Postgraduate Medical Training

Education and Training syllabus

OST Curriculum domain

|  |
| --- |
| **Level 1** |
| **Learning Outcome** | **Descriptors** |
| ***An ophthalmologist achieving this level will, in addition:*** |
| **Ensure patient safety is paramount in all training and learning events.** | * Promote a safe learning environment.
* Understand the safety of patients must come first and the needs of education must be considered in this context.
* Use simulation or technology-enhanced learning appropriately in protecting patients from harm.
* Ensure patients’ awareness of the need to participate in the education of learners and respect their wishes.
 |
| **Actively participate in own induction and training.** | * Identify opportunities for own learning and development.
* Learn from patients and colleagues.
* Participate in inter-professional learning.
* Implement personal development plans to progress professional practice using SMART objectives.
* Evaluate and reflect on the effectiveness of their educational activities.
* Solicit, reflect and respond to feedback.
* Participate in national surveys and other quality control, quality management and quality assurance processes as required by the regulator.
 |
| **Deliver teaching activities under guidance.** | * Understand the importance of teaching and be able to make a positive contribution to the undergraduate and postgraduate development of doctors, nurses and non-medical professionals.
* Understand the value of learning in teams and facilitate inter-professional learning.
 |
| **Deliver patient education.** | * Be able to explain to patients about their diagnosis and management of simple or common ophthalmic conditions.
 |

|  |
| --- |
| Level 2 |
| **Learning Outcome** | **Descriptors** |
| ***An ophthalmologist achieving this level will, in addition:*** |
| **Plan and provide education and training activities for medical trainees and other professionals.** | * Document formal teaching activities in own portfolio, involving different professional groups and types of teaching, e.g. practical skills to undergraduates, case presentations to colleagues.
* Solicit, reflect and respond to feedback on teaching.
 |
| **Give constructive feedback on learning activities.** | * Provide timely, supportive developmental feedback, both verbally and in writing, to learners and doctors in training.
 |

|  |
| --- |
| Level 3 |
| **Learning Outcome** | **Descriptors** |
| ***An ophthalmologist achieving this level will, in addition:*** |
| **Create learning opportunities for others.** | * Plan and deliver effective learning strategies and activities with reference to learning theories relevant to medical education.
* Be flexible in creating opportunities appropriately, e.g. in the situation of a pandemic or major health service change.
* Understand the concepts of mentoring and coaching.
 |
| **Provide objective assessment.** | * Contribute to the development of others through supervision and workplace assessment.
* Assess objectively and fairly the performance of doctors in training and other learners.
* Become familiar with the different forms of assessment and their roles in medical education.
* Solicit and respond to feedback on assessment activities.
 |
| **Design and contribute to patient education.** | * Educate patients about complex diagnoses and management plans.
* Produce written and/or recorded forms of patient education.
 |

|  |
| --- |
| Level 4 |
| **Learning Outcome** | **Descriptors** |
| ***An ophthalmologist achieving this level will, in addition:*** |
| **Demonstrate readiness to act as a clinical and educational trainer.** | * Attend a course for the local approval and recognition of trainers.
* Encourage career development in others.
* Provide evidence of supervision in both simulation and live surgery, including surgical logbook evidence of supervising 20 cataract procedures.
* Understand the appraisal and revalidation process.
 |
| **Balance service and training needs.** | * Provide safe clinical supervision of learners and other doctors in training in the workplace at all times.
* Demonstrate the ability to provide training opportunities whilst effectively managing an outpatient clinic and theatre list.
 |
| **Be able to identify and support a trainee experiencing difficulty.** | * Recognise clinical and professional behaviours suggestive of a trainee experiencing difficulty.
* Understand how to raise concerns about the performance or behaviour of a learner or other doctor in training who is under their clinical supervision and provide them with support.
* Sensitively debrief after an adverse incident.
* Understand the importance of signposting trainees and other colleagues to psychological support services where appropriate.
 |