

DOMAIN **02** **Teaching and facilitating learning**

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

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

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.

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

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.