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

<table>
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<th>Outcome 1: Professional development as an educator</th>
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<td>Capability descriptors</td>
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<td>Illustrative professional activities to evidence the capability descriptors</td>
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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

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**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 | • 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 | • 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 *Improving teams in healthcare* and *Never too busy to learn* in planning educational activities to create a positive and inclusive learning environment in the clinical setting  
| GPC domains | 1, 2, 3, 5, 8  

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### 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 | - 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 | - 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

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<th>Capability descriptors</th>
<th>1 Evaluate the educational strategic management of the organisation</th>
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<td>2 Identify and manage the educational needs of patients</td>
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**Illustrative professional activities to evidence the capability descriptors**

- 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:
  - (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