AoME

ACADEMY OF
MEDICAL EDUCATORS

FOURTH EDITION

Professional Standards

for medical, dental and
veterinary educators

Professional Standards

THE STANDARDS FRAMEWORK

APPLICATION

Foreword

I am delighted to write the foreword to this fourth edition of the Academy of Medical Educators' *Professional Standards*. Medical education has become increasingly important over the fifteen-year history of our Academy and we felt that it was timely and appropriate to review, update and augment our *Standards* to reflect the professionalisation of medical educators across the United Kingdom and internationally.

Establishing professional standards has always been the cornerstone of our activity ensuring that those who are responsible for the education of doctors, dentists, veterinary surgeons and physician associates are able to achieve excellence, thus contributing to high quality patient care. The Academy's *Professional Standards* were adopted by the General Medical Council to set expectations of all medical trainers holding recognised positions.

We are proud of the number of educators who have already assessed themselves using previous versions of our *Professional Standards* and have chosen to join the Academy. Our *Standards* can also be used in job planning, appraisal and as a comprehensive framework for professional development. In addition, the Academy anticipates that the addition of a fourth level to each of the domains of practice will encourage their use in supporting and developing those who hold, or aspire to hold, educational leadership positions.

I would like to acknowledge everyone who has contributed to the development of the Standards, especially Professor Alan Denison and Dr Melvyn Jones who led this revision.

Professor Jacky Hayden CBE, HonFAcadMEd
President, Academy of Medical Educators

Introduction

This fourth edition has built on the earlier editions, using the strong evidence base of our four core values and five domains of practice. The framework has now been extended to include an additional fourth level. This reflects the growing number of senior educators who hold educational leadership positions, influencing the education of health and social care practitioners as well as veterinary surgeons.

The Academy uses these *Standards* to assess applications for Membership and Fellowship; they also form the framework that supports the award of Principal Fellowship which recognises excellence in educational leadership.

This edition was developed after wide consultation across our membership and with key strategic organisations and individuals responsible for the education of doctors, dentists, veterinary surgeons and physician associates. We are confident that these Standards represent an authoritative consensus statement on the values, knowledge and behaviours that can be expected of a medical educator.

Following a short overview of the *Professional Standards*, there are two main sections to this publication. The first sets out the individual elements and descriptors for our core values and the domains of practice. The second describes how these *Standards* are used to assess membership of the Academy of Medical Educators and can be applied in professional development and the strategic development of human resources.

Standards for medical educators

Medical education is a field of practice based on the knowledge, skills and behaviours required for the effective teaching and training of medical, veterinary and dental students and of doctors, physician associates, vets and dentists. It encompasses all stages of education from undergraduate medical, veterinary and dental education through postgraduate education to continuing professional development.

Medical educators and clinical teachers develop, deliver and manage teaching programmes and engage in scholarship and research into all aspects of teaching, learning and assessment. Within this definition, the daily work of medical education relates to the teaching of students, doctors, physician associates, vets and dentists about all aspects of patient care, the management of health services, the promotion of health and the prevention of disease.

The Academy's *Professional Standards* makes explicit the values, skills, knowledge and practical capabilities required of those engaged in medical education. It serves as a foundational guide to curriculum development and provides a recognised framework of professional values and indicators. It means that all those in medical education can demonstrate expertise and achievement through accreditation to an agreed national standard.

The framework for these standards is outcome-based and generic in nature. The *Professional Standards* are designed to be inclusive, empowering and relevant to all clinical and non-clinical medical, dental and veterinary educators, irrespective of their role.

The *Professional Standards* have been developed by the Academy of Medical Educators in wide consultation with the international community of professional medical educators.

Understanding the professional standards

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 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 within these domains is sub-divided into four levels which represent increasing levels of capability, competence and responsibility.

As well as reflecting levels of career progression and professional development, the four levels are used by Academy assessors in considering applications for membership. These descriptors are used to determine whether to award Membership, Fellowship or Principal Fellowship.

