

COMPETENCY-BASED MEDICAL EDUCATION (CBME)

What is CBME? ¹⁻³

Competency-based medical education (CBME) is an educational approach where learning, teaching and assessment activities are organised around achievable outcomes, derived from patient and societal needs.

Across the globe, postgraduate training programs are rapidly adopting CBME to better prepare physicians for the complexities of expert practice.

What does CBME mean for me? ^{2, 4-7}



Trainees will

- have more explicit guidance about the standard they need to meet
- experience more flexible learning and teaching targeted to their individual needs
- receive enhanced supervision and feedback on performance
- undertake more meaningful, authentic assessment based on what they are expected to be, know and do in contemporary work settings.



Supervisors will

- provide more direct, observation-based feedback
- maintain better continuity with their trainees
- better identify trainees' needs and support their learning
- deliver a program that is more directly relevant to what a physician should be, know and do in the workplace.



Training committees will

- explicitly link learning and assessment with expected program outcomes
- be able to make robust progression decisions based on multiple data points linked to authentic tasks
- better meet the needs of trainees, supervisors, patients, populations and accreditors
- enable the development of physicians who are better prepared for work in evolving healthcare teams and environments, through the implementation of an integrated workplace curriculum.

References

1. Frank JR, Snell LS, Cate OT et al: Competency-based medical education: theory to practice. Med Teach. 2010, 32(8):638–645
2. Iobst WF, Sherbino J, Cate OT et al: Competency-based medical education in postgraduate medical education. Med Teach. 2010, 32(8):651–656
3. Van Melle E, Frank J, Holmboe E, et al: A core components framework for evaluating implementation of competency-based medical education programs. Acad Med. 2019, 94(7):1002–1009
4. Dagnone D, Stockley D, Flynn L, Egan R, et al. Delivering on the promise of competency based medical education – an institutional approach. Can Med Educ J. 2019, 10(1):e28

How does CBME work? ³

Standards

Curriculum standards explicitly align three key elements:

1. what it means to **be** a good physician
2. what a competent physician should **know**
3. work tasks physicians are entrusted to **do** in contemporary healthcare environments.



Learning

- Learning focuses on work tasks or responsibilities that supervisors can trust trainees to do in a professional context.
- More flexibility to support the individual learning needs of each trainee.



Assessment

- Carefully chosen assessments gather information about trainee performance across the breadth of the curriculum.
- Assessments maximise opportunities for feedback and support.
- Assessment data is collated to generate an overall picture of trainee performance and achievement of the required standard.



Progression

- Progression is based on achievement of learning goals spanning the breadth of the curriculum standards.
- Progress and completion decisions are evidence-based and more transparent and defensible.

