

Table S4. Eligibility criteria for conducting the scoping review

| PCC | Inclusion criteria | Exclusion criteria. |
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| Population | <p>Literature that concentrates on UME.</p> <p>Literature that concentrates on UME + IPE/TPE.</p> | <p>Literature that is focused on:</p> <p>Postgraduate Medical Education</p> <p>Health workforce education that excludes UME, and</p> <p>Public Health Workforce education that excludes UME.</p> |
| Concept | <p>Literature that covers how to establish, implement, and/or assess leadership frameworks in UME via Competency-Based Education and</p> <p>Frameworks focus on leadership as the main topic, frameworks that include leadership as a domain, leadership as a competency, or leadership as a learning objective.</p> <p>Literature covers Undergraduate Medical Students' aspirations, perceptions, or motivations to create, implement or assess a leadership as</p> | <p>Literature that fulfils at least one exclusion criterium:</p> <p>Literature that does not focus on leadership (e.g. management);</p> <p>Frameworks that do not mention leadership as the main topic;</p> <p>Frameworks that do not cover leadership as a domain; and</p> <p>Literature does not cover how to create, implement, or assess leadership frameworks in UME.</p> |

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| | framework, domains, competencies or learning objectives. | |
| Context: | Universities have used a framework. | the leadership frameworks are not used in a university. |
| Types of evidence sources: | Published and grey literature; Languages: Spanish, Portuguese, and English; Time frame1970 to 2021. Competency construct starts in the 1970s and 1980s. References to support time limits. Carraccio, C., Wolfsthal, S. D., Englander, R., Ferentz, K., & Martin, C. (2002). Shifting paradigms: from flexner to competencies. <i>Academic Medicine</i> , 77(5), 361–67. Frank, J. R., Mungroo, R., Ahmad, Y., Wang, M., De Rossi, S., & Horsley, T. (2010). Toward a definition of competency-based education in medicine: a systematic review of published definitions. <i>Medical</i> | Languages that are not mentioned in the inclusion criteria and The publication is out of the time frame. Full text is not available. |

Teacher, 32(8), 631–7.

<https://doi.org/10.3109/0142159X.201>

0.500898

Vasquez, J.A., Marcotte, K., Gruppen, L.D.,. (2021). The parallel evolution of competency-based education in medical and higher education.

Competency- based

Education,6:e01234.

<https://doi.org/10.1002/cbe2.1234>

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| Quality assessment: | Quantitative: rate "strong" or "moderate". Qualitative: rate "yes" or "I cannot tell". Grey literature: "yes" , "?" or "no". Mix methods :rate "yes" or "I cannot tell". | Quantitative: rate sections with "weak". Qualitative: rate "no". Grey literature: "no". Mix methods: rate "no". |
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Note. The next tools were used to assess the quality of each document: i) The Effective Public Health Practice Project (EPHPP) toolkits, which included the Quality Assessment Tool for Quantitative Studies; ii) The Critical Appraisal Skills Programme (CASP) Qualitative Research Checklist; iii)The Authority, Accuracy, Coverage, Objectivity, Date, Significance checklist for grey literature; and iv) The Mixed Methods Appraisal Tool Version 2018.