01 Design and planning of learning activities

02 Teaching and facilitating learning

03 Assessment of learning

04 Educational scholarship and evidence-based practice

05 Educational management and leadership

CORE VALUES of medical educators
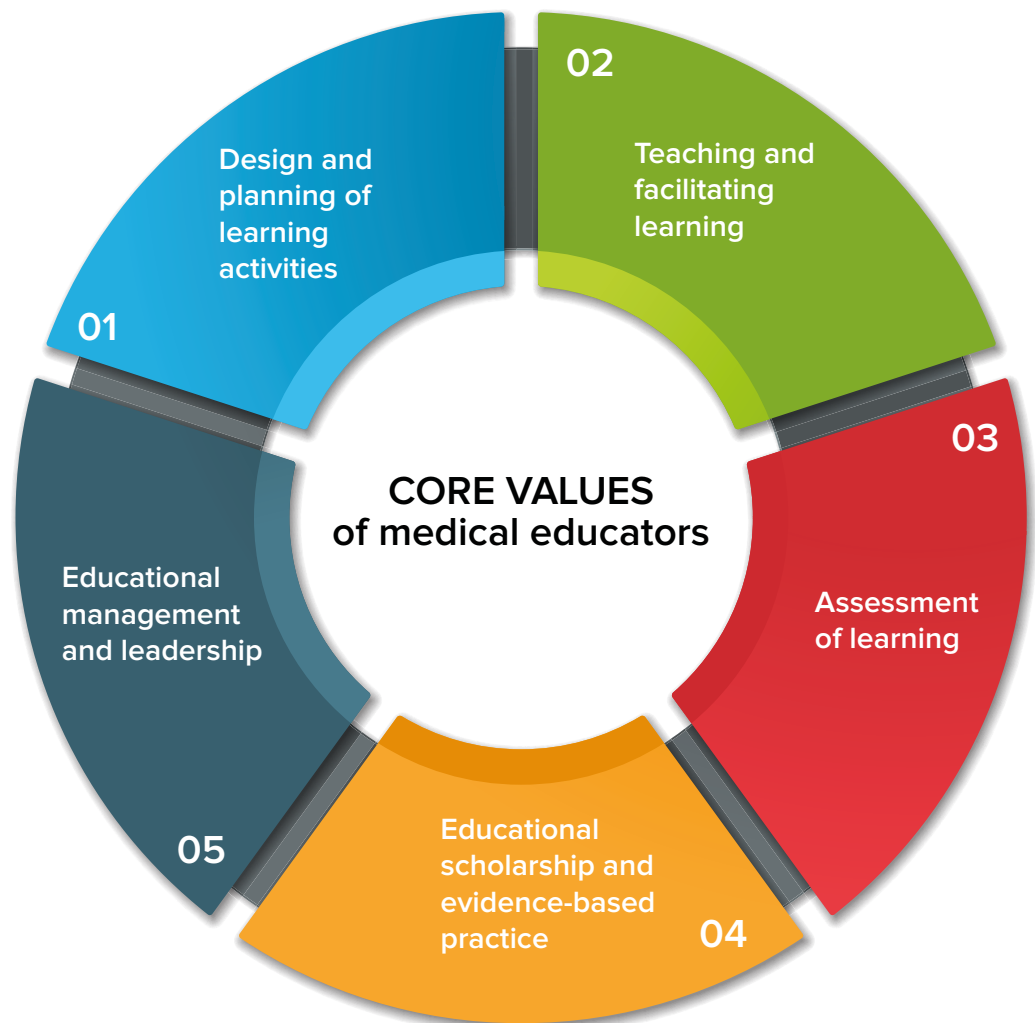
CV Core values of medical educators

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

Demonstrates professional identity and integrity
CV-PII

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 a commitment to equality, diversity and inclusion.

5
Demonstrates an ethical educational philosophy.

6
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

1
Is active in their own professional development as an educator.

2
Enhances the practice of medical education through analysis and a commitment to personal reflection.

3
Responds appropriately to feedback from colleagues, learners, patients and carers.

4
Advances medical education through scholarly endeavours of:

 a. creation
 b. application
 c. synthesis
 d. dissemination

Demonstrates respect for others
CV-R

1 *Equality and diversity*
a. Ensures equality of opportunity for patients, students, trainees, staff and colleagues.
b. Actively promotes and respects diversity in discharging their educational responsibilities.

2 *Respect for wider society*
a. Balances the needs of high-quality service delivery with the needs of high-quality medical education.
b. Is committed to providing safe and effective learning at all times.

3 *Respect for patients*
a. Acts with due consideration for the emotional, physical and psychological well-being of patients including maintaining the dignity and safety of patients at all times when discharging educational duties.
b. Enhances the care of patients through medical education.

