



Key:

Common competency framework competences Medical leadership framework competences Health inequality framework competences

Core Module 2: Teaching, Appraisal and Assessment

Learning outcomes:

- To understand and demonstrate the knowledge, skills and attitudes to provide appropriate teaching, learning opportunities, appraisal, assessment and mentorship.
- To acquire the knowledge and skills to cope with and understand the ethical and legal issues which occur during the management of obstetric and gynaecological patients.

Knowledge criteria	GMP	Clinical competency	GMP	Professional skills and attitudes	GMP	Training support	Evidence/assessment
MEDICAL EDUCATION							
<p>Understand the principles of adult learning</p> <p>Understand the skills and practices of a competent teacher</p> <p>Understand the principles of giving feedback</p> <p>Understand the principles of evaluation</p> <p>Identify teaching strategies appropriate to adult learning</p> <p style="color: blue;">Identification learning theories, principles, needs and styles relevant to medical education</p> <p style="color: blue;">Demonstrate knowledge of literature relevant to current developments in medical education and other sectors</p> <p style="color: blue;">Define the roles of the various bodies involved in medical education and other sectors</p> <p style="color: blue;">Outline the appropriate local course of action to assist a trainee experiencing difficulty in making progress within their training programme</p>	1	<p>Facilitate the learning process</p> <p>Use varied teaching strategies appropriate to audience and context (including one-to-one, small and large groups, formal lectures)</p> <p style="color: blue;">Demonstrate the application of education literature relevant to teaching</p> <p style="color: blue;">Use appropriate and current curricula to inform teaching practice</p> <p>Use of audiovisual aids effectively</p> <p>Prepare teaching session</p> <p style="color: blue;">Provide timely and effective feedback</p> <p style="color: blue;">Identify, plans and deliver learning activities in the workplace</p> <p>Teach in small (<10) and large groups (>20) and at the bedside</p> <p>Teach some practical procedures (including ultrasound)</p> <p style="color: green;">Contribute towards staff development and training, including mentoring, supervision, appraisal and workplace-based assessment</p> <p style="color: blue;">Allow learners to make contributions to clinical practice of increasing value and importance commensurate with their competence</p>	1	<p style="color: blue;">In discharging educational duties, act to maintain the dignity and safety of patients at all times</p> <p style="color: blue;">Recognise the importance of the role of the doctor as an educator within the multidisciplinary team and use medical education to enhance the care of patients</p> <p style="color: blue;">Balance the needs of service delivery with education</p> <p style="color: blue;">Demonstrate willingness to teach trainees and other healthcare workers in a variety of settings to maximise effective communication and practical skills and to improve patient care</p> <p style="color: blue;">Demonstrate consideration for learners including their emotional, physical and psychological well being with their development needs.</p> <p style="color: blue;">Act to ensure equality of opportunity for trainees, staff and professional colleagues</p> <p style="color: blue;">Encourage discussions with colleagues in clinical settings to share knowledge and understanding</p>	1,3	<p>Local and regional Courses in presentation skills</p> <p>StratOG.net: The Obstetrician and Gynaecologist as a Teacher and Researcher. Teaching e-tutorial</p> <p>Observation of and discussion with senior medical staff</p> <p>Appropriate postgraduate courses</p> <p>Medical Education England website</p> <p>Deanery websites</p> <p>GMC education and training website</p> <p>RCOG Tips for trainers and tips for Trainees</p> <p><i>The Obstetrician and Gynaecologist</i> journal</p>	<p>Logbook</p> <p>Reflective diary</p> <p>MSF (TO1 and TO2)</p> <p>Log of experiences</p> <p>CbD</p> <p>Personal development planning</p> <p>MRCOG Part Two</p>



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		<p>Provide appropriate career support, or refer trainee to an alternative effective source of career information</p> <p>Participate in strategies aimed at improving patient education e.g. talking at support group meetings</p> <p>Able to lead departmental teaching programmes including journal clubs</p> <p>Recognise the trainee in difficulty and take appropriate action including, where relevant, referral to other services</p> <p>Contribute to educational research or projects e.g. through the development of research ideas of data/information gathering</p> <p>Able to manage personal time and resources effectively to the benefit of the educational faculty and the need of the learners</p> <p>Gain insight in to educational policy and development at local or national levels</p> <p>Demonstrate the ability to set objectives and structure of educational session</p> <p>Demonstrate the ability to present a teaching session with audience participation</p> <p>Demonstrate the skills to evaluate a training event and act upon feedback</p> <p>Demonstrate the ability to communicate professionally and motivate learners</p> <p>Participate in the organisation of a programme of postgraduate education e.g. short course or multidisciplinary meeting</p>		<p>Maintains honesty and objectivity during appraisal and assessment</p> <p>Acts as a leader, mentor, educator and role model</p> <p>Show willingness to take up formal training as a trainer and responds to feedback obtained after teaching sessions</p> <p>Demonstrate willingness to become involved in wider medical education activities and foster an enthusiasm for medical education activity in others</p> <p>Recognise the importance of personal development as a role model to guide trainees in aspects of good professional behaviour</p> <p>Demonstrate willing to advance own educational capability through continuous learning</p> <p>Act to enhance and improve education provision through evaluation of own practice</p> <p>Demonstrate the ability to achieve rapport and to be willing to supervise less experienced colleagues</p>		<p>RCOG careers service and mentoring support documentation. RCOG website.</p>	



