

A good physician will ensure that the knowledge possessed is communicated effectively. In the formal setting of teaching and training specific competences will have to be acquired to ensure that the practitioner recognises the best practise and techniques.

### CC23 Teaching and training

To progressively develop the ability to teach to a variety of different audiences in a variety of different ways. To progressively be able to assess the quality of the teaching. To progressively be able to train a variety of different trainees in a variety of different ways. To progressively be able to plan and deliver a training programme with appropriate assessments		
Knowledge	Assessment Methods	GMP Domains
Outline adult learning principles relevant to medical education	C, TO	1
Identification of learning methods and effective learning environments	C, TO	1
Construction of educational objectives	C, TO	1
Use of effective questioning techniques	C, TO	1
Varying teaching format and stimulus	C, TO	1
Demonstrate knowledge of relevant literature relevant to developments in medical education	C, TO	1
Outline the structure of the effective appraisal interview	C, TO	1
Define the roles of the various bodies involved in medical education	C, TO	1
Differentiate between appraisal and assessment and be aware of the need for both	C, TO	1
Outline the workplace based assessments in use and the appropriateness of each	C, TO	1
Demonstrate the definition of learning objectives and outcomes	C, TO	1
<i>Outline the appropriate local course of action to assist the failing trainee</i>	C, TO	1,2

Skills		
Vary teaching format and stimulus, appropriate to situation and subject	C, TO	1
<i>Provide effective feedback after teaching, and promote learner reflection</i>	C, M, TO	1,2
Conduct effective appraisal	C, M, TO	1
Demonstrate effective lecture, presentation, small group and bedside teaching sessions	C, M, TO	1, 3
<i>Provide appropriate career advice, or refer trainee to an alternative effective source of career information</i>	C, M, TO	1, 2,3
Participate in strategies aimed at improving patient education e.g. talking at support group meetings	C, M, TO	1
Be able to lead departmental teaching programmes including journal clubs	C, TO	1
Recognise the trainee in difficulty	C, TO	1,2
Behaviours		
<i>In discharging educational duties acts to maintain the dignity and safety of patients at all times</i>	C, M, TO	1, 2,4
Recognises the importance of the role of the physician as an educator within the multi-professional healthcare team and uses medical education to enhance the care of patients	C, M, TO	1
<i>Balances the needs of service delivery with the educational imperative</i>	C, M, TO	1,2
Demonstrates willingness to teach trainees and other health and social workers in a variety of settings to maximise effective communication and practical skills	C, M, TO	1
Encourages discussions in the clinical settings with colleagues to share knowledge and understanding	C, M, TO	1, 3
Maintains honesty and objectivity during appraisal and assessment	C, M, TO	1

Shows willingness to participate in workplace based assessments	C, M, TO	1
Shows willingness to take up formal tuition in medical education and respond to feedback obtained after teaching sessions	C, M, TO	1, 3
Demonstrates a willingness to become involved in the wider medical education activities and fosters an enthusiasm for medical education activity in others	C, M, TO	1
Recognises the importance of personal development as a role model to guide trainees in aspects of good professional behaviour	C, M, TO	1
Demonstrates consideration for learners including their emotional, physical and psychological wellbeing with their development needs	C, M, TO	1

#### Level Descriptor

1	Develops basic PowerPoint presentation to support educational activity Delivers small group teaching to medical students, nurses or colleagues Able to seek and interpret simple feedback following teaching
2	Able to supervise a medical student, nurse or colleague through a procedure Able to perform a workplace based assessment including being able to give effective feedback
3	Able to devise a variety of different assessments (e.g. multiple choice questions, workplace based assessments) Able to appraise a medical student, nurse or other colleague Able to act as a mentor to a medical student, nurses or other colleague
4	Able to plan, develop and deliver educational activities with clear objectives and outcomes Able to plan, develop and deliver an assessment programme to support educational activities

### Emergency department context

1	<p>Develops own learning objectives for the ED attachment</p> <p>Delivers case presentation including literature review to ED teaching session</p> <p>Teaches medical students on the shop floor and seeks and receives good feedback</p>
2	<p>Conducts WBA on FY1 in the ED</p> <p>Supervises nurse, ENP or medical student on blood gas, catheterisation, plaster application etc</p>
3	<p>Contributes to junior trainee appraisal meeting</p> <p>Leads the medical student programme – and supervises attendance, teaching programme and assessments</p>
4	<p>Mentors a nurse in nurse prescribing or ENP skills</p> <p>Leads on junior staff teaching programme – matching sessions to curriculum and delivering at least 6 sessions per year</p> <p>Helps colleague or junior trainees set their own educational objectives</p> <p>Teaches on Trust FY1 or FY2 programme</p> <p>Provides teaching sessions for ambulance personnel or other healthcare professionals</p>

<b>Leadership</b>	Specialty trainees should demonstrate competence in all elements of domains, with some evidence in setting direction
Demonstrating personal qualities	<p>Uses every opportunity on the shop floor to enable others to learn – by asking questions and leading trainee's decision making to support skills and knowledge acquisition **</p> <p>Seeks out every opportunity to complete WBA – and invites and receives feedback **</p> <p>Ensures personally meets GMC standards for trainers seeking training where educational needs identified ***</p>
Working with others	<p>Leads board rounds in style likely to enable others to learn **</p> <p><i>Debriefs after resuscitations, unexpected events or after shifts to enable others to learn **</i></p> <p>Makes completion of WBA a priority for junior colleagues</p> <p>Gives clear unambiguous feedback for trainees in difficulty or provides statements of fact to consultant for feedback to other trainees</p>
Managing the service	Adjusts supervision style when surge in activity or increased pressure reduces time available but maintains educational principles **
Improving services	Identifies educational needs in the course of every day practice by talking with junior trainees or observing common errors and feeds into the training programme
Setting direction	<p>Ensures named educational supervisor for every trainee</p> <p>Asks to attend and attends training sessions for educational supervision **</p>