4 *Respect for learners*
a. Acts with due consideration for the emotional, physical and psychological well-being of learners and identifies and signposts well-being support for learners.
b. Supports learners in their personal and professional development.

5 *Respect for colleagues*
a. Acts with due consideration for the emotional, physical and psychological well-being of colleagues within the interprofessional team.
b. Supports all colleagues in their personal and professional development.

Promotes quality and safety of care
CV-QSC

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, and maintains professional registration where appropriate.

4
Appropriately supports and manages learners in the clinical environment.

DOMAIN 01 Design and planning of learning activities

This domain outlines the expected standards for medical educators involved in educational design and learning development processes.

ELEMENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Learning and teaching principles	**1.1.1** Describes how the principles of learning and teaching are incorporated into educational developments.	**1.2.1** Demonstrates application of learning and teaching principles in the design of a course, unit, module or subject area.	**1.3.1** Demonstrates application of learning and teaching principles in the design of a curriculum through leadership for a whole course or degree programme.	**1.4.1** Leads the strategic application of learning and teaching principles with impact that extends beyond their own institution.
	1.1.2 Demonstrates awareness of different ways of learning and teaching.	**1.2.2** Matches course design to support different ways of teaching and learning.		
Learning needs	**1.1.3** Shows how the needs of learners are considered.	**1.2.3** Gathers and interprets basic information on the needs of learners.	**1.3.2** Conducts complex learning needs analyses incuding those of learners, groups, professions or healthcare systems.	**1.4.2** Leads national or institutional assessment of learning needs.
Learning outcomes	**1.1.4** Demonstrates awareness of the need to define what is to be learned.	**1.2.4** Demonstrates use of appropriate language which encourages measurability of learning outcomes as well as level of performance required.	**1.3.3** Defines learning outcomes within theoretical frameworks and/or demonstrates use of appropriate taxonomies of learning.	**1.4.3** Leads the strategic development and application of appropriate learning outcomes with impact beyond a single institution.
Learning and teaching methods and resources	**1.1.5** Demonstrates awareness of a range of learning methods, experiences and resources and how they may be used effectively.	**1.2.5** Matches learning methods, experiences and resources to intended outcomes. **1.2.6** Develops or identifies appropriate learning resources for planned courses.	**1.3.4** Is adaptive and effective in securing resources and dealing with constraints.	**1.4.4** Leads those responsible for determining learning and teaching methods. **1.4.5** Is accountable for the delivery of learning resoures for multiple organisations.
Evaluation of educational interventions	**1.1.6** Seeks and responds appropriately to learner and teacher feedback and the evaluation of educational interventions.	**1.2.7** Evaluates and improves educational interventions appropriately in response to feedback.	**1.3.5** Conducts, interprets, acts on and disseminates evaluations of learning programmes.	**1.4.6** Champions and evidences the use of appropriate evaluation methods to enhance educational interventions across multiple institutions.

Teaching and facilitating learning

ELEMENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Teaching	**2.1.1** Uses a basic range of educational methods and technologies to achieve intended learning outcomes.	**2.2.1** Appropriately uses a broad range of educational methods and technologies to achieve intended learning outcomes.	**2.3.1** Is adaptive and innovative in using and developing educational methods and technologies to achieve intended learning outcomes. **2.3.2** Supports others to innovate.	**2.4.1** Leads the maintenance and enhancement of large scale, innovative educational programmes and curricula.
Maintaining an effective learning environment	**2.1.2** Describes the importance of establishing a safe and effective learning environment. **2.1.3** Can identify learners with pastoral care needs and provide immediate appropriate support, including referral for additional support.	**2.2.2** Establishes a safe and effective learning environment. **2.2.3** Provides educational, pastoral and professional support in relevant contexts.	**2.3.3** Monitors and manages the safety and effectiveness of complex learning environments. **2.3.4** Proactively seeks to improve the learning environment.	**2.4.2** Is accountable for the oversight of processes that provide assurance of the quality and safety of complex learning environments. **2.4.3** Leads teams to improve the quality of complex learning environments.
Learning and teaching methods and resources	**2.1.4** Can describe a range of learning methods that may be used in learning and teaching activities.	**2.2.4** Applies learning and teaching methods that are relevant to intended learning outcomes. **2.2.5** Uses learning resources appropriately.	**2.3.5** Develops innovative learning resources.	**2.4.4** Demonstrates a commitment to supporting creativity and innovation in the creation of learning resources across multiple learner groups.
Feedback on learning and teaching	**2.1.5** Can outline the purpose and importance of seeking, receiving and responding to feeback about learning and teaching.	**2.2.6** Promotes and fosters self-awareness in learners. **2.2.7** Provides effective feedback to learners using a range of methods. **2.2.8** Acknowledges and responds actively and appropriately to feedback.	**2.3.6** Promotes and fosters self-awareness in learners and teachers. **2.3.7** Interprets, synthesises and deals with conflicting information arising from feedback from learners and educators. **2.3.8** Communicates coherently, respectfully and effectively in response to feedback on learning and teaching, providing a clear rationale for further actions.	**2.4.5** Leads the provision of multi-modal systems that deliver tailored, timely and effective feedback for learners and other stakeholders. **2.4.6** Uses complex feedback data from multiple learner groups to inform educational strategy at an institutional or wider level.

