



Professional Standards

for medical, dental
and veterinary
educators

October 2014



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First Edition 2009
Second Edition and reprint 2012
Third Edition 2014

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Academy of Medical Educators 2014

To cite this document:
Academy of Medical Educators. Professional Standards (3rd edn, 2014).
Cardiff: Academy of Medical Educators; 2014.

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Foreword

I am delighted to write the foreword for this updated edition of the Academy of Medical Educators' Professional Standards. This is a fast moving field and we have felt it timely and necessary to produce a further iteration to keep these standards current and reflect the changing role and profile of medical educators across the UK and internationally.

This revision was developed after wide consultation and input from the many organisations involved in medical, dental and veterinary education. We have sought views on the relevance, content and clarity of these standards from those principally involved in delivering the education agenda within the workplace, and we are therefore confident that these standards represent an authoritative consensus statement on the values, knowledge and behaviour that can be expected of a medical educator.

The role of the Academy of Medical Educators has always been to raise the profile of medical educators and ensure professional recognition for the skills and competencies required to undertake this role. Training doctors, dentists and veterinary surgeons in the skills, knowledge, competencies and values required of modern healthcare practitioners is best achieved by properly appointed professional educators with the training, expertise, time and commitment to give to this role, working within a quality educational environment.



The Academy's professional standards therefore play an essential role for all healthcare educators. These standards can be used during the job planning process to negotiate the proper protected time and emphasise the importance of the teaching role. They can be used at appraisal as evidence of skills and continued professional development. They can support recruitment, workforce planning and faculty development initiatives. Members and Fellows of the Academy, through promoting these standards, work together to advocate for better education for their students, trainees and colleagues.

I would like to acknowledge the efforts of Ian Curran, Julie Browne and other members of the Professional Standards committee who have taken on the responsibility for updating these standards.

Derek Gallen
President

Introduction

The Academy of Medical Educators (AoME) was established in 2006.

The Academy of Medical Educators is a charitable organisation developed to advance medical education 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 of Medical Educators developed and launched the first edition of the Professional Standards Framework 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 doctors, dentists and

The term 'medical education' encompasses dental and veterinary medical education. Members and Fellows of the Academy are interprofessional researchers, managers, leaders and teachers, both clinical and non-clinical, whose primary professional focus is on the education of doctors, dentists and veterinary students, both in training and post-qualification.



Standards for Medical Educators

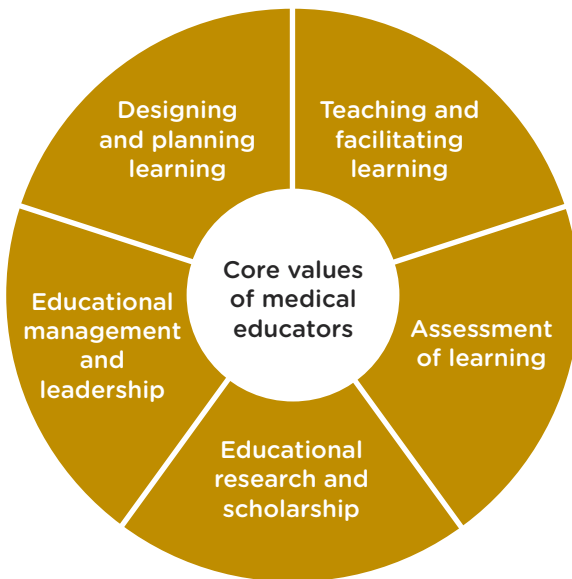
The Academy *Professional Standards Framework*, outlined on page 6, makes explicit the values, skills, knowledge and practical capabilities required of those engaged in medical education.

The Professional Standards Framework of the Academy of Medical Educators (AoME) has been developed in wide consultation with the international community of professional medical educators. The Standards framework is outcome-based and generic in nature. The Standards are designed to be inclusive and relevant to all clinical and non-clinical medical educators irrespective of role.

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

Professional Standards Framework

The Academy of Medical Educators' Professional Standards are organised into the following core values and practice domains.



Core values are at the heart of the standards framework. They represent a clear expression of the beliefs, values and professional conduct expected of all Members and Fellows of the Academy of Medical Educators.

