

# Guidance for the Academy of Medical Educators Course Accreditation Process

## Principles

The Academy accreditation process is designed to help learners select educational courses which provide high quality medical education.

Courses which apply for accreditation will be required to complete an application form describing how they meet the criteria. This would normally include standard documentation such as course handbooks, assessment schedules and guidance to learners, supplemented by more detailed descriptions where necessary.

The accreditation process includes two levels:

**Accreditation** indicates a course designed to support and develop the abilities of a medical educator who is in a formal educational role.

**AccreditationPlus** indicates a course that requires a substantial commitment by the learner to medical education, including a significant element of reflection and would normally be equivalent to the completion of a PG Cert, Diploma or MSc in Medical or Clinical education.

In the grid below a course would be required to provide evidence that they meet all the criteria in the column in order to achieve accreditation. Where the evidence provided does not meet the relevant standard, it would be expected that the applicants will be provided with feedback and with the opportunity to submit further information.

The varied nature of educational programmes mean that the criteria below must be regarded as guidelines and a final decision will require a global professional evaluation by the accreditation assessors after discussion with the applicants.

	Accreditation+	Accreditation	Further Information required	Decline and request resubmission
Usual Format	PG Cert/MSc/Diploma in Medical or Clinical Education.	Professional development linked to a defined teaching role.	Short educational course not necessarily linked to a teaching role.	Information missing or unclear.
1(a) Philosophy of the course (including aims of course, learning environment, assessment strategy, assessment structure)	<p>Explicit statements describing the educational philosophy, learning environment, assessment strategy and structure which appear to be based on best educational practice.</p> <p>There will normally be explicit reference to AoME Professional Standards, including reflection on participants' teaching practices in line with the core values and standards of the Academy.</p>	Explicit statements describing the educational philosophy, learning environment, assessment strategy and structure.	A description which includes the aims of the course, learning environment and the assessment methods used.	Information missing or unclear.
1(b) Quality assurance Processes	QA processes part of recognised educational organisation such as a University with documented Annual/Periodic	QA processes part of recognised educational organisation such as a University with documented QA processes.	Clear description of a QA process which includes review of standards achieved and student feedback.	Information missing or unclear.

	review processes including external review.			
1(c) Candidate information	Target candidates clearly defined and clearly consistent with the aims of the academy.	Target candidates clearly defined and clearly consistent with the aims of the academy.	Target candidates appear to be consistent with the aims of the academy.	Information missing or unclear.
1(d) Faculty information	Faculty include Members/Fellows of AoME, and/or those with formal educational qualifications and evidence of educational scholarship.	Faculty includes members of educational organisations and/or those with appropriate educational qualifications.	Faculty are experienced educators with appropriate qualifications.	Information missing or unclear.
1(e) Evidence of scholarship in medical education related to the course	Evidence provided that faculty are actively involved in educational scholarship at a national/international level.	Evidence provided that faculty are actively involved in educational scholarship.	Evidence includes reference to educational scholarship relating to the course.	Information missing or unclear.
2(a) How your course supports attainment of the Academy's Standards at the level required for Membership	Explicit links between the aims/outcomes of the course and the Professional Standards of the AoME.	Explicit links between the aims/outcomes of the course and an appropriate professional educational framework.	Although explicit links are not included in the documentation, overall, it appears that the course supports the attainment of Membership.	Information missing or unclear.

2(b) How you can be assured your candidates attain these Standards	Documentation includes summative assessments with explicitly links to the Professional Standards of the AoME, especially reflective practice.	Documentation includes summative assessments which explicitly link to appropriate standards.	Assessments appear to appear to provide assurance that the Professional Standards will be achieved.	Information missing or unclear.
3(a) Where assessed coursework has involved reflective writing	Course requires the opportunity for candidates to complete multiple cycles of practice with feedback and reflection. It must be evident that the reflections of the candidates are reviewed by tutors and that the reflective process is linked to professional development.	Course requires the opportunity for candidates to complete several pieces of reflective writing with appropriate feedback.	Candidates complete reflective writing which is reviewed by tutors.	Information missing or unclear.
3(b) Where candidates have been required to self-assess in response to feedback (for example peer review)	Documentation includes a evidence that candidates receive feedback from a variety of sources and that they self-assess in response to the feedback.	Documentation includes evidence that candidates receive feedback and that they self-assess in response to the feedback.	Documentation includes evidence that candidates receive feedback and have the opportunity to self-assess.	Information missing or unclear.
(4) Duration of Course	One to two years.	Short course with several cycles of learning/assessment/reflection.	Single educational intervention.	Information missing or unclear.