



AOME
ACADEMY OF
MEDICAL EDUCATORS

Professional Standards

2012

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First Edition 2009
Second Edition 2012
Reprinted September 2012

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Academy of Medical Educators 2012

To cite this document:
Academy of Medical Educators. Professional Standards (2012).
London: Academy of Medical Educators; 2012

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Foreword

It is a pleasure to write the foreword for this updated edition of the *Academy's Professional Standards*. Our first version, published in 2009, has been widely cited and has prompted a great deal of interest nationally and internationally. It was developed after wide consultation and specific input from over one hundred different organisations involved in medical education.

However, it is a sign of the times that within two years we have felt it necessary to review and update the Standards. In the UK, education and training within the healthcare sector is coming under unprecedented funding pressures, and it is ever more important that we set clear standards for the formal validation and recognition of medical educators. The Standards also provide direction and support for the continuing professional development of medical educators. Since 2009, the General Medical Council (GMC) and Postgraduate Medical Education and Training Board (PMETB) regulatory functions in medical education have been merged, and the Department of Health's (England) white paper *Liberating the NHS* and consultation *Developing the healthcare workforce* have been published, heralding further radical changes for healthcare education and training. The Academy has contributed extensively to, and supported the development of, the new GMC minimum standards for clinical trainers. We are developing assessment processes to enable clinical trainers to demonstrate and meet both the Academy's and the new GMC standards.

In this revision we have tried to keep the format similar in terms of domains and levels, but have sought to simplify the descriptor statements where this adds clarity. Underpinning all of these domains are the core values of a medical educator.

The Academy is a professional standards organisation that exists to improve patient care by promoting clinical and educational excellence.

We have recently broadened the routes into membership in order to be more accessible to the full range of healthcare professionals involved in medical education. Medical educators joining the Academy commit to our core values, including those of professionalism and scholarship, and to maintaining high standards of educational practice. They are committed professionals throughout their careers.

These revised Standards allow our members and others to benchmark their educational performance throughout their careers and to link with supportive communities of practice. We are interested in developing robust credentialing for key educational roles (such as the clinical trainer, the assessor, the appraiser, the simulation or clinical skills educator). These credentialed roles will be referenced to and grounded within our overarching Professional Standards Framework.

The Academy is keen to work internationally with colleagues who may be interested in adopting or adapting the Standards for their own healthcare systems.

I am pleased to acknowledge the efforts of many people, but particularly Ian Curran (Chair), Stuart Carney (Academy Registrar) and Ed Peile (Lead Assessor) and the other members of the Professional Standards Committee who have taken on responsibility for updating the standards.

A handwritten signature in black ink, appearing to read 'Sean Hilton', with a stylized flourish at the end.

Sean Hilton
President

Introduction

The Academy of Medical Educators was established in 2006.

The Academy of Medical Educators is a charitable organisation developed to advance medical education¹ for the benefit of the public through:

- a) the development of a professional standards framework and qualification systems;
- b) undertaking research for the continuing development of professional medical education; and
- c) the promotion and dissemination of current best practice in medical education.

The Academy developed and launched the first edition of the *Professional Standards* for medical educators in 2009. The Standards and associated assessment processes provide a robust mechanism for formal professional recognition for all those involved in the education of medical students and doctors.

To ensure the Standards remain contemporary the Professional Standards Committee of the Academy of Medical Educators has revised them in 2012.

¹ The term 'medical education' encompasses dental and veterinary medical education, in line with the inclusive approach adopted by the Higher Education Academy's Subject Centre for Medicine, Dentistry and Veterinary Medicine: <http://www.medev.ac.uk/about/>

Benefits of the Professional Standards _____

The Academy believes that the *Professional Standards* and associated assessment processes offer significant benefits to key stakeholders and individuals working in the broad field of medical education. We anticipate they will be of relevance and value to:

- Patients and the public
- Individual educators
- Undergraduate deans
- Postgraduate deans
- Clinician educators in primary and secondary care
- Medical educators
- Surgical educators
- Clinical skills tutors and trainers
- Communication skills teachers
- Teachers in the humanities and the broader social sciences
- Postgraduate clinical tutors/Directors of medical education
- Education managers
- Postgraduate school directors
- Recipients of medical education
- Undergraduate students
- Postgraduate trainees
- Qualified practitioners undertaking continuing professional development
- Institutions and organisations
- Universities/medical schools
- Foundation and specialty schools
- Postgraduate deaneries
- NHS Trusts
- Other healthcare providers
- Royal colleges
- Education commissioners
- Regulators, notably the General Medical Council

Professional Standards

The *Professional Standards* encompass the skills, knowledge and practice required of those who perform the wide variety of educational roles undertaken within medical education. The *Professional Standards* have been developed over recent years in wide consultation with the UK community of professional medical educators. The Standards are outcome-based and generic in nature. The Standards are designed to be inclusive and relevant to clinical and non-clinical medical educators.