Five key practice domains have been identified. Each domain contains detailed descriptions of elements, outlining the expected understanding, skills and capabilities. These detailed outcomes describe and underpin expert professional practice in medical education.

Each element is sub-divided into three levels. The levels are used by Academy assessors in considering applications and are used to determine whether to award Membership or Fellowship.

Application of the Professional Standards

We strongly recommend that medical educators use the Membership or Fellowship application processes as a means of professionally validating their capabilities as medical educators.

Success in this expert, peer review process allows medical educators to demonstrate they are accomplished as medical educators and that they meet the Professional Standards of the Academy of Medical Educators.

We encourage all medical educators, both clinical and non-clinical, to use the Professional Standards Framework to identify their development needs and so support and guide their own professional development as medical educators.

The Professional Standards support the maintenance of good medical practice and have been used to support professional development, annual appraisal and revalidation. They are relevant to all educational roles and responsibilities. Membership and Fellowship exceed the minimum GMC requirements for clinical trainers.

Associate Membership recognises individuals who demonstrate a commitment to the professional community of medical educators. To be recognised as an associate member individuals have to demonstrate a professional commitment to the core values and an understanding of the key responsibilities of medical educators.

Membership recognises demonstrated commitment and achievement as a medical educator across all domains of the Professional Standards. Membership entitles the individual to use the post-nominals MAcadMED.

Fellowship recognises significant commitment and achievement as a medical educator. Fellowship recognises significant expertise as a medical educator and entitles the individual to use the post-nominals FAcadMED.

The Standards can be used by organisations to support the development and recognise the professional achievements of their faculty in a wide range of educational roles. The Standards are used to set objectives in the appraisal of medical educators. They are also used in the performance assessment of medical educators within organisations and institutions.

Continuing Professional Development, Appraisal and Revalidation

The revalidation process introduced by the General Medical Council requires that clinicians actively demonstrate that they are maintaining their fitness to practise across their entire scope of professional work. Annual performance management through the job planning process and developmental appraisal underpins the five yearly revalidation cycle.

As most medical professionals have significant educational roles they must clearly demonstrate their effectiveness as a medical educator. They must also demonstrate that they are actively engaged in effective and appropriate professional development. For many, demonstrating appropriate educational capabilities is an integral part of demonstrating their fitness to practice as a doctor.

The Standards of the Academy of Medical Educators provide a formal professional framework for the annual appraisal and subsequent revalidation of medical educators. The Standards clarify the professional characteristics and capabilities that must be demonstrated and maintained by medical educators. All Members and Fellows of the Academy must undertake appropriate educational CPD activities. The Standards support medical educators in identifying further professional development needs.

The AoME approved annual appraisal process for medical educators will allow Members and Fellows of the Academy to demonstrate that they continue to meet the minimum GMC education requirements for revalidation.



GMC Requirements for Clinical Trainers

As the Academy of Medical Educators is the professional standards body for medical educators in the United Kingdom we have worked closely with the General Medical Council to ensure the Academy Standards underpin good professional practice in medical education.

In recent years, the Academy has characterised specific educational roles such as clinical and educational supervisors. We are pleased to see these role characterisations have been adopted by the GMC. This work was funded by the Department of Health.

These important educational role characterisations are now being used by the GMC for the accreditation of clinical trainers as part of the quality assurance of clinical and educational supervisors. Those role descriptions align with and are subordinate to these Academy Professional Standards.

Core Values of Medical Educators

The following core values underpin the professional practice of educators involved in the training of the clinical professionals. They are relevant to all clinical and non-clinical medical educators. Applicants should demonstrate and referees corroborate these attributes and qualities in applicants

Core Values	Descriptor
Promotes quality and safety of care (CV-QSC)	<ol style="list-style-type: none"> 1. Ensures the safety of patients at all times 2. Promotes high quality clinical care 3. Works within appropriate clinical governance and risk management frameworks 4. Appropriately supports and manages learners in the clinical environment
Demonstrates professional identity & integrity (CV-PII)	<ol style="list-style-type: none"> 1. Works within a professional framework relevant to medical education 2. Complies with relevant standards of professional practice 3. Is an advocate for medical education 4. Demonstrates an ethical educational philosophy 5. Supports inter-, trans- and multi-professional education, learning with, from and about other professionals to improve collaborative care
Is committed to scholarship and reflection in medical education (CV-S)	<ol style="list-style-type: none"> 1. Is active in his or her own professional development as a medical educator 2. Enhances the practice of medical education through analysis and personal reflection 3. Responds appropriately to feedback from colleagues, learners, patients and carers 4. Advances medical education through scholarly endeavours <ol style="list-style-type: none"> a. Creation b. Application c. Synthesis d. Dissemination

