

ICET Irish Clinician Educator Training

PROGRAMME CURRICULUM

Royal College of Physicians of Ireland
July 2026

This curriculum of training for ICET was originally developed in 2023 by Prof Edward McKone, Prof Margaret O'Connor and the RCPI Workplace Education Team. The curriculum undergoes annual revisions and updates. It is approved by the RCPI Institute of Medicine and by the RCPI Education Department.

Version	Date Published	Last Edited By	Version Comments
2	July 2026	Mariangela Esposito	Updates to the Core Professional Skills section to explicitly align with the <i>Eight Domains of Good Professional Practice</i> .

Table of Contents

INTRODUCTION	3
Overview	4
Programme Management.....	4
Purpose of this Curriculum	4
How to use this Curriculum.....	4
Training Goals.....	5
Programme Structure.....	5
Goals Plan	6
ICET Committee Reviews.....	6
Personal Development Milestones.....	6
The Curriculum at a Glance	7
CORE PROFESSIONAL SKILLS.....	8
TRAINING GOALS & TRAINING OUTCOMES	9
Training Goal 1 – Education Theory	10
Training Goal 2 – Education Practice	12
Training Goal 3 – Research.....	13
Training Goal 4 – Innovation.....	14
Training Goal 5 – Leadership.....	15
Training Goal 6 – Quality Improvement	16
TASKS & TIMELINE.....	17
Year 1	18
Year 2	21
ePORTFOLIO DOCUMENTATION	24
References	26

INTRODUCTION

This section of the curriculum provides an overview of the ICET programme and outlines the methodologies and content of this curriculum

Overview

The Irish Clinician Educator Training (ICET) programme is an innovative, advanced educational pathway in the field of Postgraduate Clinical Education.

This is a 2-year National Programme developed to provide training in Postgraduate Clinical Education and it is open to Specialist Registrars who can undertake it as Out of Clinical Programme Experience (OCPE) in alignment with RCPI regulation for OCPE. For more information on rules and regulations, please consult the Training Handbook available on the RCPI website (access [here](#)).

The aim of the programme is to support the training and professional development of future leaders in Postgraduate Clinical Education in Ireland.

Trainees will be involved in supervised teaching at postgraduate and undergraduate levels and are expected to conduct research to a level of Medical Doctorate.

The administration of the programme is by the Royal College of Physicians of Ireland (RCPI) and is under the direction of the Directors of ICET, Professor Edward McKone and Professor Margaret O'Connor.

The ICET Committee oversees the application process, the selection process, and the progress of the selected Trainees; furthermore, it will provide career guidance and mentorship to the Trainees during and after the programme.

Programme Management

- Coordination of the training programme will lie with the Training Department in the Royal College of Physicians of Ireland.
- The training year will usually run from July to July in line with HST programmes.
- Annual evaluations will usually take place between April and June each year.
- Each Trainee will be registered to the ePortfolio and will be expected to fulfil all requirements relating to the management of yearly training records.

Purpose of this Curriculum

The purpose of this curriculum is to define the relevant processes, contents, outcomes, and requirements to be achieved. The curriculum is structured to delineate the overarching goals, outcomes, expected learning experiences, instructional resources and assessments that comprise the ICET programme.

In keeping with developments in medical education and to ensure alignment with international best practices and standards, RCPI has implemented an Outcomes Based Education (OBE) approach. This curriculum design differs from the traditional minimum requirement model in that the learning process and desired end-product of training (outcomes) are at the forefront of the design to provide the essential training opportunities and experiences to achieve those outcomes.

How to use this Curriculum

It is expected that both Trainees and Supervisors have a good working knowledge of the curriculum and should use it as a guide for the training programme. Supervisors are encouraged to use the curriculum as the foundation of their discussions with Trainees, particularly during goals-setting, feedback, and appraisal processes.

Each Trainee is expected to engage with the curriculum by maintaining an ePortfolio in which records and feedback must be recorded. The ePortfolio allows Trainees to build up evidence to inform decisions on their progress at the annual reviews whilst also providing tools to support and identify further education and development opportunities. The Trainees must keep an up-to-date ePortfolio throughout their programme.

Please, consult the summary table in the final part of this curriculum (access [here](#)) to check the requirements to be recorded on ePortfolio over the two years of the programme.

Training Goals

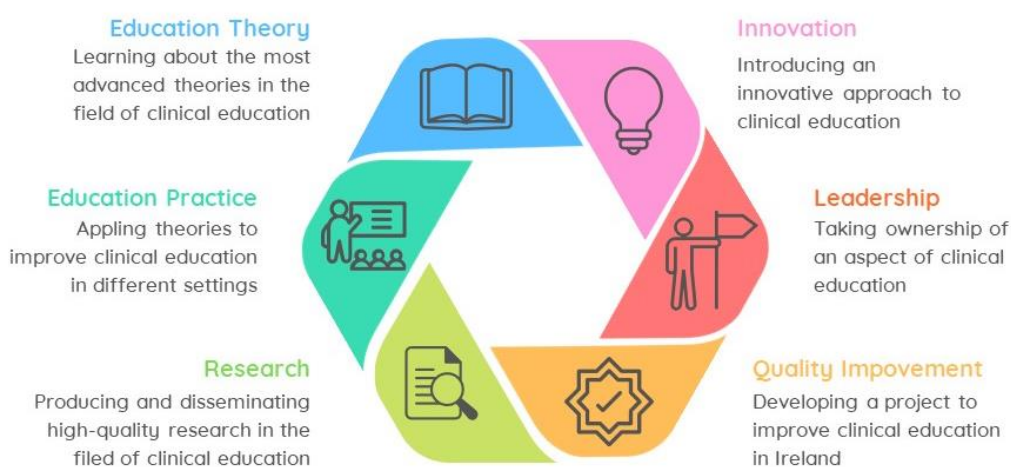
This outcome-based curriculum identifies six training goals corresponding to the six qualitative components of the ICET programme. The components and respective training goals are:

