability descriptors	1A Explain the format of, and when to use, appropriate clinical and non-clinical WPBAs 1B Illustrate how to appraise a student and a trainee including provision of feedback
	2A Explain the differences and relationship between formative and summative assessment 2B Describe formal and informal assessment 2C Identify and appropriately apply criteria, normative and ipsative assessment
Illustrative professional activities to evidence the capability descriptors	<ul style="list-style-type: none"> • Assess the performance of junior medical colleagues using a range of performance based assessments including DOPS • Provide constructive post-assessment feedback • Become an OSCE examiner for undergraduate exams • Attend and complete a WPBA workshop (eg at the RCP) • Attend a supervisor workshop (eg at the RCP) • Act as a clinical supervisor to doctors in earlier stages of training • Provide effective feedback and action plan after an assessment • Informally assess learners during teaching sessions • Gain experience writing exam questions • Review types of assessment in terms of their reliability, validity, feasibility, educational impact and transparency
GPC domains 1, 2, 3, 5, 6, 8	

Outcome 5: Evaluator	
Capability descriptors	1 Formulate effective ways to gather feedback from learners to improve and develop educational programmes and curricula
	2 Manage feedback on teaching from learners, peers and self-evaluation to improve and develop own teaching
Illustrative professional activities to evidence the capability descriptors	<ul style="list-style-type: none"> • Undergo peer observation of own teaching • Reflect on own practice by keeping a reflective log of own teaching • Augment method of teaching in response to learner or peer feedback • Gather feedback on teaching sessions and programmes through questionnaires and/or focus groups from learners • Inform reflections with educational research • Observation of others' teaching • Evaluate courses, modules and assessments
GPC domains 1, 2, 3, 5, 6, 8, 9	

Outcome 6: Medical education leader and manager	
Capability descriptors	1 Evaluate the educational strategic management of the organisation
	2 Identify and manage the educational needs of patients
Illustrative professional activities to evidence the capability descriptors	<ul style="list-style-type: none"> • Shadow senior educational managers within the deanery and trust to strengthen the collaborative relationship between deanery and trust • Attend trust education governance board meetings to develop understanding of trust education board strategic and operations management and financial structure • Work with training programme director, college tutor and director of medical education to identify learning needs of staff and students and gaps in provision to: <ul style="list-style-type: none"> (A) signpost learners to learning opportunities and resources (B) plan and develop new education and training opportunities and resources as appropriate • Help to design and/or manage the foundation year teaching and CMT teaching programmes • Help to develop a trust business plan for simulation training • Work with patient advocates and participate in patient carer networks to support well-informed patients and patient self-management • Plan, develop and produce patient education resources
GPC domains 1, 2, 3, 5, 6, 8	

Abbreviations

CMT = core medical training; DOPS = direct observation of procedural skills; GPC = generic professional capabilities; MDT = multidisciplinary team; OSCE = objective structured clinical examination; PACES = practical assessment of clinical examination skills; PG = postgraduate; RCP = Royal College of Physicians; WPBA = workplace-based assessment.

References

UCL and RCP London MSc in Medical Education

Harden RM and Crosby J. The Medical Teacher AMEE Guide No 20: The good teacher is more than a lecturer – the twelve roles of the teacher. *Medical Teacher* 2000;22(4):334–47.