Educational management and leadership

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 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.
				5.4.5 Holds others to account for the quality of education in their organisation.
	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.		**5.4.6** Works across multiple systems to collaborate, innovate, co-produce and deliver improvements in 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.