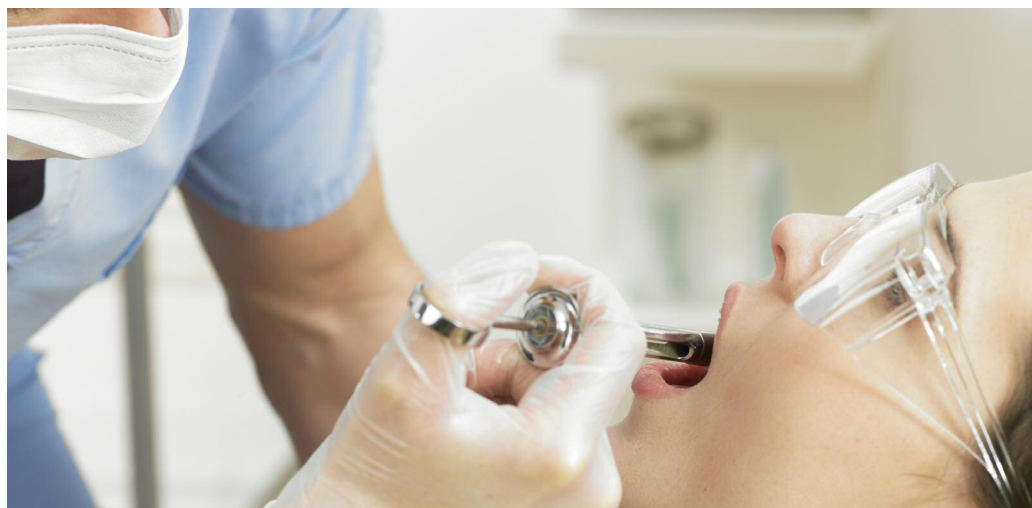
Core Values	Descriptor
Demonstrates respect for others (CV-R)	1. Equality and diversity <ol style="list-style-type: none"> 1. Ensures equality of opportunity for patients, students, trainees, staff and colleagues 2. Actively promotes and respects diversity in discharging his or her educational responsibilities
	2. Respect for wider society <ol style="list-style-type: none"> 1. Balances the needs of high quality service delivery with the needs of high quality medical education 2. Is committed to providing safe and effective learning at all times
	3. Respect for patients <ol style="list-style-type: none"> 1. 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 2. Through medical education, enhances the care of patients
	4. Respect for learners <ol style="list-style-type: none"> 1. Acts with due consideration for the emotional, physical and psychological wellbeing of learners 2. Supports learners in their personal and professional development
	5. Respect for colleagues <ol style="list-style-type: none"> 1. Acts with due consideration for the emotional, physical and psychological wellbeing of colleagues 2. Supports colleagues in their personal and professional development

Domain 1

Designing and planning learning

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	1.1.1 Shows how the principles of learning and teaching are incorporated into educational developments 1.1.2 Is aware of different ways of learning and teaching
Learning needs	1.1.3 Shows how the needs of learners are considered
Learning outcomes	1.1.4 Is aware of the need to define what is to be learned
Learning and teaching methods and resources	1.1.5 Is aware of a range of learning methods, experiences and resources and how they may be used effectively
Evaluation of educational interventions	1.1.6 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 course, 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 & facilitating learning

