



# Consultation on the Revised Draft Professional Standards for Medical Educators

## Response from Royal College of Physicians and Surgeons of Glasgow

### Why we are consulting

The Academy of Medical Educators is the professional organisation for all those involved in the education and training of medical, physician associate, dental and veterinary students and practitioners. For over ten years, we have led the development of Professional Standards for these educators, making explicit the values, skills, knowledge and practical capabilities required.

You have received a link to this survey because we have identified you as a stakeholder in a consultation on the revision of our Professional Standards.

The current 2014 standards are used by multi-professional educators and the Academy alike to underpin and empower personal and professional development as an educator. Membership or Fellowship of the Academy is an independent judgement that an educator is meeting these professional standards and is a valued and recognised esteem measure.

The Professional Standards Committee of the Academy includes experts across the continuum of education, and has proposed a revised, refreshed and expanded standards framework. This acknowledges the increasing breadth and depth of educational skills and behaviours required for sustainable and safe clinical care. The principal proposed changes are:

- a. The addition of Principal Fellowship, recognising the highest levels of strategic and systems leadership as an educator. Principal Fellowship holders will typically demonstrate senior leadership roles within and across systems. This is underpinned by a new (fourth) level of activity across all domains.
- b. Renaming of the “Educational Research and Scholarship” domain to “Educational Scholarship and evidence-based practice” acknowledging the rise in scholarship as a distinct entity from research.
- c. An expanded suite of standards in Educational management and leadership, recognising the increasing complexity and importance of leadership in contemporary clinical education.

Every other standard has been scrutinised, refreshed and updated.

The proposed updated standards are anchored within the scope of practice of the professional

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constituencies of the Academy. However, it is envisaged that they will also be of wide interest and relevance to other individuals and organisations with activity in, or oversight of healthcare education.

We would be very grateful if you or your organisation could review the proposed revision to our standards and give us feedback. This includes areas that you agree with and also any areas where you think further thought or revision would be helpful. We hope the process should not be too burdensome.

We have set a deadline of 17 July, but we are conscious that many health care professionals are involved in COVID-19 related clinical care at the moment. If you feel that you would like to respond but will need to come back to us later, then do please let us know. All our activities are around the betterment of patient care and we don't want to distract from that but would like to gather as wide a range of views in as timely a manner as possible.

Yours

Jacky Hayden, President

Alan Denison and Melvyn Jones, joint Chairs of the Professional Standards Committee  
AoME

## Section 1: AoME Professional Standards

The Royal College of Physicians and Surgeons of Glasgow was founded in 1599 to improve quality and practice of Medicine. Based in Glasgow, we have 15,000 Fellows and Members who work as senior clinicians throughout the United Kingdom and across the world. Unlike our sister Royal Colleges, we have a multidisciplinary membership, which we believe gives us a unique viewpoint of the health environment and the needs of patients and medical professionals. The College has its own active Academy of Clinical Educators providing faculty for its own educational offering. It has consulted experts in the field.

### Q1. Have we identified the key reasons for the continued existence and development of the Professional Standards?

Yes	Yes
No - something missing	

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No- something should be removed	
Other comments	

## Section 2: Core Values

### Core values of medical educators

The 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.

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

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

## Q2. Do the core values adequately reflect the shared values of medical educators?

Yes	Yes
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No - something missing	
No- something should be removed	
Other comments	

## 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.

The key elements[1] are:

- Learning and teaching principles
- Learning needs
- Learning outcomes
- Learning and teaching methods and resources
- Evaluation of educational interventions

[1] For a complete breakdown of the key elements within Standard Domains 1-5 (into levels 1, 2, 3 and 4) please refer to the full draft of the Professional Standards 2020

### Q3. Does Domain 1 Design and planning of learning activities reflect the skills, knowledge and behaviour of medical educators in this domain of practice?

Yes	Yes but see below
No - something missing	
No- something should be removed	
Other comments	The level 3 standard for Learning and Teaching Principles seems significantly higher level (designing curriculum for

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	entire course or degree programme) than descriptors for other level 3 domains. Although there is a clear progression from level 1 through to level 4, we wonder if level 3 could/should include educators who have designed multiple courses/units, and as such have extensive experience in these areas, but who have not been responsible for an entire course or degree programme.
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## Domain 2: Teaching and supporting learners

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

The key elements are:

- Delivering teaching
- Maintaining an effective learning environment
- Learning and teaching methods and resources
- Feedback on learning and teaching
- Active participation and learner engagement
- Reflection

**Q4. Does Domain 2 Teaching and supporting learners reflect the skills, knowledge and behaviour of medical educators in this domain of practice?**

Yes	Yes
No - something missing	

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No- something should be removed	
Other comments	

### **Domain 3: Assessment of 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.

The key elements are:

- The purpose of the assessment
- The content of the assessment
- The development of assessment
- Selecting and applying appropriate assessment methods
- Maintaining the quality of assessment
- Selection & recruitment

#### **Q5. Does Domain 3 Assessment and feedback to learners reflect the skills, knowledge and behaviour of medical educators in this domain of practice?**

Yes	Yes with the proviso below
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No - something missing	
No- something should be removed	
Other comments	Selection and recruitment does not seem to fit very well under this section.

