

Guidance for programmes wishing to qualify for accreditation by the Academy of Medical Educators.

The process of accreditation is designed to be as simple as possible and supportive.

Applicants should read this guidance and complete the application form which should be submitted electronically [Link Here] along with any supporting documentation.

For those running well established courses it is not intended that you should need to generate new documentation for the application programme. In almost all cases the course handbook and other standard documents should provide the necessary information and all we ask is that you should indicate by page number where the relevant information is located so that assessors do not miss critical elements.

We expect that the accreditation process should be run as a collaborative process with active discussion in any case where it is not obvious where the standards are being met. Where we are unable to accept an application, we would normally provide the opportunity for course leaders to discuss their application and for us to provide guidance on how standards can be met.

We are happy to review documents in electronic formats on your university website, but please make sure that we can access them by giving us permission/any passwords and check that access isn't dependant on being on your campus.

Where such documentation is not available, we ask that you generate short descriptions for each of the categories in the application which are described below. It may be possible to insert text in the table within the application form, or if this is not possible, we suggest you create a single document with answers to each question in the application form.

In this document the following nomenclature is used:

Course – the educational activity for which accreditation is sought, which may be a course, degree, programme or training process.

Candidates – the people who complete the educational activity: students, trainees or learners.

Faculty – the people who teach on the course.

Core values

Applicants' reflective writing should show how they include the core values of the Academy's [Professional Standards](#) Framework in their practice as an educator.

The four core values are

1. Promotes Quality & Safety of Care
2. Demonstrates professional identity & integrity
3. Is committed to scholarship & reflection in medical education
4. Demonstrates respect for others

Criteria used

AccreditationPlus recognises that candidates are engaged in becoming professional medical educators through completing a high quality medical educational course that has assured that they have developed both a high level of medical educational scholarship / practice and that they have committed to promoting the aims of the academy. Specifically, it recognises that their reflective work completed as part of their course is equivalent to the current 500-word reflective writing that is currently required of all applicants for Membership and Fellowship of the Academy of Medical Educators.

Graduates of **AccreditationPlus** programmes are entitled to membership of the Academy as soon as they complete the registration process and without any further assessment.

Accreditation recognises that candidates are engaged in becoming professional medical educators and that their course has ensured that they have developed appropriate medical educational scholarship / practice and are committed to promoting the aims of the academy.

Graduates of programmes holding **Accreditation** are entitled to a simpler application process for membership with just a 500-word reflection and contact details of a referee.

Fees

Once the application process has been successfully completed the Academy will require payment to cover the cost of application review.

These fees are currently set as

	2022-23	2023-24	2024-2025
Accreditation	£500	£500	TBC
Accreditation+	£500	£1000	TBC

Reaccreditation

All accreditations will be for a period of 3 years after which time a resubmission and further payment of £500 will be required to maintain accreditation.

The Academy will expect to be informed of any changes to accredited courses and reserve the right to withdraw accreditation if there is evidence that a course is not upholding the aims of the Academy.

Accreditation Process

All applications should be submitted electronically to the [Academy](#)

Applicants are encouraged to contact the Academy early in the process and we are happy to engage in a discussion where there is any doubt about whether a course can be accredited.

All submissions will be assessed by a single member of the team. In cases where accreditation is not deemed to be possible, review by at least two members of the team will be required.

The application form will be completed by the assessor with comments on how the criteria have been met. Where accreditation is not possible, the reasons will be included on the form with suggestions on how accreditation may be achieved.

Where it is either not possible to achieve an agreed outcome or where the applicant is dissatisfied with the outcome of the process, the matter will be raised to the Council of the Academy for review.

Although we will seek to conduct the assessment process in as professional and collaborative method as possible, where we are not able to determine that the relevant criteria have been met, courses will not achieve accreditation.

Course Format

All accredited courses will need to provide evidence that they contribute to the aims of the Academy through promotion of good educational practice and must therefore be linked to a professional role. This includes all roles linked to medical practice, such as nursing, paramedical specialities and veterinary practice.

It is important that there is evidence of the development of students as professional educators. Where, for example a course is limited to the teaching of specific educational skills, accreditation is unlikely to be granted.

Course Duration

Accreditation would normally require candidates to complete more than one cycle of learning, reflection and practice development. Courses which involve a single, short period of learning without later reflection and professional development would not normally be successful, but we do not prescribe a minimum course length.

To achieve **AccreditationPlus**, we would normally expect the course to involve repeated cycles of learning, reflection and practice development over at least one year.

Course Philosophy

Accreditation will normally require explicit statements describing the educational philosophy, learning environment, assessment strategy and structure which appear to be based on best educational practice.

AccreditationPlus will normally require explicit reference to AoME *Professional Standards*, including reflection on participants' teaching practices in line with the core values and *Standards* of the Academy. We would encourage courses to include a map linking the *Academy Standards* to course components so that students can see how their learning is linked to professional development.