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 basic range of educational methods and technologies to achieve intended learning outcomes
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
Ensures active participation and learner engagement	2.1.5 Describes ways of involving learners in actual clinical 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
<p>2.2.1 Appropriately uses a broad range of educational methods and technologies to achieve intended learning outcomes</p>	<p>2.3.1 Is adaptive and innovative in using and developing educational methods and technologies to achieve intended learning outcomes</p> <p>2.3.2 Supports others to innovate</p>
<p>2.2.2 Establishes a safe and effective learning environment</p> <p>2.2.3 Provides educational, personal and professional support in relevant contexts</p>	<p>2.3.3 Monitors and manages the safety and effectiveness of complex learning environments</p> <p>2.3.4 Proactively seeks to improve the learning environment</p>
<p>2.2.4 Applies learning and teaching methods that are relevant to intended learning outcomes and programme content</p> <p>2.2.5 Uses learning resources appropriately</p>	<p>2.3.5 Adapts learning and teaching methods to unexpected, dynamic or evolving circumstances</p> <p>2.3.6 Develops innovative learning resources</p>
<p>2.2.6 Develops self-awareness in learners</p> <p>2.2.7 Provides effective feedback to learners using a range of methods</p> <p>2.2.8 Acknowledges and responds actively and appropriately to feedback</p>	<p>2.3.7 Develops self-awareness in learners and teachers</p> <p>2.3.8 Interprets, synthesises and deals with conflicting information arising from feedback from learners and educators</p> <p>2.3.9 Effectively demonstrates to learners the rationale for changing or not changing teaching and learning activities in response to feedback</p>
<p>2.2.9 Engages learners in reflective practice</p> <p>2.2.10 Uses systems of teaching and training that incorporate reflective practice in self and others</p>	<p>2.3.10 Actively seeks to incorporate learners into a community of practice</p> <p>2.3.11 Demonstrates a commitment to reflective practice in self, learners faculty and colleagues</p>

Assessment of learning

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 learning outcomes
The development of assessment	3.1.3 Is aware that robust assessment practices are integral to course development and effective educational practice
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	3.1.5 Is aware that assessment practices require continuous monitoring and improvement



Standard Level 2	Standard Level 3
3.2.1 Relates assessments to the educational outcomes 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 and/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, feasibility and educational impact
3.2.4 Selects assessment methods that match the purpose, content and level of the learner	3.3.4 Integrates assessment methods into a coherent assessment strategy
3.2.5 Uses a broad range of methods to assess learners	3.3.5 Makes high stakes professional judgements
3.2.6 Maintains assessment quality by accurately interpreting assessment reports	3.3.6 Applies standard setting procedures most relevant to particular methods and format
3.2.7 Contributes under guidance to standard setting processes	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 & Scholarship

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

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



Standard Level 2

- 4.2.1** 4.2.1 Understands and applies a range of educational theories and principles
- 4.2.2** Critically evaluates the educational literature and applies this learning to his or her educational practice
- 4.2.3** Participates in the design and development of educational programmes, projects or research
- 4.2.4** Interprets and applies the results of educational research to his or her educational practice

Standard Level 3

- 4.3.1** Demonstrates advanced understanding of a wide range of educational theories and principles
- 4.3.2** Critically evaluates the literature at an advanced level and applies this to his or her educational practice
- 4.3.3** Develops new educational insights, theories and practices, through scholarly endeavours
- 4.3.4** Designs, supervises, manages and evaluates research strategies or projects
- 4.3.5** Contributes to educational research or projects applying appropriate research methods
- 4.3.6** Mentors and supports the professional development of educational researchers or educational project leads

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	5.1.1 Manages personal educational time and resources effectively 5.1.2 Understands and delivers intended educational outcomes
Educational leadership	5.1.3 Understands and takes professional responsibility for own role in local education
Educational governance	1.1.4 Understands the roles and responsibilities of statutory and other regulatory bodies in the provision and quality assurance of medical education



Standard Level 2	Standard Level 3
<p>5.2.1 Manages educational programmes and resources, including individuals and/or financial resources at a local level</p>	<p>5.3.1 Manages educational programmes and resources, including individuals and/or financial resources beyond the local level</p>
<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 Demonstrates advanced ability to communicate, lead, develop, integrate and formulate a wide range of educational interventions and programmes</p> <p>5.3.3 Has an impact on medical education beyond immediate geographical locus</p> <p>5.3.4 Contributes to educational policy and development at a national or international level</p> <p>5.3.5 Successfully discharges senior roles in medical education</p>
<p>5.2.4 Is involved in the provision and quality assurance of medical education</p>	<p>5.3.6 Is involved in the development of effective educational standards or governance frameworks</p>



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