- EDUCATION THEORY
- EDUCATION PRACTICE
- RESEARCH
- INNOVATION
- LEADERSHIP
- QUALITY IMPROVEMENT

These six training goals are integrated and all-encompassing during the two years of the programme. However, the organisation of the training/academic activities of the programme may prioritise different components at different stages of the programme.

Each Training Goal is broken down into measurable and specific training outcomes with respective training/learning opportunities, outlined in each section (access [here](#)).

ICET's Components



Programme Structure

The programme is structured into semesters; each semester covers six months and prioritises different activities.

The first two semesters, running from July 2025 to June 2026, are primarily dedicated to education theory and education practice.

The last two semesters, running from July 2026 to June 2027, are primarily dedicated to Quality Improvement and research.

The specific tasks and timeline per each year of the programme are outlined in a later section of this document (access [here](#)).

Goals Plan

At the beginning of each year of the programme, the Supervisor and the Trainee will agree on **Goals Plan** which will include learning, research, teaching activities, and additional activities tailored to the academic and professional interests of the Trainees.

The goals plan should follow the structure of the programme as outlined below, including updating the ePortfolio in a timely manner to ensure accurate tracking of progression.

ICET Committee Reviews

At the end of each six-month period, Trainees will be asked to deliver a presentation to provide an overview of their research and training progress to the ICET Committee.

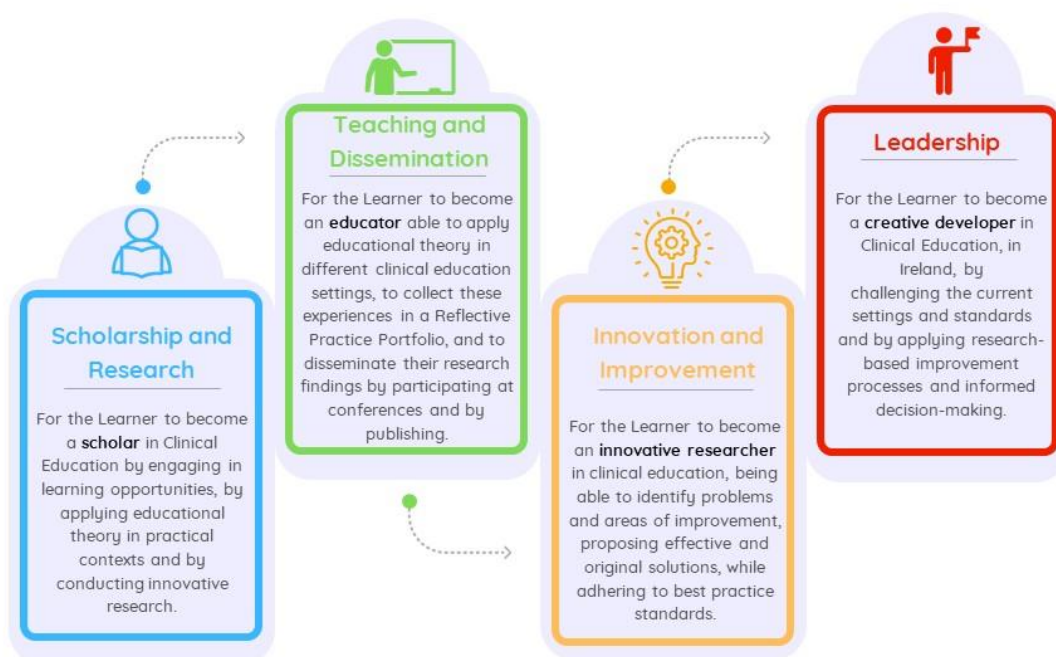
These meetings will provide the opportunity to review the Goals Plan and discuss relevant findings collected in a Teaching Portfolio available on ePortfolio.

