Title: Developing a process for assessment of fellows' competencies at FRILA Institute in Latin America

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What problem was addressed: FRILA (FAIMER Regional Institute in Latin America) for Spanish speaking countries is a new institution that seeks to improve health professions educators' skills; faculties participating in this program are called fellows. However, the institute doesn't have a process to assess the competencies of these fellows.

It's necessary to develop a standardized process that allows gathering information about the competencies of the fellows within the Spanish-speaking context. There is a need to improve the competencies of the health professions educators to train the graduates better to improve the care of the communities' health. An assessment process will enhance the competencies of the health professions educators; however, models of assessment for health professions educators are limited.

What was tried: We decided to establish an assessment process with a corresponding rubric for each of the 3 main areas of the curriculum: *Project Design, developing a rubric that describes each stage of the fellow's project. *Leadership and Change Management, the fellow will develop an essay describing their own experience on leadership, and a rubric also will be developed. *Educational Foundations, the fellow will develop an essay describing a critical analysis of the teaching learning strategies used in their own institution; a rubric to assess this essay will be also developed.

What lessons were learned: In order to design the assessment process it was necessary to define the competencies for the FRILA program as to be matched with a master's program in health professions education for transferable credits to attract applicants. The designing of the assessment process requires to be aligned with the defined competencies. It's necessary to refine the assessment rubrics, schedule other working group meetings and perform a final analysis of the results and the gathered information.