



THE UNIVERSITY
of EDINBURGH



ROYAL COLLEGE
of PHYSICIANS
of EDINBURGH

EDINBURGH CRITICAL CARE ONLINE

Special Skills Year in Education

Summary

The Royal College of Physicians of Edinburgh and the University of Edinburgh MSc in Critical Care (Edinburgh Critical Care Online) was established in 2017 (launched to students in 2019) to provide high quality education to an international cohort of healthcare professionals with the aim of improving the quality of care delivered to critically ill patients. The programme team is committed to delivering the highest possible standard of education to its learners and recognises a wider responsibility to provide training opportunities for future leaders in Critical Care education. This document outlines a proposal for a Special Skills Year in Education embedded in the Edinburgh Critical Care Online team. This document has been reviewed and approved by the Intensive Care Medicine Regional Advisor for Scotland.

The MSc in Critical Care

The MSc in Critical Care is a 3-year, part-time, online MSc programme that was validated by the College of Medicine and Veterinary Medicine at the University of Edinburgh in December 2018, a process overseen by Professor Julian Bion, founding Dean of the Faculty of Intensive Care Medicine (FICM). Aligning with the University of Edinburgh's Strategy 2030, the programme is multidisciplinary (open to doctors, nurses, paramedics, physiotherapists, dietitians, and pharmacists) and supports flexible whole-life learning.

The aim of the programme is:

“To promote excellence in the care of every critically ill or injured patient through the provision of expert-delivered teaching in clinical reasoning and academic practice”

The programme represents a partnership between the University of Edinburgh and the Royal College of Physicians of Edinburgh. These organisations collaborate on content creation and share the costs of development costs and marketing as well as revenue. Students can exit the programme after 1, 2, or 3 years of study with a PGCert (Postgraduate certificate), PGDip (Postgraduate diploma), and MSc (Master of science), respectively. The first cohort of 31 students commenced their studies in September 2019. The programme currently delivers education to over 100 learners from all over the world.

Medical training in Intensive Care Medicine

Intensive care training in the UK (United Kingdom) is overseen by the Faculty of Intensive Care Medicine (FICM) and successful completion of the FICM curriculum (the UK training programme for medical doctors in Intensive Care Medicine) is confirmed by the award of a CCT (Certificate of Completion of Training) in Intensive Care medicine by the General Medical Council (GMC) making them eligible for entry on to the GMC Specialist Register. The new FICM curriculum “Supporting Excellence” was implemented in August 2021 following approval by the General Medical Council (GMC).

Education in the FICM curriculum

Education is a core part of the ICM (Intensive Care Medicine) training and is recognized by one of the 14 High Level Learning Outcomes (HILOs) of the FICM curriculum.

“To ensure development of the future medical workforce, a doctor working as a specialist in Intensive Care Medicine will be an effective clinical teacher and will be able to provide educational and clinical supervision.”

Special Skills Year

To fulfill the requirements for its doctors to be life-long learners, the FICM curriculum must support trainees so that they acquire the required habits and attributes during their training. The acquisition of special skills and expertise is an essential part of this process. During stage 2 training, trainees are encouraged to develop special expertise (“Special Skills”) in one of several suggested areas (medicine, anaesthesia, emergency medicine, specialist ICU, research, echocardiography, ECMO (Extracorporeal Membrane Oxygenation), home ventilation, quality improvement, transfer medicine, education, and pre-hospital emergency medicine).

Full details of requirements for the Special Skills Year are contained in the [ICM Curriculum: Supporting Excellence for a CCT in Intensive Care Medicine Handbook: Special Skills Year Version 1.0 4 August 2021](#) (Referred to from now on as “The SSY Handbook”).

The Special Skills Year in Education is for doctors who intend to pursue a career in medical education as a consultant.

The Opportunity

Edinburgh Critical Care Online will offer a supervised Special Skills Year for up to 2 trainees per academic year to join the team. Trainees will have the opportunity to gain experience in the delivery of all aspects of postgraduate education and in some cases will achieve an academic qualification in the process.

Time commitment and location

Trainees will be expected to protect 50% (17.5 hours per week) of their time to their Special Skills Year activities and it is expected that 80% (14 hours per week) of this time will be spent on MSc Critical Care activities, with the remaining 20% (3.5 hour per week) being spent on personal study, assessment, and for their own supervision. The opportunity is based in Edinburgh, but the programme is taught entirely online, and team meetings are online so it will be possible to participate remotely from other locations in the UK. Trainees will not be expected to relocate from other locations in the UK to Scotland and will be expected to continue to obtain clinical experience in their own deanery.

Edinburgh Critical Care Online does not offer a clinical placement to accompany the educational placement described in this document.

Approval

Prior to applying for this opportunity, trainees will be expected to discuss with the Training Programme Director for their own Deanery.