Personal Development Milestones

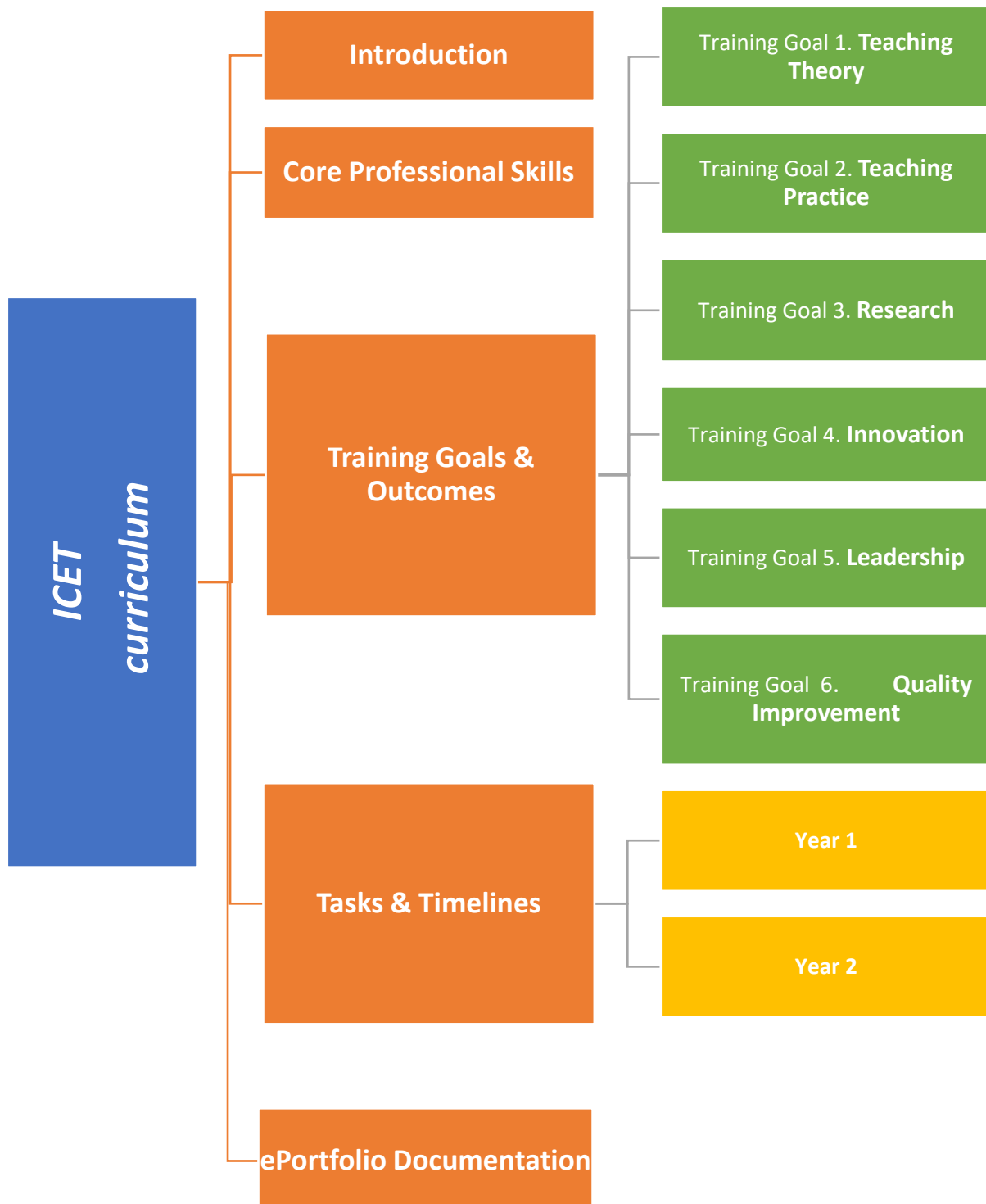
The overall aim of the programme is to support the training and professional development of future leaders in Postgraduate Clinical Education in Ireland. The milestones which will progressively guide the Trainees in their personal development during this programme are: Scholarship and Research; Teaching and Dissemination; Innovation and Improvement; Leadership.

The progression towards the achievement of these milestones will be discussed during the Goals Plan meetings and the Semestral Review meetings. Goals Plans may be adapted to facilitate the Trainees in the achievement of the training goals.

Personal Development Milestones



The Curriculum at a Glance



CORE PROFESSIONAL SKILLS

This section of the curriculum outlines the Eight Domains of Good Professional Practice as indicated by the Medical Council in the Guide to Professional Conduct & Ethics for Registered Medical Practitioners, 9th Edition, 2024.

The Eight Domains of Good Professional Practice are provided for in the Rules for the Maintenance of Professional Competence (No2) in Statutory Instrument 171/ 2011 accessible [here](#)



