Postgraduate Medical Training

Education and Training syllabus

OST Curriculum domain

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| **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. |

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| 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. |

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| 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. |

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| 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. |