



Professional Recognition for Simulation Educators

- a role for the AoME?


Prof. Sean Hilton
Council Member, AoME

3rd Annual STeLI Conference – RCP London 1st March 2010

This Presentation

- The Academy of Medical Educators
- AoME's Professional standards
- AoME role for simulation educators?





The aim of the Academy of Medical Educators is to improve patient care through promoting excellence in medical teaching and learning.

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“The objects for which the Academy is established are:

“The advancement of medical education for the public benefit in particular by:

1. The development of a curriculum and qualification system;
2. Undertaking research for the continuing development of professional medical education; and
3. The promotion and dissemination of best practice in medical education.”

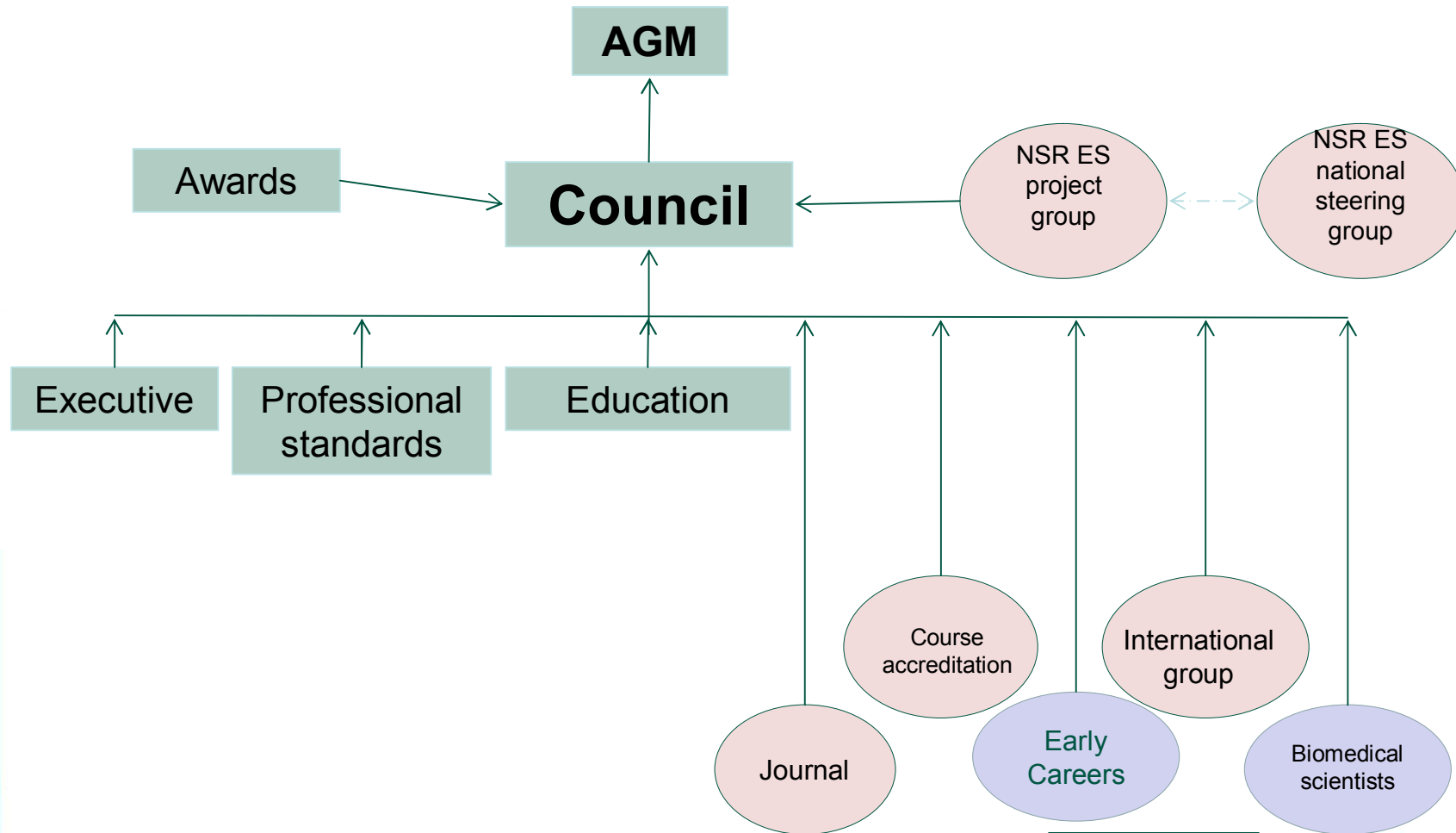
(Extract from Memorandum and Articles)



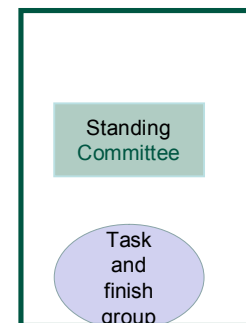
The Academy of Medical Educators

- 2005** Initial idea
- 2006** First open meeting (at RCP) & establishment of steering group, later Transition Council
Incorporation as Company Limited by Guarantee
- 2007** Annual elections commence
- 2008** AGM and First Council Meeting
- 2009** AGM and First Annual Conference
Professional Recognition Scheme launched (03/09)
Educational Supervisors Project commissioned (03/09)
Charity status granted by Charity Commission (04/09)
Head office opens in London (08/09)
Professional standards published (12/09)





Academy of Medical Educators 2009 Committee and task and finish group structure



Professional standards

How do employers, regulatory bodies and teachers themselves recognise, promote, value and develop education and training skills?

Given:

- No existing formal framework or guidance
- Growing literature in N America and Europe about teacher quality
- Emerging culture of accreditation and validation of professional practice



Professional standards

Standards

A framework of 6 themes each classified into 3 levels of increasing sophistication

Who will be interested?

Patients and the public

Teachers

Employers

Regulators

Students



Professional Standards

Six Themes:

- 1 Values of medical educators
- 2 Educational scholarship
- 3 Design and planning of learning activities
- 4 Teaching and supporting learners
- 5 Assessment and feedback to learners
- 6 Educational management and leadership



Recognition

Two levels of recognition

- Fellowship – defined by ***achievements***
- Membership – defined by ***commitment***



Membership

Commitment in themes 1 and 2

- Values of medical educators
- Educational scholarship

A demonstrable commitment within at least one of the other four themes

- Teaching and supporting learners
- Assessment and feedback to learners
- Design and planning of learning activities
- Educational management and leadership



Fellowship

Contribution linked to themes 1 and 2 and either:

- *Achievements within each of the other four themes*

or:

- *A substantial achievement in at least one of the other four themes*



How will the standards be used?

- As basis for AoME's professional recognition scheme

MAcadMed / FAcadMed

- By Deaneries, employing Trusts, HEIs for staff appointment and development?
- In accreditation and mutual recognition processes?
- By regulators?



AoME role for simulation educators?

- Joining the wider family of medical educators
- Professional development
- Recognition
- Re-validation





AoME Standards and Simulator Educators

- 1 Values
- 2 Scholarship
- 3 Planning learning activities
- 4 Teach and support learners
- 5 Assessment and feedback
- 6 Leadership and management





STeLI and AoME

A shared agenda to enhance
patient care and safety through
enhanced professionalisation of
education and training

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