



Credentialing your teaching

Dr Deborah Gill MBBS MRCGP

UCL Medical School



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Dr Deborah Gill MBBS MRCGP MMEd FHEA

Senior lecturer in medical education and
Deputy Director, UCL Medical School

Objectives

- This workshop looks at the *who, what, why, when, where* and *how* of credentialing your work as an educator
- Has a particular emphasis on higher qualifications and membership of excellence organisations
- Will enable you to seriously consider the next steps for **you** as an educator

Why?

- The professionalisation of the field of medical education continues to move at a rapid pace: it is no longer a sport for amateurs
- Medical educators need to develop a broad portfolio of teaching and support of learning experience and expertise
- They need to 'credentialise' their activity: making their excellence as an educator clear to those who make appointment, promotion, retention and job planning decisions

A quick review....

What am I doing here?



- Qualifications:
 - *Already hold a postgraduate qualification in education?*
 - *Part way to gaining a postgraduate qualification ?*
 - *Thinking about undertaking a postgraduate qualification ?*
- Membership of an excellence organisation:
 - *Already a member/fellow of HEA or AoME?*
 - *Part way to becoming a member/fellow of HEA or AoME?*
 - *Thinking about becoming a member/fellow of HEA or AoME?*
- None of the above?

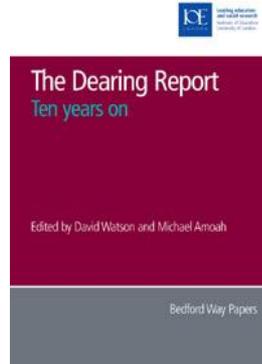
Who?

- Everyone involved in medical education:
newcomers to old timers
- It is never too early or too late
- It is inevitable.....

Who?

The Dearing Report

National committee of enquiry into higher education



‘Named clinical and educational supervisors should be able to demonstrate that they have been trained in all areas of the Professional Development Framework’

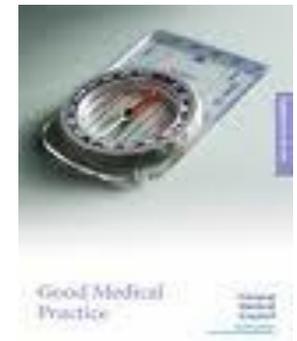


‘Over the next 20 years, the roles of staff are likely to change, as they undertake different combinations of functions at different stages of their careers.

To support and prepare staff for these new working patterns, more focused and appropriate training and staff development activities will be needed’.

Good Medical Practice

“Teaching skills are not necessarily innate, but can be learned. Those who accept special responsibilities for teaching should take steps to ensure that they develop and maintain the skills of a competent teacher.”



How?

- How do you develop as an educator?
- How do you credential or record this development ?

How do you develop as an educator?

- Teach and get feedback and reflect and refine in response to the feedback
- Get involved in range of activities in the domain of teaching and support of learning
- Make the most of teaching courses and other training opportunities
- Maintain a teaching portfolio
- Consider pursuing a further qualification in teaching
- Get involved in practitioner research

How do you credential or record this development ?

- Teach and get a range of feedback, reflect on this *and record this activity in a teaching portfolio*
- Get involved in range of activities in the domain of teaching and support of learning *and ensure you record this activity in a teaching portfolio*
- Make the most of teaching courses and other training opportunities *especially credit bearing courses*
- Maintain a teaching portfolio *and submit this for recognition by one of the excellence organisations*
- *Pursue a further qualification in teaching*
- Get involved in practitioner research *and publish*
- Consider a Higher degree

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- Consider a **Higher degree**

Joining an excellence organisation

**Higher Education
Academy**



**Academy of Medical
Educators**



What do excellence organisations do?

- Define and enhance professional standards
- Provide support, education and resources
- Recognition scheme through membership or fellowship
- Fellowships, awards and grants

Why join?

- To gain :
 - Recognition of your expertise as a teacher
 - Recognition of your commitment to learning and teaching
 - post nominal letters
- As a performance indicator for assuring you meet the sector standards (institution requirement, GMC, Deanery, appraisal)
- Because one day you might have to!

Routes to membership

- By portfolio and recommendation
 - a reflective document on *how* you teach and *why*
 - plus evidence to support you claims
 - plus references
- By undertaking an accredited programme

Joining the AoME



- Any medical educator who is active in supporting learning of students or practitioners in medicine, dentistry or veterinary science, through research, teaching or management
- Membership proves they have successfully met appropriate professional standards for medical education practice and are committed to continuing professional development
 - **Membership** Applicants for Membership must demonstrate commitment to medical education **MAcadMED £225 annually**
 - **Fellowship** – for those who are established in and have made contributions to medical education. Applicants for Fellowship must demonstrate a broad contribution to, or significant achievement(s) in, medical education. and **FAcadMED £275 annually**
 - **Associate Membership** – for those with an interest in medical education but who may not be (or may not yet be) professionally involved. This includes early career medical educators working towards professional recognition or administrators and managers of medical educators who wish to demonstrate their support for the Academy's objectives **£90 annually**



Pros

- Medical
- The standard setting body for medical educators in the UK
- Links well with GMC and deanery activities and requirements
- Straightforward application as membership level

Cons

- Medical only
- Expensive (unless your organisation has corporate partnership)
- Small number of events

Joining the HEA



- Provides a national recognition of your commitment to professionalism in teaching and learning in higher education
- Demonstrates that your practice is aligned with the UK Professional Standards Framework
 - Associate Fellow of the Higher Education Academy **AFHEA** (£100/£200 one-off fee)
 - Fellows of the Higher Education Academy **FHEA** (£200/£300 one-off fee)
 - Senior Fellow of the Higher Education Academy –**SFHEA** - (£300/£500 one-off fee)
 - Principal Fellow of the Higher Education Academy –**PFHEA** (£500/£700 one-off fee)
- Can apply directly to HEA (one off fee applies) or via UCL (free)



Pros

- The standard setting body for higher education in the UK
- Transferable and recognised outside the medical education sector
- Links well with UCL activities and requirements
- Relatively cheap and no annual fee
- Large number of events, awards, grants and fellowships
- The HEA subject centre does focus on medical education

Cons

- Not specifically focused on medical educators
- More onerous application (especially if through the UCL route)
- ? Less credibility or understandability in medical field?

Task

- A look at the task.....

Award bearing qualifications

- Postgraduate certificate, Postgraduate diploma, Masters, PhD/Professional doctorate (EdD)
- Full time, part time, face to face contact, distance learning, blended learning

Pros

- Medical focus
- Helps you to develop scholarly approach
- Enjoyable to undertake further study in a subject you are passionate about
- Qualifications are the contemporary capital
- Develop new networks
- Develop competencies to undertake and publish practitioner research

Cons

- Medical only
- Expensive
- Far more demanding and time consuming than you think



Further qualifications - Where and how?

- Brighton-Sussex – MA, and EdD
- Bristol - MMedSci
- Belfast – blended learning MMed
- Cardiff - MSc
- Dundee - distance learning MMed, PhD
- Durham - MSc
- Glasgow –MSc (MedSci)
- Institute of Education & London Deanery MA in Clinical Education or Higher and Professional Learning, EdD/PhD
- Keele - MA
- Newcastle - M Clin Ed
- Nottingham - MMedSci
- UCL - MSc (with RCP)
- Sheffield - MMedSci
- Warwick - MMedEd

Task

- Commit to paper your next steps.....