

Undergraduate Medical Education

Use, revision and dissemination of the Queen's Undergraduate Medical Education Competency Framework Policy



Curricular Component: Policy #CC-11v3

Supersedes: CC-11v2

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1.0 Background

- 1.1. The Undergraduate Medical Education (UGME) Competency Framework was developed in 2008 by the Curricular Advisory Working Group, which later became the Curriculum Committee. The Working Group was comprised of clinical specialists, a family physician, a basic (research) scientist, two educational developers, and the Associate Dean of UGME.
- 1.2. The purpose of the UGME Competency Framework was to create a structure for the curriculum, including principles, vision, a mission statement and a series of thirteen competencies which would help ensure that graduates of our program reflect the values and goals of Queen's School of Medicine and the needs of our society.
- 1.3. The competencies were developed under seven roles, adapted from the CanMEDS Roles from the Royal College of Physicians and Surgeons and informed by The Four Principles of Family Medicine from the College of Family Physicians of Canada, and the Scientific Foundations for Future Physicians from the Association of American Medical Colleges.
- 1.4. Under each competency, enabling or program objectives were developed. Under each program objective, curricular objectives were developed. The purpose of the UGME Competency Framework was to guide all of the instructional and assessment events that provide students with opportunities to attain competence. The UGME Competency Framework is regularly reviewed and revised with input from diverse groups.

2.0 Preamble

- 2.1. Since the Queen's Undergraduate Medical Education Competency Framework is the foundation on which the School of Medicine's curriculum is based, it is essential that its use, revision and

dissemination be regulated systematically through a policy and through procedures arising from the policy.

3.0 Policy

- 3.1. The UGME Competency Framework will inform all curricular structure and content in UGME.
 - 3.1.1. All course and sessional learning objectives will align with Program Objectives and Curricular Objectives from the Competency Framework.
 - 3.1.2. All course and sessional learning and assessment will be consistent with the Goals, Vision and Mission Statement contained within the UGME Competency Framework document.
- 3.2. To ensure transparency, objectives will be mapped electronically to all learning events, assessments and courses.
 - 3.2.1. Course and sessional learning objectives will be coded electronically through Elentra Central to facilitate mapping and curriculum review.
 - 3.2.2. Alignment of all course objectives with assessments (course blueprinting) is required by the Student Assessment Policy (SA-05).
- 3.3. The Curriculum Committee will oversee the assignment and implementation of the Competency Framework and the MCC Clinical Presentations.
 - 3.3.1. The Curriculum Committee will review the content of the Queen's UGME Competency Framework regularly.
 - 3.3.2. The Curriculum Committee will assign curricular objectives to individual courses
 - 3.3.3. The Curriculum Committee will assign Medical Council of Canada Clinical Presentations to courses, where applicable.
 - 3.3.4. 3.4 The Curriculum Committee will review these assignments regularly and seek input and feedback regarding appropriate placements.
- 3.4. The Curriculum Committee will ensure that the UGME Competency Framework is disseminated to the appropriate stakeholders.
 - 3.4.1. The UGME Competency Framework will be made available as a PDF download from Elentra and in hard copy from the UGME office.

- 3.4.2. Any changes to the UGME Competency Framework will be disseminated in accordance with the procedure for communicating changes to the Queen's UGME Competency Framework (i.e., #CC-11P Use, Revision and Dissemination of UGME Competency Framework Procedure).