



AOME

ACADEMY OF
MEDICAL EDUCATORS

Professional Standards

for medical, dental
and veterinary
educators

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Foreword

I am delighted to write the forward to the third 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. Our *Standards* have 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.

Previous editions of our *Standards* were adopted by the General Medical Council to set expectations of all medical trainers holding recognised positions. This edition has built on the first and second editions, using the strong evidence base of our four core values and five domains; it includes an additional fourth level to reflect 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. 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.

The Academy uses the *Standards* to assess applications for Membership and Fellowship; they will also form the framework for a new category of Principal Fellowship which will recognise excellence in educational leadership. We are proud of the number of educators who have already measured themselves against previous editions and have joined the Academy. Our *Standards* can also be used in job planning, appraisal and as a framework for professional development. The Academy anticipates that the addition of a fourth level 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

Standards for Medical Educators

The Academy *Professional Standards* Framework makes explicit the values, skills, knowledge and practical capabilities required of those engaged in medical education.

The *Professional Standards* Framework of the Academy of Medical Educators (AoME) has been developed in wide consultation with the international community of professional medical educators.

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

The Professional Standards Committee of the Academy of Medical Educators is responsible for setting the *Standards* and providing guidance on how to meet these *Standards*.



Professional Standards Framework

The Academy of Medical Educators' *Professional Standards* are organised into the following core values and practice domains.



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 key 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 is sub-divided into four levels. The levels are used by Academy assessors in considering applications and are used to determine whether to award Membership, Fellowship or Principal Fellowship.

Application of the Professional Standards

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 review 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* have been designed to be of value to educators from a broad range of clinical backgrounds, including medicine, dentistry, veterinary practise and allied health professionals. We encourage all clinical educators, from these and other related non-clinical backgrounds, to use the *Professional Standards* Framework to identify their development needs and so support and guide their own professional development.

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

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 GMC's Recognition and approval of trainers document states that for the Criteria for trainer recognition they use the criteria set out in the Academy of Medical Educators' *Professional Standards* (2014 version). We will be in discussion with the GMC about recognition of the revised version of this document.

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* represent a more specialised form of recognition and many HE medical educators have benefited from both schemes, with applications able to overlap to some extent. 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

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 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.



Continuing Professional Development, Appraisal and Revalidation

The revalidation process introduced by the General Medical Council 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 professional development. For many, demonstrating appropriate educational capabilities is an integral part of demonstrating their fitness to practice as a doctor.

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

Where a member at any level is erased or removed from the GMC register or other 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.



Professional Standards Framework

Core Values of Medical Educators

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

Core Values	Descriptor
Promotes quality and safety of care (CV-QSC)	<ol style="list-style-type: none"> Ensures the safety of patients at all times Promotes high quality clinical care Works within appropriate clinical governance and risk management frameworks and maintains professional registration where appropriate. Appropriately supports and manages learners in the clinical environment
Demonstrates professional identity & integrity (CV-PII)	<ol style="list-style-type: none"> Works within a professional framework relevant to medical education Complies with relevant standards of professional practice Is an advocate for medical education Demonstrates a commitment to Equality, Diversity and Inclusion. Demonstrates an ethical educational philosophy 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)	<ol style="list-style-type: none"> Is active in their own professional development as a medical educator Enhances the practice of medical education through analysis and a commitment to personal reflection Responds appropriately to feedback from colleagues, learners, patients and carers Advances medical education through scholarly endeavours <ol style="list-style-type: none"> Creation Application Synthesis Dissemination

Core Values	Descriptor
Demonstrates respect for others (CV-R)	<ol style="list-style-type: none"> Equality and diversity <ol style="list-style-type: none"> Ensures equality of opportunity for patients, students, trainees, staff and colleagues Actively promotes and respects diversity in discharging their educational responsibilities
	<ol style="list-style-type: none"> Respect for wider society <ol style="list-style-type: none"> Balances the needs of high-quality service delivery with the needs of high-quality medical education Is committed to providing safe and effective learning at all times
	<ol style="list-style-type: none"> Respect for patients <ol style="list-style-type: none"> 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 Through medical education, enhances the care of patients
	<ol style="list-style-type: none"> Respect for learners <ol style="list-style-type: none"> Acts with due consideration for the emotional, physical and psychological well-being of learners and identifying and signposting well-being support for learners Supports learners in their personal and professional development
	<ol style="list-style-type: none"> Respect for colleagues <ol style="list-style-type: none"> Acts with due consideration for the emotional, physical and psychological well-being of colleagues within the interprofessional team Supports all colleagues in their personal and professional development



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.