This domain outlines the expected standards for medical educators in relation to teaching and facilitating learning.

ELEMENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Active participation and learner engagement	**2.1.6** Describes ways of involving learners in actual clinical practice e.g. experiential learning activities.	**2.2.9** Supports and empowers learners to be involved in the design and delivery of clinical teaching.	**2.3.9** Actively seeks to incorporate learners into a community of practice.	**2.4.7** Manages and implements strategic consultation processes, ensuring that information and feedback is accurate, timely and valued. **2.4.8** Develops and/or leads organisational strategies which ensure that teaching and learning is optimally accessible and inclusive to all learners.
Reflection	**2.1.7** Demonstrates recognition of the importance of reflection on practice.	**2.2.10** Gives evidence of personal reflective practice. Demonstrates the importance of reflective practice to learners.	**2.3.10** Demonstrates evidence of the place of reflection in their practice as an educator. Supports learners in the development of reflective learning skills.	**2.4.9** Demonstrates evidence of the place of reflection in their practice as an educator and a leader. **2.4.10** Takes responsibility for developing an organisational culture in which reflection and feedback are used effectively to drive continuous development of both staff and learners.

Medical educators need to have the capability to work in a diverse range of learning and teaching environments. Working with learners from many social, cultural, economic and educational backgrounds, they will need to adopt a variety of approaches to teach and facilitate learning effectively.

Increasing capability in this area is shown by professional development across several key areas or elements within this domain of practice. Details are listed in the descriptors for each level which relate to: the use of a range of educational methods and technologies; maintaining an effective learning environment that is safe and supportive for learners; using and creating appropriate resources; making effective use of feedback on learning and teaching; and, encouraging the active participation and engagement of learners.

A further key element of this domain is reflection on individual practice. It helps all medical educators to evaluate the impact of their work and inform their ongoing professional development.

ELEMENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
The purpose of the assessment	**3.1.1** Demonstrates knowledge of the general purpose of formative and summative assessment and awareness of methods of feedback to the learner.	**3.2.1** Relates assessments to the educational outcomes of a course or programme.	**3.3.1** Contributes to the design of assessment strategies.	**3.4.1** Leads the development and implementation of assessment strategies at a programme/national level.
The content of the assessment	**3.1.2** Demonstrates awareness that assessment should align with learning outcomes.	**3.2.2** Demonstrates how the contribution of any assessment addresses the learning outcomes.	**3.3.2** Maintains and mananges assessments (including blueprints) for one or more courses and/or levels.	**3.4.2** Oversees the management/strategy of multiple assessments and quality assures their implementation.
The development of assessment	**3.1.3** Demonstrates awareness that robust assessment practices are integral to course development and effective educational practice.	**3.2.3** Contributes to the construction of assessment items.	**3.3.3** Designs and develops assessments utilising accepted good practice such as in the determination of reliability, validity, acceptability, cost-effectiveness, feasibility and educational impact. **3.3.4** Uses multiple assessment data to holistically view learners' development and progression through a course or programme.	**3.4.3** Makes strategic assessment decisions at an institutional/wider level.
Selecting and applying appropriate assessment methods	**3.1.4** Demonstrates knowledge around the choice of assessment methods based on the purpose, content and level of the assessment. **3.1.5** Uses a basic range of methods to assess learners. **3.1.6** Provides feedback on assessment as appropriate.	**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. **3.2.6** Provides constructive, specific and timely feedback to learners.	**3.3.5** Integrates assessment methods into a coherent assessment strategy. **3.3.6** Makes high-stakes professional judgements. **3.3.7** Deals with conflicting assessments and feedback, and supports learners in interpreting comments.	**3.4.4** Oversees the integration of assessment methods ensuring a coherent assessment strategy. **3.4.5** Reviews the high-stakes decisions of others and investigates appeals/disputes as relevant. **3.4.6** Leads teams in delivering feedback and developmental strategies.