#### **Domain 4: Educational Scholarship and 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 the commitment to educational scholarship outlined in the core values outlined above.

The key element is:

- Theoretical and evidence base of medical education

#### **Q6 : Does Domain 4 Educational scholarship and evidence-based practice reflect the skills, knowledge and behaviour of medical educators in this domain of practice?**

Yes	Yes
No - something missing	
No- something should be removed	

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Other comments	
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## **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.

The key elements are:

- Education management
- Educational leadership
- Educational governance

**Q7 Does Domain 5 Educational management and leadership reflect the skills, knowledge and behaviour of medical educators in this domain of practice?**

Yes	Yes
No - something missing	

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No- something should be removed	
Other comments	

### Section 3: Impact

In this section we seek your views on the overall impact of the Professional Standards for Medical Educators since they were first launched in 2009.

**Q8: What do you think has been the impact of these standards on the profession? What will be their impact in future?**

The College considers that the AOME standards provide a clear framework for medical educators. They are well known to established medical educators, probably more so since the introduction of RoT. There are many medical students and doctors in training interested and active in the field of medical education but we suspect that few of them have heard of the standards (which provide a useful framework for them to plan their development in the field) and are aware that they can apply for student/associate membership. However other organisations produce similar standards (see below).

**Q9: What do you think has been the impact of these standards from the perspective of patient safety? What will be their impact in future?**

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**Q10: What do you think has been the impact of these standards from the perspective of equality and diversity? What will be their impact in future?**

**Further comments**

**Q11. Do you have any further comments about the Revisions to the Academy of Medical Educators' Professional Standards for Medical Educators. If so, please share them here.**

When these standards came out in 2014, this was the first time, the necessary values and skills for medical educators had been delineated. One of our reviewers notes that “previously the maxim of ‘I was taught therefore I can teach’ was prevalent within medicine. There are now many other organisations which publish standards for education and educators eg the GMC standards for educational supervisors, AMEE and WFME. It is therefore difficult to know whether the AoME publication will have sufficient impact or traction.

AoME appears to be following along similar lines to Advance HE (<https://www.advance-he.ac.uk>) with its different categories. Many Universities recognise and help their staff attain Advance HE fellowships but they do not do the same for AoME. So, it is unclear what advantage AoME Fellowships confer for academics.

Currently medical professionals tend to be medical educators alongside their clinical speciality and so how many clinicians will want to apply for Fellowship of the AoME is unclear.

The GMCs Publications are more likely to be used to support professional development, annual appraisal and revalidation”.

## **Section 4: About You**

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**Q12. Are you a Member or Fellow of the Academy of Medical Educators?**

Member	
Fellow	
Honorary Fellow	
Associate Member	
Student Member	

**Q13. Are you:**

Responding as an individual	Y/ <u>N</u>
Responding on behalf of an organisation  If you are responding on behalf of an organisation, please supply the following details:	<p>Y/N</p> <p>Name of organisation: The Royal College of Physicians and Surgeons of Glasgow and RCPSG Academy of Clinical Educators</p> <p>Name of responsible officer: Dr Richard Hull FRCP Glasgow Honorary Secretary RCPS Glasgow</p> <p>Email address of responsible officer: Steven.shanahan@rcpsg.ac.uk</p>

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#### **Q14. Your details (optional)**

By providing the details below you are confirming that you would like to hear from the Academy of Medical Educators on matters related to this consultation and the revision of the Professional Standards.

Name	Dr Richard Hull, Honorary Secretary
Organisation	Royal College of Physicians and Surgeons of Glasgow
Address	232-242 St Vincent Street
Address 2	
City/Town	Glasgow
County	
Postcode	G2 5RJ
Country	UK
Email Address	Steven.shanahan@rcpsg.ac.uk
Phone Number	0141 221 6072

All done! Thank you for your responses.

If you have any further questions about this survey, would like to receive it in a different format, or would prefer to give your responses verbally, please contact:

Tony Carlisle  
Executive Officer  
Academy of Medical Educators  
Neuadd Meirionnydd  
Heath Park

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A full draft of the proposed revisions to the Professional Standards is available for download at: <https://www.medicaleducators.org/Consultation-on-the-Revised-Draft-Professional-Standards-for-Medical-Educators>

Please note that all data will be stored securely, used and disposed of in accordance with the General Data Protection Regulations (GDPR) 2018 and the data protection policy of the Academy of Medical Educators. Information from this survey may be published but personal information will be anonymised. By clicking submit you agree to this use of your comments and feedback.

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