TRAINING GOALS & TRAINING OUTCOMES

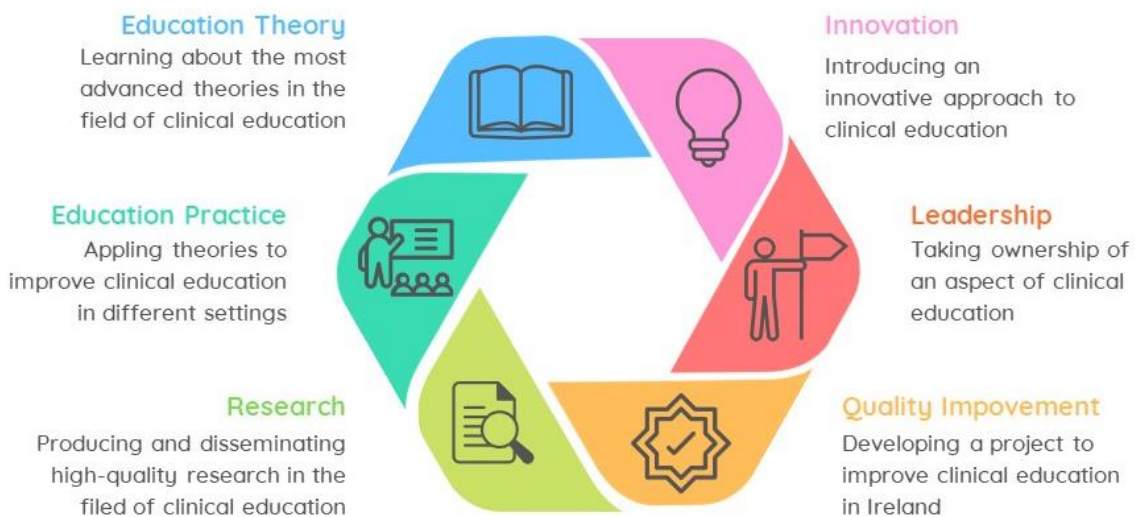
This section of the curriculum outlines the training goals of the programme and details the specific outcomes to achieve under each of the training goals.

The six training goals correspond to the six components of ICET. These are integrated and all-encompassing during the two years of the programme. However, the organisation of the training/academic activities of the programme may prioritise different components at different stages of the programme.

Each Training Goal is broken down into measurable and specific training outcomes and training/learning opportunities.

The training/learning opportunities are recommended ways to achieve the outcomes. Trainees are encouraged to discuss with their Supervisors the most appropriate training/learning activities to pursue.

ICET's Components



Training Goal 1 – Education Theory

By the end of the ICET programme, the Trainee is expected to gain in-depth knowledge of the theories and best practices in teaching, learning, designing, assessing and providing feedback to inform their clinical education practice.

OUTCOME 1 – EDUCATIONAL THEORIES

For the Trainee to gain knowledge of educational theories relevant to clinical education in order to provide theoretical basis for the selection of specific teaching and learning methods/strategies, framing learning objectives, and select/design assessment and evaluation strategies appropriately.¹

Training & Learning Opportunities

- *Becoming a Clinical Educator* course, Oxford (Year 1)
- RCPI Workshops

OUTCOME 2 – EDUCATION DESIGN AND DEVELOPMENT

For the Trainee to acquire experience in the design of training content, learning activities and assessment methods adequately matched to the outcomes identified in each in training programme, with the view of designing and developing an effective and achievable training curriculum.

Training & Learning Opportunities

- *Becoming a Clinical Educator* course, Oxford (Year 1)
- RCPI Workshops
- Assessment Course (Year 2)

OUTCOME 3 – THEORY OF ASSESSMENT

For the Trainee to employ the principles of assessment in clinical education when designing assessment strategies and when identifying appropriate assessment methods ensuring that these match with the purpose and content of training, and level of the Trainees.

Training & Learning Opportunities

- *Becoming a Clinical Educator* course, Oxford (Year 1)
- Assessment Course (Year 2)
- RCPI Workshops

OUTCOME 4 – PROVIDING EFFECTIVE FEEDBACK

For the Trainee to elaborate the theory behind provision of feedback in clinical practice in order to effectively appraise Trainees' learning and performance, to reinforce good practice and to motivate them towards the desired outcome.

Training & Learning Opportunities

- RCPI Workshops
- *Physicians as Trainers* online resources: Effective Teaching Skills – Giving Feedback

¹ Cf. Baydal and Singh, 2017.

OUTCOME 5 – SUPPORTING LEARNERS IN DIFFICULTY

For the Trainee to familiarise with the systematic approaches to remediation as outlined by institutional procedures, while implementing the educational principles to support learners in difficulty in order to provide an integrated strategy to remediate Trainees effectively.²

Training & Learning Opportunities

- RCPI Workshops

² Cf. Kalet, Chou, Ellaway, 2017.

Training Goal 2 – Education Practice

By the end of the ICET programme, the Trainee is expected to apply the principles and best practices of clinical education in all the aspects of their teaching practice.

OUTCOME 1 – EDUCATION PLANNING

For the Trainee to gain experience in strategic planning for clinical education, considering clinical settings, delivery methods, goals setting, assessment methods and desired outcomes to be achieved.

Training & Learning Opportunities

- Delivery of teaching activities to be recorded in the Teaching Portfolio
- RCPI Workshops

OUTCOME 2 – EDUCATION DELIVERY METHODS & LEARNING ENVIRONMENT

For the Trainee to apply different delivery methods (face-to-face, blended learning, eLearning, written notes, online resources) tailored to the scope of the teaching session and the learning setting, demonstrating awareness of the different requirements, limitations and potential challenges of the variety of learning environments in clinical education (online, formal academic setting, bedside teaching).

Training & Learning Opportunities

- *Becoming a Clinical Educator* course, Oxford (Year 1)
- Delivery of teaching activities to be recorded in the Teaching Portfolio
- RCPI Workshops

OUTCOME 3 – EDUCATION DELIVERY STRATEGIES

For the Trainee to evaluate and apply the most suited delivery strategies in each teaching session (e.g. role play, group cooperation, small group discussion, reinforcing positive behaviour, spaced practice, retrieval practice, elaboration, using concrete examples, etc.)