Element	Standard - Level 1	Standard - Level 2
Learning and teaching principles	1.1.1 Describes how the principles of learning and teaching are incorporated into educational developments 1.1.2 Demonstrates awareness of different ways of learning and teaching	1.2.1 Demonstrates application of learning and teaching principles in the design of a course, unit, module or subject area 1.2.2 Matches course design to support different ways of learning and teaching
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
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
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
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



Element	Standard - Level 3	Standard - Level 4
Learning and teaching principles	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
Learning needs	1.3.2 Conducts complex learning needs analyses including those of learners, groups, professions or healthcare systems	1.4.2 Leads national or institutional assessment of learning needs
Learning outcomes*	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	1.3.4 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 resources for multiple organisations
Evaluation of educational interventions	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

*Learning outcomes - Statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a designated programme of study”.



Domain 2

Teaching and facilitating learning

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

Element	Standard - Level 1	Standard - Level 2
Delivering 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
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
Learning and teaching methods and resource	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
Feedback on learning and teaching	2.1.5 Can outline the purpose and importance of seeking, receiving and responding to feedback 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
Active participation and learner engagement	2.1.6 Describes ways of involving learners in actual clinical practice e.g. experiential learning opportunities	2.2.9 Supports and empowers learners to be involved in the design and delivery of clinical teaching
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

Element	Standard - Level 3	Standard - Level 4
Delivering Teaching	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	2.3.3 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 resource	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	2.3.6 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
Active participation and learner engagement	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	2.3.10 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

Domain 3

Assessment of learning

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, and the feedback required.

Element	Standard - Level 1	Standard - Level 2
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
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
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
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
Maintaining the quality of assessment	3.1.7 Contributes appropriately to continuous monitoring and improvement of assessments 3.1.8 Seeks to improve their own understanding of assessment in relation to the needs of their learners.	3.2.7 Maintains assessment quality by accurately interpreting assessment reports 3.2.8 Demonstrates knowledge and application of approaches to enhance assessment literacy 3.2.9 Contributes under guidance to standard setting processes
Selection & recruitment	3.1.9 Demonstrates awareness of fair and equitable selection / recruitment processes at a learner level	3.2.10 Demonstrates awareness of fair and equitable selection / recruitment processes at a Programme level

Element	Standard - Level 3	Standard - Level 4
The purpose of the assessment	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	3.3.2 Maintains and manages 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	3.3.3 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 & progression through a course or programme	3.4.3 Makes strategic assessment decisions at an institutional/wider level
Selecting and applying appropriate assessment methods	3.3.5 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
Maintaining the quality of assessment	3.3.8 Applies standard setting procedures most relevant to particular methods and format 3.3.9 Interprets technical data about effectiveness of assessment practices 3.3.10 Prepares assessment reports for learners, examination boards and external stakeholders	3.4.7 Develops/oversees appropriate standard setting approaches according to assessment type 3.4.8 Oversees developmental curricula of assessment literacy for learners 3.4.9 Chairs high stakes assessment bodies at an Institutional / National level
Selection & recruitment	3.3.11 Leads systems that support fairness and equity of selection/recruitment at an institutional level	3.4.10 Leads systems that support fairness and equity in recruitment and selection, with impact beyond a single institution

Domain 4

Educational Scholarship and evidence-based Practice

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 educational scholarship and research outlined in the core values.

The Academy recognises that while many educators are involved in scholarship (e.g. through production of course materials, quality improvement and assessment design), there is a wide variation in how activities such as these are disseminated and used to enhance existing processes. The Academy also recognises that some educators will have a major interest and expertise in rigorous medical education research, creating new knowledge that will be predominantly disseminated using peer reviewed publication and other academic mechanisms.

The Academy takes the view that scholarship and research are distinctive and complementary and that both are necessary and valued. While medical educators may be active in both research and scholarship, the Academy would not normally anticipate the same level of attainment in each.