This domain outlines the expected standards in making and reporting judgements that capture, guide and make decisions about the achievement of learners, and the feedback required.

ELEMENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Maintaining the quality of assessment	**3.1.7** Contributes appropriately to continuous monitoring and improvement of assessments.	**3.2.7** Maintains assessment quality by accurately interpreting assessment reports.	**3.3.8** Applies standard-setting procedures most relevant to particular methods and format.	**3.4.7** Develops/oversees appropriate standard-setting approaches according to assessment type.
	3.1.8 Seeks to improve their own understanding of assessment in relation to the needs of their learners.	**3.2.8** Demonstrates knowledge and application of approaches to enhance assessment literacy.	**3.3.9** Interprets technical data about effectiveness of assessment practices.	**3.4.8** Oversees developmental curricula of assessement literacy for learners.
		3.2.9 Contributes (under guidance) to standard setting processes.	**3.3.10** Prepares assessment reports for learners, examination boards, and external stakeholders.	**3.4.9** Chairs high-stakes assessment bodies at an institutional or national level.
Recruitment and selection	**3.1.9** Demonstrates awareness of fair, equitable recruitment and selection processes at a learner level.	**3.2.10** Demonstrates awareness of fair, equitable recruitment and selection processes at a programme level.	**3.3.11** Leads systems that support fair, equitable recruitment and selection at an institutional level.	**3.4.10** Leads systems that support fair, equitable recruitment and selection with impact beyond a single institution.

The assessment of learning is a major area of professional practice for medical educators. They should use a range of robust formative and summative assessment strategies as an integral part of course design. In addition to maintaining the overall quality of assessment, the variety of methods and instruments used should support an effective judgement of learner development and progress.

Growth of competence in this domain of practice is characterised by an increasing role in the design and supervision of assessment or its reporting. The highest capability in the professional assessment of learning is demonstrated by providing leadership, decision-making and oversight of these elements at an institutional or national level.

Recruitment and selection is a further key element of this part of the framework, recognising the significant benefits attained through achieving high standards of diversity, equity and inclusion within medical education.

DOMAIN 04 Educational scholarship and evidence-based practice

ELEMENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Theoretical and evidence-base of medical education	**4.1.1** Describes basic educational theories and principles.	**4.2.1** Applies a range of educational theories and principles; including pedagogical underpinnings of medical education.	**4.3.1** Demonstrates advanced understanding of a wide range of educational theories and principles, and demonstrates how these are applied in their educational practice.	**4.4.1** Oversees the implementation of evidence-based educational practice, including critical evaluation.
	4.1.2 Describes literature relevant to current developments in medical education.	**4.2.2** Critically evaluates the educational literature and applies this learning to their educational practice, including through written reflection.	**4.3.2** Critically evaluates the educational lierature at an advanced level and applies this to their educational practice, including through written reflection.	**4.4.2** Conceives and leads projects involving scholarly or educational research activity involving multiple institutions or stakeholders. Supports team members in including new information into their educational practice through written reflection.
	4.1.3 Describes the principles of critical appraisal and peer review.	**4.2.3** Participates in the design and development of medical educational projects or research (including quality improvement activity).	**4.3.3** Develops new educational insights, theories and practices through scholarly endeavours and shares these with peers.	**4.4.3** Leads process or systems at an insitutional or wider level that support individuals and/or groups undertaking educational and research activity.
	4.1.4 Describes different approaches to producing new knowledge through medical education research e.g. qualitative and quantitative approaches.	**4.2.4** Interprets and applies the results of education research and scholarship activities to their educational practice.	**4.3.4** Designs, supervises, manages, disseminates and evaluates medical education research or projects.	**4.4.4** Makes high-stakes judgements as chair or member of a decision-making body on matters relating to research or scholarship.
			4.3.5 Contributes to educational research or projects applying appropriate research methods through activities such as ethical and/or peer review.	**4.4.5** Disseminates best practice using high-impact tools such as presentations, invited commentaries, and publication in influential journals.
			4.3.6 Mentors and supports the professional development of educational researchers or educational project leads.	