Training & Learning Opportunities

- Delivery of teaching activities to be recorded in the Teaching Portfolio
- RCPI Workshops

OUTCOME 4 – WORKPLACE-BASED ASSESSMENTS

For the Trainee to become familiar with the application and methodology of the traditional workplace-based assessment in clinical education, such as CBD, DOPS and Mini-CEX.

Training & Learning Opportunities

- *Becoming a Clinical Educator* course, Oxford (Year 1)
- Assessment Course (Year 2)
- RCPI Workshops

Training Goal 3 – Research

By the end of the ICET programme, the Trainee is expected to learn the methodologies of qualitative research applied to clinical education, integrate research ethics requirements in their own research, and to be aware of the different trends in clinical education research. It is expected that this learning would be integrated in a scholarly approach to practice and research dissemination.

OUTCOME 1 – RESEARCH ETHICS

For the Trainee to design and conduct research in line with the principles of Research Ethics; and to demonstrate the ability to successfully comply with Research Ethics Application processes.³

Training & Learning Opportunities

- RCPI Workshops
- Presentation of work done to date at Review Meetings

OUTCOME 2 – APPLIED QUALITATIVE RESEARCH METHODS

For the Trainee to develop awareness of qualitative research methods in clinical education, applying the most appropriate range of methodologies by considering their distinctive approaches to inquiry and characteristics of the research object.⁴

Training & Learning Opportunities

- RCPI Workshops

OUTCOME 3 – RESEARCH DISSEMINATION

For the Trainee to effectively share research findings with stakeholders and wider audiences by planning and selecting the most appropriate methodology, according to the purpose and the audience.⁵

Training & Learning Opportunities

- Attendance at National and/or International Conferences
- Presentation at National and/or International Conferences
- Publications
- RCPI Workshops

OUTCOME 4 – EVIDENCE-BASED PRACTICE

For the Trainee to apply the principles of evidence-based practice (EBP) in their daily clinical education practice by integrating the most relevant research in clinical education with the main practical aspects of their clinical education practice.

Training & Learning Opportunities

- Presentation of work done to date at Review Meetings
- RCPI Workshops

³ Greaney *et al.*, 2012.

⁴ Cristancho *et al.*, 2018.

⁵ For reference, check <https://www.ahrq.gov/sites/default/files/wysiwyg/ncepcr/resources/dissemination-quick-start-guide.pdf>.

Training Goal 4 – Innovation

By the end of the ICET programme, the Trainee is expected to integrate into their practice and research methodologies, an innovative approach open to multidisciplinary work and technological resources.

OUTCOME 1 – VLE & TEL

For the Trainee to gain experience with the different Virtual Learning Environments (e.g. Brightspace, Kaizen, Testreach, Turnitin etc.) and integrate this with Technology Enhanced Learning intended as the implementation of technology into teaching methods to enhance learning (e.g. ebooks, smart devices, engagement resources such as Mentimeter, Kahoot, etc.)

Training & Learning Opportunities

- RCPI Workshops

OUTCOME 2 – INNOVATION & SCHOLARSHIP

For the Trainee to keep up-to-date with innovative practices in clinical education and critically evaluate these in order to research and trial the most impactful emerging frameworks in the field.

Training & Learning Opportunities

- *Becoming a Clinical Educator* course, Oxford (Year 1)
- RCPI Workshops
- Simulation Events

OUTCOME 3 – MULTIDISCIPLINARY APPROACH TO CLINICAL EDUCATION

For the Trainee to demonstrate awareness of rapid changes in clinical education, due to the influence of technologies on the healthcare environment, hence, to apply a multidisciplinary approach by seeking diversification of teaching methods and practices and by looking at similar challenges met and overcome by other disciplines.

Training & Learning Opportunities

- RCPI Workshops

Training Goal 5 – Leadership

By the end of the ICET programme, the Trainee is expected to acquire knowledge and skills to establish and maintain relations with stakeholders and to lead clinical education projects foreseeing their long-term feasibility by anticipating and managing change.

OUTCOME 1 – ROLES AND RESPONSIBILITY IN THE EDUCATION DEPARTMENT & TRAINING GOVERNANCE

For the Trainee to gain familiarity with the roles and responsibilities in the Education Department and with the roles and structure of the Training Governance in RCPI.

Training & Learning Opportunities

- RCPI Workshops

OUTCOME 2 – INTERACTIONS WITH MEDICAL COUNCIL

For the Trainee to become aware of the different interactions RCPI entertains with the Medical Council as its main stakeholder and particularly to get an insight into the accreditation processes.

Training & Learning Opportunities

- RCPI Workshops

OUTCOME 3 – PROJECT MANAGEMENT APPLIED TO CLINICAL EDUCATION

For the Trainees to learn how to lead a learning initiative by applying the methodologies and skills of project management in clinical education projects.

Training & Learning Opportunities

- RCPI Workshops

OUTCOME 4 – CHANGE-MANAGEMENT

For the Trainees to demonstrate flexibility and adaptability in their approach to clinical education as to be able to anticipate and prepare for organisational and/or structural change. And to be able to plan change, communicate such plans and account for challenges in the process.