The Professional Standards Committee of the Academy is responsible for setting the standards and providing guidance on how to meet these standards.

We have worked closely with regulators including the General Medical Council (GMC) to incorporate the Academy Standards into specific educational roles and projects. Initially, we supported the GMC in establishing standards to describe the specific role of educational supervisors for Foundation trainees. This work was funded by the Department of Health.

The domains of the GMC's Framework for the Accreditation of Educational Supervisors are closely related to the Academy's Professional Standards. In particular, they link to the core values of medical educators and the domains of teaching and supporting learners and assessment and feedback to learners.

These revised Academy Standards have been set out in a format that enables them to be mapped onto frameworks produced by other organisations, and we would be pleased to work with them in such cases.

Use of the Standards _____

A key use of the Standards is as a basis for self assessment where individuals can map their knowledge, competence and achievements in order to demonstrate that they qualify for Membership or Fellowship of the Academy. Individuals may also use the Standards to identify professional development needs, acquire new skills or develop existing skills to meet the specific requirements of new teaching and learning contexts.

Associate Membership recognises commitment to our core values and awareness of the role of a medical educator

Membership recognises the achievements of a medical educator across one or more domain, and entitles the post-nominal: MAcadMED.

Fellowship recognises significant achievement of a medical educator across one or more domain, and entitles the post-nominal: FAcadMED.

The Standards can be used by organisations to identify the skills and competencies required of those who undertake or fulfil a wide range of educational roles. Organisations may also use the Standards to develop and support a framework for the training and continuing professional development of their medical educators. The Standards have been used when setting objectives in performance and appraisal and used for assessing the performance of medical educators within organisations.

Application of the Standards _____

The *Professional Standards* are divided into core values of medical educators and five domains.



Each domain in the Standards outlines the detailed outcomes in terms of understanding, skills and behaviour required of medical educators. This outcomes framework describes and underpins the expert professional practice of medical educators. The domains are sub-divided into three levels to describe and facilitate professional development and progression of individuals throughout their career in medical education. The stated levels are used by Academy assessors in determining whether to award Membership or Fellowship.

Continuing Professional Development _____

Engagement in effective and appropriate professional development is an integral part of Membership and Fellowship of the Academy. The Standards clarify the professional characteristics that should be maintained for the variety of roles undertaken by medical educators. After joining the Academy it would be expected that the Standards continue to be met as a means of broadening and deepening professional practice.

All Members and Fellows of the Academy should undertake appropriate CPD activities and the Standards should support them in identifying professional development needs. For example, whilst it is expected that Members meet requirements at level 2, the next levels of the framework provide a reference point for future development.

The Academy aims to foster a professional community of practice for medical educators. These Standards were developed with our stakeholders and a range of professionals in order to promote and support continuous development and examination of practice. We are committed to continuous improvement and will review these Standards periodically and update them to ensure they continue to be up to date and relevant to the needs of our stakeholders.

Continuing professional development (CPD) is “the conscious updating of professional knowledge and the improvement of personal competence throughout your working life. It is a commitment to being professional, keeping up to date, and continuously seeking to improve.”

The Chartered Institute of Personnel and Development (2009)

Core Values of Medical Educators_____

The following core values underpin the professional practice and development of medical educators. Applicants should demonstrate and referees corroborate these attributes and qualities in applicants.

| Core Values | Descriptor |
|---------------------------------------|---|
| Professional integrity | <ul style="list-style-type: none">• Works within a coherent professional framework relevant to medical education• Complies with relevant professional standards of practice• Is an advocate for medical education• Reflects upon his or her own professional identity and develops an educational philosophy |
| Educational scholarship | <ul style="list-style-type: none">• Is active in his or her own professional development as a medical educator• Is committed to enhancing the practice of medical education through analysis and reflection• Advances medical education through scholarly endeavours |
| Equality of opportunity and diversity | <ul style="list-style-type: none">• Ensures equality of opportunity for patients, students, trainees, staff and colleagues• Actively promotes and respects diversity in discharging his or her educational responsibilities |

| Core Values | Descriptor |
|------------------------|---|
| Respect for the public | <ul style="list-style-type: none"> • Balances the needs of high quality service delivery with the needs of high quality medical education. • Is committed to providing safe and effective learning at all times |
| Respect for patients | <ul style="list-style-type: none"> • Acts with due consideration for the emotional, physical and psychological wellbeing of patients including maintaining the dignity and safety of patients at all times when discharging educational duties • Through medical education, enhances the care of patients |
| Respect for learners | <ul style="list-style-type: none"> • Acts with due consideration for the emotional, physical and psychological wellbeing of learners • Supports learners in their personal and professional development |
| Respect for colleagues | <ul style="list-style-type: none"> • Acts with due consideration for the emotional, physical and psychological wellbeing of colleagues • Supports colleagues in their personal and professional development |

