

Educational scholarship and evidence-based practice

ELEMENT

Theoretical and evidence-base of medical education

LEVEL 1

4.1.1
Describes basic educational theories and principles.

4.1.2
Describes literature relevant to current developments in medical education.

4.1.3
Describes the principles of critical appraisal and peer review.

4.1.4
Describes different approaches to producing new knowledge through medical education research e.g. qualitative and quantitative approaches.

LEVEL 2

4.2.1
Applies a range of educational theories and principles; including pedagogical underpinnings of medical education.

4.2.2
Critically evaluates the educational literature and applies this learning to their educational practice, including through written reflection.

4.2.3
Participates in the design and development of medical educational projects or research (including quality improvement activity).

4.2.4
Interprets and applies the results of education research and scholarship activities to their educational practice.

LEVEL 3

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.

4.3.2
Critically evaluates the educational literature at an advanced level and applies this to their educational practice, including through written reflection.

4.3.3
Develops new educational insights, theories and practices through scholarly endeavours and shares these with peers.

4.3.4
Designs, supervises, manages, disseminates and evaluates medical education research or projects.

4.3.5
Contributes to educational research or projects applying appropriate research methods through activities such as ethical and/or peer review.

4.3.6
Mentors and supports the professional development of educational researchers or educational project leads.

LEVEL 4

4.4.1
Oversees the implementation of evidence-based educational practice, including critical evaluation.

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.

4.4.3
Leads process or systems at an insitutional or wider level that support individuals and/or groups undertaking educational and research activity.

4.4.4
Makes high-stakes judgements as chair or member of a decision-making body on matters relating to research or scholarship.

4.4.5
Disseminates best practice using high-impact tools such as presentations, invited commentaries, and publication in influential journals.

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.