Training & Learning Opportunities

- RCPI Workshops

Training Goal 6 – Quality Improvement

By the end of the ICET programme, the Trainee is expected to conduct an audit in clinical education, learn the principles of quality improvement in action and apply this to a QI project designed to contribute with improvements to area of clinical education in Ireland.

OUTCOME 1 – AUDIT IN CLINICAL EDUCATION

For the Trainee to identify and area of clinical education that needs improvement in Ireland and conduct and audit for it.

Training & Learning Opportunities

- QIA course
- Audit and/or QI project

OUTCOME 2 – PRINCIPLES OF QUALITY IMPROVEMENT

For the Trainee to learn and apply the principle of Quality Improvement to a specific area of clinical education and design a QI project or audit.

Training & Learning Opportunities

- QIA course
- Audit and/or QI project

OUTCOME 3 – QI PROJECT IN CLINICAL EDUCATION

For the Trainee to design a QI project and/or audit in clinical education in Ireland and (where possible) implement it.

Training & Learning Opportunities

- QIA course
- Audit and/or QI project

TASKS & TIMELINE

This section of the curriculum outlines the specific tasks per each year of ICET and the respective timelines.

Year 1

July 2026 – June 2027

Programme Plan

Induction Sessions

Trainees are expected to attend Induction Sessions organised by RCPI

- One day of the scheduled BST Induction Days with other Clinical Tutors
- Training on technical systems with other Clinical Tutors
- First ICET Workshop

Goals Plan, Review Meetings & Teaching Portfolio

At the beginning of the year, in July, Trainees should meet with their Supervisors, agree on a **Goals Plan** for the year and record this on ePortfolio via the Goals Plan form.

A key component of the programme is regular interaction between Trainees and their Supervisors for both informal (*ad hoc*), and formal feedback. Formal feedback should be provided during the **Review Meetings** and recorded on ePortfolio.

Review Meetings should happen twice a year with the ICET Committee.

During these meetings the Committee is required to:

- Review the Trainee's ePortfolio
- Provide feedback to the Trainee

During these meetings the Trainee is required to:

- Deliver a short presentation to the Committee to outline their progress in the programme
- Present and discuss some of their findings collected in the **Teaching Portfolio**
- Record feedback received on ePortfolio

The Teaching Portfolio is available on ePortfolio. It can be filled out and uploaded on ePortfolio before each Review Meeting. It is recommended to track at least two teaching sessions per month on the Teaching Portfolio, however it is discretionary for the Trainee which teaching sessions to track and is their responsibility maintain this document up-to-date.

Learning Activities

Courses

In the first year, Trainees are expected to complete two academic courses:

- **Becoming a Clinical Educator**, run at and by **Oxford University**⁶ in November⁷
- **Quality Improvement in Action**,⁸ run by RCPI online from February to May

⁶ Cf. <https://www.conted.ox.ac.uk/courses/becoming-a-clinical-educator>

⁷ Trainees who have already completed an academic course in HPE (Health Profession Education) or equivalent in the last 3 years do not have to meet this requirement. To be confirmed by the ICET Mentorship Committee.

⁸ Cf. <https://courses.rcpi.ie/product?catalog=Quality-Improvement-in-Action>

RCPI Workshops

Over the course of Year 1, the Education Department at RCPI will run a series of workshops on various topics relevant to this programme. Each of these will be held in RCPI one afternoon per month, excluding months when Trainees have to prioritise other courses/tasks.

Trainees are expected to actively participate in these Workshops.

A detailed calendar of the workshops will be shared with the Trainees.

Teaching Activities

Trainees are expected to **deliver 20 hours of teaching every six months**.

It is recommended to track at least two teaching sessions per month on the Teaching Portfolio, however, it is discretionary to the Trainee which teaching sessions to track, and it is their responsibility to maintain this document up-to-date and to upload it on ePortfolio before each Review Meeting.

In the development and delivery of the classes, Trainees are expected to implement creative and innovative approaches to teaching, assessing and feedback practice. The Teaching Portfolio should capture these aspects and emphasise a scholarly approach to teaching practice.

ICET Clinical Tutor Role

- Trainees are expected to attend 2hrs Tutor Training during the second week of each quarter
- Trainees are required to deliver 3 x 90mins BST Tutorials (or equivalent). Every 3 months deliver 1 x 90mins tutorials x 2 groups (each group 15 Trainees c.ca) + 2 x 90mins make-up sessions.
- Regularly access Brightspace to moderate questions from their assigned tutorial groups
- Once every 3 months, provide feedback on Tutorials and flag potential issues to RCPI staff
- Once a quarter, collect feedback from Tutorial attendees via the “Teaching Review Surveys” available on Brightspace and include these in the Teaching Portfolio.

BST Tutorials for the first year of the programme:

- *Starting in BST- Quarter 1 year 1: July - September*
- *Patient Safety and person-centred care - Quarter 2 year 1: October - December*
- *Confidentiality, Capacity & Consent - Quarter 3 year 1: January - March*
- *Introduction to Leading for Patient Safety - Quarter 4 year 1: April – June*

Other Teaching Activities

Other teaching activities include:

- Lectures
- Small Group Tutorials
- Bedside Tutorials
- Journal Club
- Other

For a detailed description of the estimated frequency and duration of these teaching activities, please refer to the table at the end of the document ([here](#)).