Activities

It is expected that the trainee will engage with a wide range of activities on the programme. These are likely to include most of the following elements:

1. Be the course lead for 1 or more 10 credit postgraduate courses.
2. Act as a personal tutor to online postgraduate students. More details [here](#).
3. Participate in or lead the development of a postgraduate online course using the Edinburgh Learning Development Roadmap or similar system.
4. Provide live online lectures
5. Participate as a subject matter expert in live online panel discussions
6. Design, mark, and moderate assessments according to best education practice

Personal development

It is anticipated that some trainees will want to undertake a postgraduate qualification in medical education (e.g., a postgraduate certificate in medical education or a postgraduate certificate in academic practice). It may be possible for University of Edinburgh to financially support trainees on the [PGCert in Academic Practice](#) or other equivalent qualification. In this case, there will be an expectation that assessments and projects will be based on experiences gained whilst part of the MSc Critical Care team. Trainees will be encouraged to apply new knowledge in relevant educational theory to the development or re-development of a substantial area of the Edinburgh Critical Care Online programme delivery.

Educational Objectives

The educational objectives map to those found within the [SYS Handbook](#) section 13.6:

1. Can deliver educational sessions pertinent to learners from varying backgrounds and levels of prior knowledge using a variety of teaching formats (e.g., small group, lecture, e-learning) demonstrating appropriate planning and design, considering awareness of the curriculum and learner needs, use of teaching methods and technology and showing evaluation and plans for improvement of future sessions
2. Uses assessment tools in the workplace appropriately, demonstrating theoretical knowledge including awareness of validity, reliability and feasibility of the assessment tools chosen and how this influences the choice of assessments used to maximise learning
3. Provides structured feedback appropriately after learning encounters demonstrating awareness of various models of feedback. Demonstrates professionalism and empathy during this process and shares enthusiasm for teaching and learning in the clinical environment
4. Produces an educational portfolio demonstrating involvement in educational activities aligned with GMC guidance on recognition and approval of trainers, including involvement in teaching and learning, appropriate use of assessment, supporting and monitoring learners, guiding personal and professional development, and developing own skills as an educator
5. Can organise an educational event, considering choice of topic, speakers and environment and manages a system for collecting feedback and using this to improve future events
6. Demonstrate skills in leadership and management relating to education and what role clinicians specialising in medical education may have at a local or regional level to influence change and improve teaching and learning in the workplace
7. Can critically evaluate research within medical education, showing up-to-date knowledge of developments within this field and applies new knowledge learnt to improve their own practice. Shows willingness to share knowledge with others.

Supervision

Supervision will be provided by a member of the MSc in Critical Care team who will meet the supervision requirements set out in Section 13.5 of the SYS Handbook:

The Supervisor will:

1. Hold a Certificate, Diploma or a Master's in Medical Education (or equivalent)

OR

2. Be a Member or Fellow of the Academy of Medical Educators

OR

3. Be an individual with extensive experience in delivery and management of medical education (e.g. is/has been in a HEE/Deanery appointed post such as TPD, Director of Medical Education or similar).

The supervisor will be knowledgeable of educational theory (in accordance with standard 10.4, the relevant professional experience of assessors should be greater than that of candidates being assessed).

Assessment

Assessment is based heavily on the Education Portfolio (EP) which will meet requirements of the curriculum as set out in the [SYS Handbook](#).

Mandatory elements of the EP are:

1. Reflect on at least one reciprocal peer observed teaching practice

AND

2. Write and deliver a presentation for a group of learners that has elements directed at learners of different experiences (e.g., junior and senior doctors) or learners of different backgrounds. Produce a handout, a CPD quiz and an evaluation for this.

OR

3. Write and pilot an assessment relating to critical care (MCQs, SBA, OSCE, simulation, structured viva), reflection and redelivery, discuss its validity and reliability.

OR

4. Organise an educational meeting or course (minimum 4 hours and 3 faculty) to be held twice demonstrating reflection and development e.g., faculty development, simulation training, clinical (ICU), generic skills relevant to critical care (e.g., careers, interview) or education focus.

Eligibility

To be eligible to apply for this Special Skills year, the trainee must fulfil the following criteria:

1. Have a national training number in intensive care medicine as a single CCT
2. Have completed or are expected to complete stage 1 training

3. Be able to demonstrate an interest in postgraduate medical education
4. Have written permission from the responsible Training Programme Director (or other responsible officer) confirming eligibility and support to undertake a special skills year in education.

Application process

Interested trainees should send a CV, and cover letter explaining why they are suited to the opportunity to the following email address by **Thursday 10th February 2022**. Applicants should seek approval from their training programme prior to application and provide written confirmation of this approval at the time of application.

critical.care@ed.ac.uk

Eligible applicants may be invited for interview. Candidates will be notified of the outcome by 11th March 2022.

Informal enquiries

Enquiries should be directed to:

Dr. David Griffith, Programme Director

david.m.griffith@ed.ac.uk

Dr Gilly Fleming, Clinical Lead

v1gflem3@exseed.ed.ac.uk