Domain 1

Design and planning of learning activities _____

This domain outlines the expected standards for medical educators involved in educational design and learning development processes. Applicants must demonstrate and referees must corroborate these capabilities.

| Element | Standard Level 1 |
|---|---|
| Learning and teaching principles | <i>1.1.1</i> Shows how the principles of learning and teaching are incorporated into educational developments <i>1.1.2</i> Is aware of different ways of learning and teaching |
| Learning needs | <i>1.1.3</i> Shows how the needs of learners are considered |
| Learning outcomes | <i>1.1.4</i> Is aware of the need to define what is to be learned |
| Learning and teaching methods and resources | <i>1.1.5</i> Is aware of a range of learning methods, experiences and resources and how they may be used effectively |
| Evaluation of educational interventions | <i>1.1.6</i> Responds appropriately to feedback and evaluation of educational interventions |

| Standard Level 2 | Standard Level 3 |
|---|--|
| <p>1.2.1 Applies learning and teaching principles in the design of a unit, module or subject area</p> <p>1.2.2 Matches course design to support different ways of learning and teaching</p> | <p>1.3.1 Applies learning and teaching principles in the design of a curriculum for a whole course or degree programme</p> |
| <p>1.2.3 Gathers and interprets basic information on the needs of learners</p> | <p>1.3.2 Conducts complex learning needs analyses including those of learners, groups, professions or healthcare systems</p> |
| <p>1.2.4 Constructs appropriate learning outcomes that can be measured or judged</p> | <p>1.3.3 Defines learning outcomes within theoretical frameworks</p> |
| <p>1.2.5 Matches learning methods, experiences and resources to intended outcomes</p> <p>1.2.6 Develops learning resources for planned courses</p> | <p>1.3.4 Is adaptive and effective in securing resources and dealing with constraints</p> |
| <p>1.2.7 Evaluates and improves educational interventions</p> | <p>1.3.5 Conducts, interprets, acts on and disseminates evaluations of learning programmes</p> |

Domain 2

Teaching and supporting learners _____

This domain outlines the expected standards for medical educators in relation to teaching and facilitating learning. Applicants must demonstrate and referees must corroborate these capabilities.

| Element | Standard Level 1 |
|---|---|
| Delivering teaching | 2.1.1 Appropriately uses a range of learning and teaching methods and technologies |
| Maintaining an effective learning environment | 2.1.2 Is aware of the importance of establishing a safe and effective learning environment |
| Learning and teaching methods and resources | 2.1.3 Is aware of a range of learning methods that may be used in learning and teaching activities |
| Feedback on learning | 2.1.4 Understands the importance of seeking, receiving and responding to feedback about learning and teaching |
| Participation | 2.1.5 Describes ways of involving learners in actual practice e.g. experiential learning opportunities |
| Reflection | 2.1.6 Is aware of the importance of reflection on practice |

| Standard Level 2 | Standard Level 3 |
|---|---|
| 2.2.1 Appropriately uses a broad range of learning and teaching methods and technologies | 2.3.1 Is adaptive and innovative in respect to learning and teaching 2.3.2 Supports others to innovate |
| 2.2.2 Establishes an effective learning environment 2.2.3 Provides educational, personal and professional support in relevant contexts | 2.3.3 Monitors and manages complex learning environments 2.3.4 Proactively seeks to improve the learning environment |
| 2.2.4 Applies learning and teaching methods that are relevant to programme content 2.2.5 Uses learning resources appropriately | 2.3.5 Adapts learning and teaching methods to unexpected circumstances 2.3.6 Develops innovative learning resources |
| 2.2.6 Develops self-awareness in learners 2.2.7 Listens actively and provides effective feedback to learners using a range of methods | 2.3.7 Develops self-awareness in learners and teachers 2.3.8 Interprets, synthesises and deals with conflicting information arising from feedback from learners and educators 2.3.9 Effectively demonstrates to learners the rationale for changing or not changing teaching and learning activities in response to feedback. |
| 2.2.8 Engages learners in reflective practice. | 2.3.10 Actively seeks to incorporate learners into a community of practice |
| 2.2.9 Uses systems of teaching and training that incorporate reflective practice in self and others | 2.3.11 Demonstrates a commitment to reflective practice in self, learners and colleagues |

Domain 3

Assessment and feedback to learners _____

This domain outlines the expected standards for medical educators in making and reporting judgments that capture, guide and make decisions about the learning achievement of learners. Applicants must demonstrate and referees must corroborate these capabilities.