Element	Standard - Level 1	Standard - Level 2
Theoretical and evidence-base of medical education	<p>4.1.1 Describes basic educational theories and principles</p> <p>4.1.2 Describes literature relevant to current developments in medical education</p> <p>4.1.3 Describes the principles of critical appraisal and peer review</p> <p>4.1.4 Describes different approaches to producing new knowledge through medical education research e.g. qualitative and quantitative approaches</p>	<p>4.2.1 Applies a range of educational theories and principles; including pedagogical underpinnings of medical education</p> <p>4.2.2 Critically evaluates the educational literature and apply this learning to their educational practice, including through written reflection</p> <p>4.2.3 Participates in the design and development of medical educational projects or research (including quality improvement activity)</p> <p>4.2.4 Interprets and apply the results of educational research/scholarship activity to their educational practice</p>

Element	Standard - Level 3	Standard - Level 4
Theoretical and evidence-base of medical education	<p>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</p> <p>4.3.2 Critically evaluates the literature at an advanced level and applies this to their educational practice including through written reflection.</p> <p>4.3.3 Develops new educational insights, theories and practices, through scholarly endeavours, and shares these with peers</p> <p>4.3.4 Designs, supervises, manages, disseminates and evaluates medical education research or projects</p> <p>4.3.5 Contributes to educational research or projects applying appropriate research methods through activities such as contribution to Research ethics &/or and peer review of educational research</p> <p>4.3.6 Mentors and supports the professional development of educational researchers or educational project leads</p>	<p>4.4.1 Oversees the implementation of evidence based educational practice, including critical evaluation</p> <p>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.</p> <p>4.4.3 Leads processes or systems at an institutional/wider level that support individuals and/or groups undertaking educational and research activity</p> <p>4.4.4 Makes high stakes judgements as chair or member of a decision-making body on matters relating to research or scholarship</p> <p>4.4.5 Disseminates best practice using high impact tools (e.g. Keynote lectures; invited commentaries; high impact journals publication)</p>



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.

Element	Standard - Level 1	Standard - Level 2
Education management	<p>5.1.1 Manages personal educational time and resources effectively</p> <p>5.1.2 Understands and delivers intended educational outcomes</p> <p>5.1.3 Demonstrates a clear people centred approach with respect for patients, learners and other educators</p>	<p>5.2.1 Manages educational programmes and resources, including individuals and/or financial resources at a local level (team/faculty)</p> <p>5.2.2 Actively manages poor performance in learners, intervenes or seeks advice appropriately.</p> <p>5.2.3 Develops and maintains a high-quality learning environment in their clinical area</p> <p>5.2.4 Draws upon a range of leadership theories to implement change</p>
Educational leadership	<p>5.1.4 Understands and takes professional responsibility for own role in local education.</p> <p>5.1.5 Is aware of their personal impact on others, is resilient, manages their own emotions</p> <p>5.1.6 Seeks support, advice and feedback to achieve the best outcomes in medical education</p>	<p>5.2.5 Leads educational projects or programmes locally (within their team/local faculty)</p> <p>5.2.6 Supports the educational development of others within a local team, faculty or department</p> <p>5.2.7 Challenges and manages poor performance within their local team, faculty or department</p>
Educational governance	<p>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</p> <p>5.1.8 Contributes to the educational governance of the organisation in which they work.</p> <p>5.1.9 Works consistently within an appropriate educational governance framework.</p>	<p>5.2.8 Actively contributes to the quality control and quality improvement of education in their team/department using an appropriate educational governance framework</p>

Element	Standard - Level 1	Standard - Level 2
Education management	<p>5.3.1 Leads/designs dept or institutional educational programmes</p> <p>5.3.2 Manages educational programmes and resources, including individuals and/or financial resources beyond the local (team/faculty) level</p> <p>5.3.3 Recognises and manages poor performance in educators or departments within their organisation/faculty, intervening or seeking advice appropriately</p> <p>5.3.4 Contributes to regional/national programmes of quality assurance of education.</p>	<p>5.4.1 Takes responsibility for the oversight and leadership of regional/national educational teams, ensuring effective development of educators to agreed standards</p> <p>5.4.2 Champions systems and processes that value and support career progression and/or promotion for medical educators</p>
Educational leadership	<p>5.3.5 Contributes to the strategic direction of education within their organisation/region</p> <p>5.3.6 Demonstrates high level educational leadership skills to achieve measurable improvements in educational programmes within their organisation or region</p>	<p>5.4.3 Contributes to national / international strategic direction of medical education</p> <p>5.4.4 Takes responsibility for effective development and implementation of national educational projects/improvements. This might include leading national assessment frameworks, developing national curricula or leading national quality assurance</p> <p>5.4.5 Holds others to account for the quality of education in their organisation</p> <p>5.4.6 Works across multiple systems to collaborate, innovate, co-produce and deliver improvements in education</p>
Educational governance	<p>5.3.7 Contributes to the development of educational policy and governance outwith their organisation/region, including managing the quality of other teams</p>	<p>5.4.7 Contributes to educational policy and development at a national or international level, with impact and influence across multiple organisations</p> <p>5.4.8 Identifies / responds appropriately to failing educational courses/ programmes/ or institutions</p>



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