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APPRAISAL							
<p>Understand the difference between appraisal, assessment and performance review</p> <p>Understand the importance of an appraisal and the qualities of a good appraiser</p> <p>Know the advantages and disadvantages of different study methodologies (quantitative and qualitative) for different types of questions at appraisal</p> <p>Know the principles of appraisal and the structure of the appraisal interview</p> <p>Understand the principles of mentoring</p> <p>Understand levels of evidence and quality of evidence</p>	1	<p>Perform effective appraisal</p> <p>Assess objectivity in appraisal and use of a methodical, structured approach</p> <p>Analyse information relating to performance from a range of sources</p> <p>Take action early on to improve performance</p> <p>Take responsibility for tackling difficult issues</p> <p>Build learning from experience in to future development plans</p>	1,3,4	<p>Acknowledge and respect cultural diversity</p> <p>Demonstrate the ability to deal with conflict</p> <p>Have the ability to deal with a trainee in difficulty and a difficult trainee</p> <p>Act as mentor</p>	<p>3</p> <p>1,3</p> <p>1,3</p>	<p>StratOG.net: The Obstetrician and Gynaecologist as a Professional. Appraisal, Mentoring and Reflective Practice e-tutorials</p> <p>StratOG.net: The Obstetrician and Gynaecologist as a Teacher and Researcher. Assessment e-tutorial</p> <p>Local educational session</p> <p>Appraisal and assessment</p> <p>Equal opportunity training</p>	<p>Logbook</p> <p>Reflective diary</p> <p>MSF (TO1 and TO2)</p> <p>Log of experiences</p> <p>CbD</p> <p>Personal development planning</p>
ASSESSMENT							
<p>Understand the difference between appraisal and assessment</p> <p>Understand the reasons for assessment</p> <p>Know different assessment methods and when to use them appropriately</p> <p>Be aware of the differences between formative and summative assessment</p>	1	<p>Perform appropriate assessments</p> <p>Use appropriate assessment methods</p> <p>Take responsibility for own workplace-based assessment and</p> <p>Conduct thorough, constructive workplace-based assessments for junior colleagues</p> <p>Take a responsibility in collecting suitable evidence to the meet the requirements of recertification and revalidation</p>	1,3	<p>Have the ability to assess performance honestly and objectively</p> <p>Acquire the necessary skills to give constructive and effective feedback</p>	1,3,4	<p>Training the Trainers Course</p> <p>Local educational session</p> <p>StratOG.net: The Obstetrician and Gynaecologist as a Teacher and Researcher. Assessment e-tutorial.</p>	<p>Logbook</p> <p>Reflective diary</p> <p>MSF (TO1 and TO2)</p> <p>Log of experiences</p> <p>CbD</p> <p>Personal development planning</p>



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<p>Outline the role of workplace-based assessments, the assessment tools in use, their relationship to course learning outcomes, the factors that influence their selection and the need for monitoring evaluation</p> <p>Understand the purpose of each assessment used within the MRCOG examination</p> <p>Understand the difference between a reliable and a valid assessment</p> <p>Understand the purpose of recertification revalidation</p>				<p>Show willingness to participate in workplace-based assessments and demonstrates a clear understanding of their purpose</p>		<p>RCOG best practice videos</p>	



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Core Module 2 Logbook	Competence level		Basic level		Intermediate level		Advanced level		Not required	
			<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>	
	Level 1		Level 2		Level 3					
	Date	Signature	Date	Signature	Date	Signature				
Teaching										
Small group teaching										
Large group teaching										
Formal lecture										
One-to-one teaching at the bedside										
Teaching practical procedures										
Organisation of teaching										
Appraisal										
Perform effective appraisal										
Assessment										
Perform appropriate assessments										



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Training Courses or sessions		
Title	Signature of educational supervisor	Date
Appraisal and assessment		
Presentation skills		
Teaching skills		

Authorisation of signatures (to be completed by the clinical trainers)	
Name of clinical trainer (please print)	Signature of clinical trainer



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COMPLETION OF MODULE 2

I confirm that all components of the module have been successfully completed:

Date	Name of educational supervisor	Signature of educational supervisor