This domain outlines the expected standards for medical educators in relation to medical education research and scholarship.

This domain is underpinned by the commitment to active professional development, reflection, and the advance of medical education outlined in the core values.

Evidence-based practice is an important professional competence of medical educators. With a focus on using, or generating and disseminating evidence about what works in educational practice, this domain contributes to improving its outputs and outcomes.

Many educators are involved in areas of scholarship and there is a wide variation in how this is expressed and disseminated more widely to enhance existing processes. For example, this could include the development and production of course materials, quality improvement or assessment design. Some educators will have a major interest and expertise in rigorous medical education research, creating new knowledge that is likely to be disseminated through publication in peer-reviewed journals and other academic mechanisms.

Our *Professional Standards* reflect the Academy's view that scholarship and research are distinctive and complementary - both are necessary and valued. Individual medical educators may be active in both research and scholarship but the Academy would not normally anticipate the same level of attainment in both areas.

At levels 1 and 2, this element is characterised by an understanding of education research and scholarship as well as an ability to apply it to their educational practice.

At level 3, professional competence in this domain requires an advanced understanding of educational theory and a more critical use of the available literature. At this level it may also involve direct involvement in medical education research, for example, through the design, management, supervision or review of scholarly outputs for some educators.

At level 4, the indicators relate to providing oversight and leadership of professional activity in this domain within teams or institutions and also influencing best-practice through publication and other high-impact tools.

Educational management and leadership

ELEMENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Education management	**5.1.1** Manages personal educational time and resources effectively.	**5.2.1** Manages educational programmes and resources, including individuals and/or financial resources at a local level (team/faculty).	**5.3.1** Leads/designs departmental or institutional educational programmes.	**5.4.1** Takes responsibility for the oversight and leadership of regional or national educational teams, ensuring effective development of educators to agreed standards.
	5.1.2 Understands and delivers intended educational outcomes.	**5.2.2** Actively manages poor performance in learners, intervenes or seeks advice appropriately.	**5.3.2** Manages educational programmes and resources, including individuals and/or financial resources beyond a local (team/faculty) level.	**5.4.2** Champions systems and processes that value and support career progression and/or promotion for medical educators.
	5.1.3 Demonstrates a clear people-centred approach with respect for patients, learners and other educators.	**5.2.3** Develops and maintains a high-quality learning environment.	**5.3.3** Recognises and manages poor performance in educators or departments within their organisation or faculty, intervening or seeking advice appropriately.	
		5.2.4 Draws upon a range of leadership theories to implement change.	**5.3.4** Contributes to regional or national programmes or quality assurance of education.	
Educational leadership	**5.1.4** Understands and takes professional responsibility for their own role in local education.	**5.2.5** Leads educational projects or programmes locally (within their team/faculty).	**5.3.5** Contributes to the strategic direction of educaiton within their organisation or region.	**5.4.3** Contributes to national or international strategic direction of medical education.
	5.1.5 Is aware of their personal impact on others, and manages their own emotions and well-being.	**5.2.6** Supports the educational development of others within a local team, faculty or department.	**5.3.6** Demonstrates high level educational leadership skill to achieve measurable improvements in educational programmes within their organisation or region.	**5.4.4** Takes responsibility for effective development and implementation of national educational projects/improvements such as national assessment frameworks, curricula or leading quality assurance.
	5.1.6 Seeks support, advice and feedback to achieve the best outcomes in medical education.	**5.2.7** Challenges and manages poor performance within their local team, faculty or department.		**5.4.5** Holds others to account for the quality of education in their organisation.
				5.4.6 Works across multiple systems to collaborate, innovate, co-produce and deliver improvements in education.

This domain outlines the expected standards for medical educators in relation to the management, leadership and governance of medical education.