| Element | Standard Level 1 |
|--|--|
| The purpose of the assessment | 3.1.1 Is aware of the general purpose of assessment |
| The content of the assessment | 3.1.2 Is aware that assessment should align with the course learning outcomes |
| The development of assessment | 3.1.3 Is aware that good assessment practices are integral to course development |
| Selecting appropriate assessment methods | 3.1.4 Is aware that assessment methods are chosen on the basis of the purpose, content and level of the assessment 3.1.5 Uses a basic range of methods to assess learners |
| Maintaining the quality of assessment | 3.1.6 Is aware that assessment practices require continuous monitoring and improvement |

| Standard Level 2 | Standard Level 3 |
|---|---|
| 3.2.1 Relates the purposes of assessments to the context of the course or programme | 3.3.1 Designs complex assessment strategies and blueprints |
| 3.2.2 Demonstrates that the contribution of any assessment addresses the learning outcomes and the assessment blueprint | 3.3.2 Maintains and manages assessment blueprints for one or more courses or levels |
| 3.2.3 Contributes to the construction of assessment items | 3.3.3 Leads design and development of assessments utilising accepted good practice such as in the determination of reliability, validity, acceptability, cost effectiveness and educational impact. |
| 3.2.4 Selects assessment methods that match the purpose, content and level of the learner 3.2.5 Uses a broad range of methods to assess learners | 3.3.4 Assesses learners using a wide range of methods |
| 3.2.6 Interprets accurately assessment reports in relation to educational quality management | 3.3.5 Contributes under guidance to standard setting processes 3.3.6 Applies standard setting procedures most relevant to particular methods and format 3.3.7 Interprets technical data about effectiveness of assessment practices 3.3.8 Prepares assessment reports for learners, examination boards and external stakeholders |

Domain 4

Educational research & evidence-based practice _____

This domain outlines the expected standards for medical educators in relation to their own personal and professional development. This domain is underpinned by a commitment to educational scholarship. Applicants must demonstrate and referees must corroborate these capabilities.

| Element | Standard Level 1 |
|--|---|
| Theoretical and evidence-base of medical education | <p>4.1.1 Is aware of basic educational theories and principles</p> <p>4.1.2 Is aware of literature relevant to current developments in medical education</p> <p>4.1.3 Is aware of the principles of critical appraisal</p> <p>4.1.4 Is aware of the major issues and challenges facing medical educational research</p> |

| Standard Level 2 | Standard Level 3 |
|---|--|
| <p>4.2.1 Understands and applies a range of educational theories and principles</p> <p>4.2.2 Critically evaluates the educational literature and applies this learning to his or her educational practice</p> <p>4.2.3 Contributes to the design and development of educational research or projects</p> <p>4.2.4 Interprets and applies the results of educational research to his or her educational practice</p> | <p>4.3.1 Advanced understanding of a wide range of educational theories and principles</p> <p>4.3.2 Critically evaluates the literature at an advanced level and applies this to his or her educational practice</p> <p>4.3.3 Develops new educational insights, theories and practices, through policy development and/or academic publication in relevant journals</p> <p>4.3.4 Designs, supervises, manages and evaluates research strategies or projects</p> <p>4.3.5 Contributes to educational research or projects applying appropriate research methods</p> <p>4.3.6 Mentors and supports the professional development of educational researchers or educational project leads</p> |

Domain 5

Educational management and leadership _____

This domain outlines the expected standards for medical educators in relation to the management, leadership and governance of medical education. Applicants must demonstrate and referees must corroborate these capabilities.

| Element | Standard Level 1 |
|------------------------|--|
| Education management | <i>5.1.1</i> Manages personal educational time and resources effectively <i>5.1.2</i> Achieves intended educational outcomes by meeting the learning needs of individuals |
| Educational leadership | <i>5.1.3</i> Understands role in local education |
| Educational governance | <i>5.1.4</i> Understands the roles of statutory and other regulatory bodies in the provision and quality assurance of medical education |

| Standard Level 2 | Standard Level 3 |
|--|---|
| 5.2.1 Manages educational programmes and resources, including individuals and financial resources at a local level | 5.3.1 Manages educational programmes and resources, including individuals and financial resources beyond the local level |
| <p>5.2.2 Leads educational projects or programmes locally</p> <p>5.2.3 Supports the educational development of others within a local team, faculty or department</p> | <p>5.3.2 Advanced ability to communicate, lead, develop, integrate and formulate a wide range of educational interventions and programmes</p> <p>5.3.3 Impacts upon medical education beyond immediate geographical locus</p> <p>5.3.4 Contributes to educational policy and development at a national level</p> <p>5.3.5 Successfully discharges senior roles in medical education</p> |
| 5.2.4 Is involved in the provision and quality assurance of medical education | 5.3.6 Is involved in the development of effective educational standards or governance frameworks |



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