Research Activities

Research

Trainees are expected to develop their research activities for their MD and discuss these during the Review Meeting.

QI Project and/or Audit

At this stage of the programme, Trainees should start identifying an area of clinical education in Ireland that they wish to improve with a targeted project. The project should be discussed at the Review Meeting.

Attending the QIA course in the second half of the first year should further support the Trainees in the design of their QI project or audit.

Year 2

July 2027 – July 2028

Programme Plan

Goals Plan, Review Meetings & Teaching Portfolio

At the beginning of the year, in July, Trainees should meet with their Supervisors, agree on a **Goals Plan** for the year and record this on ePortfolio via the Goals Plan form.

A key component of the programme is regular interaction between Trainees and their Supervisors for both informal (*ad hoc*), and formal feedback. Formal feedback should be provided during the **Review Meetings** and recorded on ePortfolio.

Review Meetings should happen twice a year with the ICET Committee.

During these meetings the Committee is required to:

- Review the Trainee's ePortfolio
- Provide feedback to the Trainee

During these meetings the Trainee is required to:

- Deliver a short presentation to the Committee to outline their progress in the programme
- Present and discuss some of their findings collected in the **Teaching Portfolio**
- Record feedback received on ePortfolio

The Teaching Portfolio is available on ePortfolio. It can be filled out and uploaded on ePortfolio before each Review Meeting. It is recommended to track at least two teaching sessions per month on the Teaching Portfolio, however it is discretionary for the Trainee which teaching sessions to track and is their responsibility maintain this document up-to-date.

Learning Activities

Courses

Trainees are expected to complete one academic course:

- **Assessment Course HPAC.** Trainees can attend any other equivalent course on Assessment.

RCPI Workshops

Over the course of year two, the Education Department at RCPI will run a series of workshops on various topics relevant to this programme. Trainees are expected to participate in these and contribute with innovative ideas.

Teaching Activities

Trainees are expected to **deliver 20 hours of teaching every six months.**

It is recommended to track at least two teaching sessions per month on the Teaching Portfolio; however, it is discretionary for the Trainee which teaching sessions to track, and it is their responsibility to maintain this document up-to-date on ePortfolio.

In the development and delivery of the classes, Trainees are expected to implement creative and innovative approaches to teaching, assessing and feedback practice. The Teaching Portfolio should capture these aspects and emphasise a scholarly approach to teaching practice.

ICET Clinical Tutor Role

- Trainees are expected to attend 2hrs Tutor Training during the second week of each quarter
- Trainees are required to deliver 3 x 90mins BST Tutorials (or equivalent). Every 3 months deliver 1 x 90mins tutorials x 2 groups (each group 15 Trainees c.ca) + 2 x 90mins make-up sessions.
- Regularly access Brightspace to moderate questions from their assigned tutorial groups
- Once every 3 months, provide feedback on Tutorials and flag potential issues to RCPI staff
- Once a quarter, collect feedback from Tutorial attendees via the “Teaching Review Surveys” available on Brightspace and include these in the Teaching Portfolio.

Other Teaching Activities

Other teaching activities include:

- Lectures
- Small Group Tutorials
- Bedside Tutorials
- Journal Club
- Other

For a detail of the estimated frequency and duration of these teaching activities, please refer to the table at the end of the document (access [here](#)).

Research Activities

Research

Trainees are expected to complete the bulk of their research for their MD by the end of this year.

Scholarship

During this year, Trainees are expected to actively seek opportunities for attending and presenting their research at National and/or International conferences, and opportunities for publication in the field of Clinical Education.

Suggested suitable conferences:

- Irish Network in Healthcare Education, INHED (National, Spring)
- Association for Medical Education in Europe, AMEE (Europe, Summer)
- Association for the Study of Medical Education, ASME (UK, Summer)
- Any specialty specific conference

Suggested suitable journals for publications:

- *Medical Teacher* - 0142-159X (print); 1466-187X (web)
- *BMC Medical Education* - ISSN: 1472-6920

- *Medical Science Educator* - ISSN: 2156-8650 (Online)
- *Journal Of Graduate Medical Education* - ISSN: 1949-8349 (print), 1949-8357 (online)

QI Project

At this stage of the programme, Trainees should have fully designed their QI project and/or audit and implement it where possible.

ePORTFOLIO DOCUMENTATION

Appointed Trainees will be asked to maintain an updated record of the educational experiences and training opportunities availed of during the two years. This portfolio of experiences should broadly match the Goals Plan agreed upon with the ICET Mentorship Committee and will be taken into consideration as evidence of progression during the Progression Review Meetings with the Mentorship Committee.