ELEMENT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Education governance	**5.1.7** Describes the roles and responsibilities of statutory and other regulatory bodies in the provision and quality assurance of medical education and the link with good clinical care.	**5.2.8** Actively contributes to the quality control and quality improvement of education in their team or department using an appropriate educational governance framework.	**5.3.7** Contributes to the development of educational policy and governance beyond their organisation or region.	**5.4.7** Contributes to the national or international strategic direction of medical education.
	5.1.8 Contributes to the educational governance of the organisation in which they work.			**5.4.8** Identifies and responds appropriately to failing educational courses, programmes or institutions.
	5.1.9 Works consistently within an appropriate educational governance framework.			

Management, leadership and governance are essential components in the effective delivery of medical education, making a profound contribution to the success and ongoing development of the programmes and institutions delivering medical education.

The leadership standards describe areas of influence that are informed by the core values within the framework. Although management is concerned with implementation, leadership is orientated towards growth, change and increasing the quality of education.

Education management is concerned with the delivery of defined organisational or individual objectives. At level 1 this is predominantly through individual contribution but at other levels broader competence and responsibility for teams, programmes and other resources is reflected in the descriptors.

Education governance relates to the oversight and corresponding processes that hold programmes and institutions to appropriate standards of quality and performance. This domain describes the competences necessary at the more senior levels to oversee and review educational programmes and activities, ensuring that they are fair, aligned with strategic aims, are managed effectively, and significant issues are addressed or remedied.

Applying the standards

The *Professional Standards* have been designed to be of value to medical educators from a broad range of backgrounds, including medicine, dentistry, veterinary practice and allied health professionals. We encourage all educators, from these and other related non-clinical backgrounds, to use this framework to identify their development needs and so support and guide their professional progress as educators.

The *Professional Standards* also support the maintenance of good medical practice and have been used to contribute to formal professional development, annual appraisal and revalidation. They are relevant to all educational roles and responsibilities.

In addition, the Academy strongly recommends that medical educators use the Membership, Fellowship and Principal Fellowship application processes as a means of professionally validating their capabilities as medical educators. Success in this expert, peer-reviewed 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.

The Standards may 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 can be used to guide the appraisal of medical educators and inform the creation of personal development plans.

The General Medical Council has adopted the Academy's *Professional Standards* to set expectations of all medical trainers holding recognised positions

The Academy recognises that medical educators working in Higher Education may also engage with the Advance HE Fellowship scheme. We believe that the Academy *Professional Standards* present a more specialised form of recognition and many HE medical educators have benefited from both schemes, with applications able to overlap to some extent. Membership and Fellowship of the Academy of Medical Educators can be returned by organisations as "accredited as a teacher of their subject by a professional UK body" to HESA (category 8).

Recognition levels of the Academy

The *Professional Standards* provide a guide to the levels of achievement reflected in the membership structure of the Academy of Medical Educators. The *Professional Standards* framework presents a comprehensive set of indicators that support each category and the grades of attainment they represent.

As a member of the Academy you are part of an internationally-recognised network of medical education professionals. You can upgrade your membership based on your knowledge and experience as they develop. Although the core values are shared, the membership grades are mapped to the four levels described in the domains of practice.

Your grade demonstrates your proven experience as a medical educator and full membership allows you to use post-nominals to provide easy recognition of your attainment. They convey your level of expertise and also demonstrate your ongoing commitment to the *Professional Standards* of the Academy of Medical Educators.

Student Membership is aimed at undergraduates who already have an interest in medical education and wish to show their support for the Academy's objectives and values. Students may apply to convert to Associate or full Membership after graduation.

Associate Membership recognises individuals who demonstrate a developing interest in medical education. To be recognised as an Associate Member, individuals must demonstrate a professional commitment to the core values and an understanding of the key responsibilities of medical educators. Associate Members may meet some elements of the *Professional Standards* at Level 1.

Membership recognises demonstrated commitment and achievement as a medical educator across all domains of the *Professional Standards*. This will normally exceed Level 1 of the standards and will meet most of the domains at Level 2 standard.

Membership entitles the individual to use the post-nominals MAcadMEd.

Fellowship of the Academy recognises significant commitment, expertise and achievement as a medical educator, in the same way as Fellowship of a Royal College signifies craft knowledge and skills. The achievement demonstrated by Fellows generally exceeds Level 2, with significant achievement at Level 3.

Fellowship entitles the individual to use the post-nominals FAcadMEd.

Principal Fellowship recognises the highest levels of sustained and effective commitment, strategic leadership and achievement as a medical educator. Principal Fellowship holders will typically demonstrate significant strategic leadership within and across systems and may have a national or international profile. The achievement demonstrated by Principal Fellows generally exceeds Level 3, with significant achievement at Level 4.

