



The ROYAL COLLEGE of
OPHTHALMOLOGISTS

Postgraduate Medical Training

Education and Training syllabus

OST Curriculum domain

The Royal College of Ophthalmologists is a registered charity in England and Wales (299872) and in Scotland (SC045652)

Level 1	
Learning Outcome	Descriptors
<i>An ophthalmologist achieving this level will:</i>	
Ensure patient safety is paramount in all training and learning events.	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ 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 own 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.	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ Be able to explain to patients about their diagnosis and management of simple or common ophthalmic conditions.

Level 2	
Learning Outcome	Descriptors
<i>An ophthalmologist achieving this level will, in addition:</i>	
Plan and provide education and training activities for medical	<ul style="list-style-type: none"> ▪ Document formal teaching activities in own portfolio, involving different professional groups and types of teaching, e.g. practical skills

trainees and other professionals.	<p>to undergraduates, case presentations to colleagues.</p> <ul style="list-style-type: none"> ▪ Solicit, reflect and respond to feedback on teaching.
Give constructive feedback on learning activities.	<ul style="list-style-type: none"> ▪ Provide timely, supportive developmental feedback, both verbally and in writing, to learners and doctors in training.

Level 3

Learning Outcome	Descriptors
<i>An ophthalmologist achieving this level will, in addition:</i>	
Create learning opportunities for others.	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ 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 own roles in medical education. ▪ Solicit and respond to feedback on assessment activities.
Design and contribute to patient education.	<ul style="list-style-type: none"> ▪ Educate patients about complex diagnoses and management plans. ▪ Produce written and/or recorded forms of patient education.

Level 4

Learning Outcome	Descriptors
<i>An ophthalmologist achieving this level will, in addition:</i>	
Demonstrate readiness to act as clinical and educational trainer.	<ul style="list-style-type: none"> ▪ 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. ▪ Understand the appraisal and revalidation process.

Balance service and training needs.	<ul style="list-style-type: none">▪ 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.	<ul style="list-style-type: none">▪ 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 own 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.