
Article

Implementation of a surgery congress for medical students to learn transversal competences. A case of student-led teaching activity

Table S1. Rubric for the evaluation of transversal competencies. Adapted from "Institutional Project of Transversal Competences - UPV"

Competence	Descriptors	Descriptor			
		1 (Not or Poorly reached)	2 (Adequate)	3 (Good)	4 (Excellent)
a) ANALYSIS AND PROBLEM RESOLUTION	1. Identifies the specific objectives by following the instructions.	Does not identify objectives.	Identifies some objectives but does not identify potential obstacles to their achievement.	Identifies all objectives and identifies some obstacles to their achievement.	Identify all objectives as well as obstacles by following instructions.
	2. Proposes solutions and/or concrete actions after analysis of the situation.	Does not propose concrete solutions and/or actions (gets lost in digressions, ambiguities, etc.)	Proposes some concrete solution and/or action, although erroneous (does not fit the objectives)	Proposes some concrete solution and/or action adequate to the objectives.	Argues coherently the solutions and/or actions adopted.
	3. Evaluate the proposed solutions.	Does not evaluate the proposed solutions. Evaluates solutions in a superficial way, without arguing reasons.	Evaluates solutions superficially, with limited reasoning.	Evaluates solutions superficially, with a correct argumentation, but without discussion with the rest of the teammates.	Evaluate the solutions with an optimal or satisfactory level of detail, as discussed in the subject.
b) TEAMWORK AND LEADERSHIP	4. Ability to make decisions responsibly.	The speech does not evidence initiative.	The decisions taken are presented but not argued.	The decisions taken are presented and argued.	All decisions made for the development of the work are presented, argued and supported.
	5. Autonomy and working capacity.	Need for continuous supervision, providing a work of minimums.	Little monitoring is required. The work is presented with the minimum requested but without any novel element.	A work with novel and creative elements is presented, in accordance to the guidelines offered.	A work with novel and creative elements is presented. No supervision required.
	6. Prepares properly when he/she has to meet.	Attends the meetings without having carried out the tasks assigned.	Attends meetings with limited work done or poor preparation.	Complies with prior individual preparation.	Prepares the meeting in a meritorious manner.

	7. Attends and actively participates in team meetings.	Does not attend meetings or attends with a negative attitude.	Attends meetings.	Attends meetings with an active and participative listening attitude.	Actively participates in meetings and encourages the participation of other team members participation of the rest of the team members.
c) COMMUNICATION	8. Personal disposition towards communication.	Does not intervene even when questioned or does so lacking the basic rules of education and social interaction.	Intervenes only when questioned and/or shows inappropriate attitudes.	Intervenes voluntarily and shows signs of active listening.	Usually participates with initiative and opportunity.
	9. The presentations are structured in a coherent manner.	The presentation shows a lack of order and/or hierarchy in the presentation of ideas.	The structure of the presentation does not facilitate understanding.	The presentations are structured in a coherent way, which facilitates their understanding.	The presentation is organized, complete and effective.
	10. Coherent and cohesive speech.	Presents a discourse that is confusing and/or difficult to understand.	Presents a speech that is understood but is disorganized and/or incomplete.	Present a coherent and cohesive speech.	Presents a coherent and cohesive discourse that is also structured in a personal way.

d) ANALYTICAL THINKING

11. Critical attitude towards reality: he/she wonders why things happen.	Does not show any kind of critical spirit: never questions the situation or the reality in which he lives. Assumes as true any information he/she receives.	He/she questions certain situations of the reality in which he lives. But is incapable of making his own judgments and evaluations. Needs the help of others to get answers.	Wonders why things happen and investigates to get answers autonomously. But is influenced in making his/her own judgments and evaluations.	Reflects and investigates the why of things, and is able to find answers and argue them objectively.
12. Differentiates facts from opinions, interpretations or evaluations.	Demonstrates an unreflective attitude towards other people's speech.	Does not distinguish facts from opinions. Usually distinguishes facts from opinions, but may accept judgments or decisions based on opinions.	Differentiates facts from opinions, interpretations or assessments in the arguments of others.	Questions judgments or decisions based on opinions, assessments, etc. and detects fallacies and ambiguities.
13. Express their own judgments and opinions own judgments and opinions based on internal criteria objective.	Shows a passive attitude and does not express his/her own opinions.	Expresses his/her opinion, but is not able to argue it.	Expresses his/her opinion and argues it on the basis of objective internal criteria.	Expresses and argues objectively his/her opinion, being also able to refute other different points of view.

e) PLANNING AND TIME MANAGEMENT	14. Assigns time to activities and performs them in the required format.	Does not assign time to activities and does not complete them.	Assigns inadequate time to the activities, so only performs some of them.	Assigns adequate time and performs the activities with the minimum required format.	Assigns adequate time to the activities and performs them with an excellent format.
	15. Analyzes the execution of the activities.	No analysis is performed.	Performs a superficial analysis of the activities with a partial readjustment (of timing, sequencing, activities...)	Performs an adequate analysis of most of the activities with a correct readjustment (timing, sequencing, activities...)	Analyzes in depth the totality of the activities and proposes improvements.
	16. Evaluates the planning and results achieved individual and/or group results of the project.	Does not carry out any evaluation.	Performs a superficial evaluation of the activities with partial readjustments (of times, sequencing, activities...)	Performs an evaluation of the activities with a correct readjustment (of times, sequencing, activities...)	Evaluates in depth the planning of activities and proposes improvements.