Principal Fellowship holders are entitled to use the post-nominals PFAcadMEd.

Strategic planning and the HR lifecycle

Professional standards are an important expression of what an organisation expects of its people. The consensus expressed by the core values and the domains of practice provide a framework that supports the strategic operations of an organisation as well as the development of those already within it. In particular, professional standards can be employed across the breadth of human resources activity to guide and inform the key stages within the employee lifecycle from recruitment through to release, transition or retirement.

Recruitment and selection

Our *Professional Standards* and the associated grades of membership of the Academy set out the professional values, skills, knowledge and practical capabilities expected of candidates. When seeking to attract high-quality staff, membership of the Academy can be positioned as an indicator of standards or used to support your selection criteria.

Training and development

Once an educator has been appointed, the framework is an important tool to set initial expectations and support consistent and comprehensive growth within the profession.

The *Professional Standards* can support and guide individual professional development as well as the formal and informal processes that are used to structure it within an organisation. The competences set out within the framework will help with training needs analysis as well as the syllabus design of programmes that respond to those needs.

Reward and recognition

The *Professional Standards* can also make a strategic contribution to the wider development of your staff. In addition, to providing a means of assessing and supporting the performance of an individual, the scaling of levels within each element provides a framework for career development across your workforce.

The *Professional Standards* map a clear path for progression that can support many different programmes of reward and recognition. For example, they can be used as part of preparatory or selection processes for promotion or to help guide requirements for succession planning.

CPD, appraisal and revalidation

The *Professional Standards* of the Academy of Medical Educators provide a formal professional framework for the annual appraisal and subsequent revalidation of medical educators. They 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 and our *Standards* support medical educators in identifying further professional development needs.

Where a member at any level is erased or removed from the a professional/regulatory register for any reason other than by retirement, they must declare this to the Academy. Erasure may call into doubt their continued membership of the Academy.

The revalidation process 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. Similar mechanisms to maintain public confidence apply to other health care educators.

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 continuing professional development (CPD). For many doctors and other healthcare professionals, demonstrating appropriate educational capabilities is an integral part of confirming their fitness to practise.

Future development

We have heard from many medical educators about the benefit and uses of our *Standards* and we always welcome further feedback. We have already received many postive comments from our national and international community.

Please let us know how you are using this publication to help us continue to develop our *Professional Standards*. We particularly welcome case studies and examples of their impact in your institution or professional setting.

The Professional Standards Committee of the Academy of Medical Educators is responsible for setting the standards described in this publication as well as for providing guidance on how to meet them.

Professional Standards Committee
standards@aome.org

"I have always relied heavily on this publication when being asked to judge applications for promotion and medical educator awards, so I welcome the new edition of The Academy's Standards as it ensures my judgments recognise current excellence"

Professor Trudie E Roberts HonFAcadMEd
*Professor of Medical Education,
Leeds Institute of Medical Education*

"The new Professional Standards are testament to an organisation which does not stand still and which recognises the need for clear and evolving guidance to support medical educators. The content, with indisputable values, is beautifully clear and the domains logical."

Professor Peter Lees HonFAcadMEd
*Chief Executive, Faculty of
Medical Leadership and Management*

"The Academy of Medical Educators is to be congratulated on its vital role in setting standards, and keeping abreast of changes in the field."

Professor Tim Dornan HonFAcadMEd
Queen's University Belfast

"I am delighted to see the newly updated standards for medical education by the Academy of Medical Educators. Medical education has become a very professional community. With these updated standards it is shown that our community is developing further and clarifies on how to participate and develop in this community. At the same time our community is open and inclusive, and members of the community are supportive to each other. Our hope is to be invitational to outsiders to join the community and that they will develop on these standards to the highest level. In that way our community is ready for the future."

Professor Cees van der Vleuten HonFAcadMEd
Professor of Education, Maastricht University

"Professional standards are very important in all aspects of public life. Standards should not be something everyone currently achieves, a lowest common denominator – they should be an aspiration of what we would like everyone to achieve in the future. Hence, they must be regularly updated. I therefore welcome the fourth edition of the Academy of Medical Educators' revised Professional Standards."

Professor Sir Terence Stephenson HonFAcadMEd
*Nuffield Professor of Child Health,
University College London*

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