Quality Assurance Processes

Where a course is subject to normal University Quality Assurance processes, this should be stated and will be accepted as meeting the criteria for both **Accreditation** and **AccreditationPlus**. Copies of any recent evaluations or the reports of external examiners are very useful to assessors.

Where such processes are not in place accreditation will require evidence that the quality of the course is evaluated and that those evaluations lead to course development. Copies of any recent evaluations and any other documentation, such as minutes of course review meetings are very useful to assessors.

Candidate Information

To be accredited, target candidates should be clearly defined and consistent with the aims of the Academy. In most cases a brief statement of the profession and career stage of a typical group is all that is required. We do not require detailed numerical details of candidate demographics.

Faculty Information

This would normally require only a link to the faculty information in the course handbook.

Where this is not possible, accreditation will require at least a list of those who teach on the course and a summary of their qualifications. In most cases, where staff have formal educational qualifications such as MEd or higher degrees, these details will be adequate. Whether faculty are Members/Fellows of the Academy should be highlighted.

Where faculty do not have formal educational qualifications and especially where they are not subject to the normal University quality processes, further information will be required to demonstrate how they maintain and assure their status as a professional educator.

University status is not a requirement of accreditation and we would welcome a discussion with course leaders from any background.

Evidence of scholarship in medical education related to the course

Accreditation will require evidence that faculty are actively involved in medical scholarship. This does not require all faculty to be either active researchers or have recent publications. However, it does require evidence that the faculty are aware of recent developments in medical education and that medical research is used to inform the design and content of the course.

For **AccreditationPlus** it would normally be expected that at least one member of faculty would be a recognised leader in medical education at a national or international level.

Support for Attainment of the Academy Standards

We would normally expect evidence of explicit links between the aims/outcomes of the course and the *Professional Standards* of the AoME. This can most easily be demonstrated by mapping the course outcomes to the *Academy Standards*.

Where no formal mapping exists, assessors may be able to establish support by reading the documentation provided.

Assurance that candidates achieve Academy Standards.

We would normally expect evidence of explicit links between the course assessments and the *Professional Standards* of the AoME. This can most easily be demonstrated by mapping the assessments to the *Academy Standards*.

Where no formal mapping exists, assessors may be able to establish support by reading the documentation provided.

It is important that accreditation will normally require that the relevant assessments will be summative and that feedback is provided to candidates where appropriate.

We recognise that many courses now include activities such as blogs, wikis and online discussion groups. Where such activities are included as evidence that standards are assured, we would normally expect courses to provide additional documentation on how these components are delivered, completed and assessed.

Reflective Writing

As in its current assessment of applicants' reflective writing the Academy will not prescribe any specific approach or model for reflective writing. Course leads will be asked to define what aims are intended to be achieved through reflection on their programme. They will be asked what instructions and guidance are given to students in order to meet these aims. They will also be asked how they determine whether these aims have been met and whether the method of measurement/assessment has any effect on their students' learning.

Please read the [Core Values](#) section of the Academy of Medical Educators' *Professional Standards* framework.

It is also highly desirable that, during their accredited course, applicants will have reflected on their students' learning, the environment in which that learning takes place, their conceptualisation of the learning process and their students' learning experience. Reflection on experience, for example what they have found to work in their learning environment and what has been less successful might also be included. If students can reflect on one or more cycles of current learning followed by the introduction of changes with evaluation of the effect of these changes so much the better.

The Academy of Medical Educators recognises, in including assessment of reflection within accredited programmes that reflection will take different forms in different programmes and that the aims and the content of reflective learning will differ between different institutions. For this reason, the assessment process is descriptive and inclusive. We ask that leads for programmes wishing to be considered for **AccreditationPlus** send in a short descriptive piece (we suggest about one or a maximum of two sides of A4) in which the current reflective content is briefly described. This should include how completion is assessed.

The description should clarify:

How and where the Core Values of the Academy are included in the students' reflective work

Where students demonstrate that they have reflected on their students' learning environment and whether the following are included

- the environment in which that learning takes place

- conceptualisation of the learning process
- students' learning experience
- Reflection on experience (what works and what doesn't)

Self-Assessment in Response to Feedback

Accreditation will require that candidates receive feedback on their own practice and that they are required to reflect on that feedback.

For **AccreditationPlus** this would normally include several cycles of practice/feedback/reflection during different educational activities.

We recognise that recent developments in education delivery such as Zoom meetings, web based materials and blogs may provide feedback and the ability to reflect in new ways. We are therefore willing to enter into a dialogue with course faculty on how their processes meet the criteria.

Questions about the accreditation process

We strongly encourage course leads who have any questions or concerns about the **AccreditationPlus** process to contact the accreditation team at info@medicaleducators.org.