Activities	Expected	Reporting Period
Programme Plan		
Personal Goals Plan (Copy of Goals Plan agreed with Supervisor)	1	Beginning of each Year
Review Meetings (Trainee to deliver a presentation about progress to the ICET Committee)	1	Twice a year
Learning Activities		
<i>Becoming a Clinical Educator</i> , Oxford University and/or equivalent course as agreed with ICET Committee	1	In year 1 only
RCPI Events & Workshops	6	Each year
Quality Improvement in Action RCPI course	1	In year 1 only
Assessment Course, HPAC and/or equivalent course on Assessment as agreed with ICET Committee	1	In year 2 only
Teaching Activities (total teaching delivery time = 20 hrs every 6 months) Please note: this is a recommended breakdown of teaching activities; it may vary in agreement with the Supervisor. Trainees are recommended to gain as much exposure as possible to different types of teaching activities.		
40 mins Lecture on relevant specialty topic + 20 mins Q&A	3 (3hrs total)	Every 6 months
Small group tutorial – less than 15 pp per group, (45 mins) + measuring feedback (15 mins)	2 (2hrs total)	Every 6 months
Bedside tutorials (30mins) + measuring feedback (10 mins)	6 (4hrs)	Every 6 months
ICET – BST Clinical Tutor Role (90 mins tutorial x 2 tutorial groups + 2 x 90mins make up session)	3 (9hrs)	Every 6 months

Other – according to the Trainee’s training interests, e.g. delivering workshops, simulation, case presentations, etc.	2hrs	Every 6 months
Research Activities		
Attendance at National and/or International Conferences	2	By end of Programme
Presentation at National and/or International Conferences	1	By end of Programme
Publication of Article/Paper/Poster/Contribution in Clinical Education (evidence of submission)	1	By end of Programme
Medical Doctorate (MD research to be completed, but MD not being awarded)	1	By end of Programme
Formal Assessment		
“DOPS” on Teaching Activities (Supervisor to formally observe and assess Trainee delivering a teaching session)	2	Every 6 months

References

Agency for Healthcare Research and Quality, *Quick-Start Guide for Dissemination for Practice-Based Research Networks*

<https://www.ahrq.gov/sites/default/files/wysiwyg/ncepcr/resources/dissemination-quick-start-guide.pdf>

Badyal, D. K., & Singh, T. (2017). Learning Theories: The Basics to Learn in Medical Education. *International journal of applied & basic medical research*, 7 (Suppl 1), S1-S3. https://doi.org/10.4103/ijabmr.IJABMR_385_17

Burgess, A., van Diggele, C., Roberts, C. et al. Feedback in the clinical setting. *BMC Med Educ* 20 (Suppl 2), 460 (2020). <https://doi.org/10.1186/s12909-020-02280-5>

Cristancho, S. M., Goldszmidt, M., Lingard, L., & Watling, C. (2018). Qualitative research essentials for medical education. *Singapore medical journal*, 59(12), 622–627. <https://doi.org/10.11622/smedj.2018093>

Dornan T., Conn R., Monaghan H., Kearney G., Gillespie H., Bennett D. Experience Based Learning (ExBL): Clinical teaching for the twenty-first century. *Med Teach*. 2019 Oct;41(10):1098-1105. doi: 10.1080/0142159X.2019.1630730

Greaney, A.M., Sheehy, A., Heffernan, C., Murphy, J., Mhaolrúnaigh, S.N., Heffernan, E. and Brown, G., 2012. Research ethics application: A guide for the novice researcher. *British Journal of Nursing*, 21(1), pp.38-43.

Kalet, A., Chou, C. L., & Ellaway, R. H. (2017). To fail is human: remediating remediation in medical education. *Perspectives on medical education*, 6(6), 418–424. <https://doi.org/10.1007/s40037-017-0385-6>

Lockyer, J., Carraccio, C., Chan, M., Hart, D., Smee, S., Touchie, C., Holmboe, E. S., Frank J. R. & on behalf of the ICBME Collaborators (2017) Core principles of assessment in competency-based medical education, *Medical Teacher*, 39:6, 609-616, DOI: [10.1080/0142159X.2017.1315082](https://doi.org/10.1080/0142159X.2017.1315082)

O'Doherty, D., Dromey, M., Loughheed, J. et al. Barriers and solutions to online learning in medical education – an integrative review. *BMC Med Educ* 18, 130 (2018). <https://doi.org/10.1186/s12909-018-1240-0>

Sanders J. The use of reflection in medical education: AMEE Guide No. 44. *Med Teach*. 2009 Aug;31(8):685-95. doi: 10.1080/01421590903050374

Singh, T. (2021), *Principles of Assessment in Medical Education*, Jaypee, Daryanganj.

Tekian, A., Boker, A.M. and Norcini, J., 2014. What does it take to become an effective medical educator. *Med Teach*, 36(S1), pp.S1-S2.

Tekian A, Roberts T, Batty HP, Cook DA, Norcini J. Preparing leaders in health professions education. *Med Teach*. (2014) Mar;36(3):269-71. doi: 10.3109/0142159X.2013.849332

Ten Haven A, Pragt E, Luijk SJV, Dolmans DHJM, van Mook WNKA. Creativity: A viable and valuable competency in medicine? A qualitative exploratory study. *Med Teach*. (2022) Oct;44(10):1158-1164. doi: 10.1080/0142159X.2022.2072278

Thompson, C.C., 2019. Advancing critical thinking through learning issues in problem-based learning. *Medical Science Educator*, 29, pp.149-156.