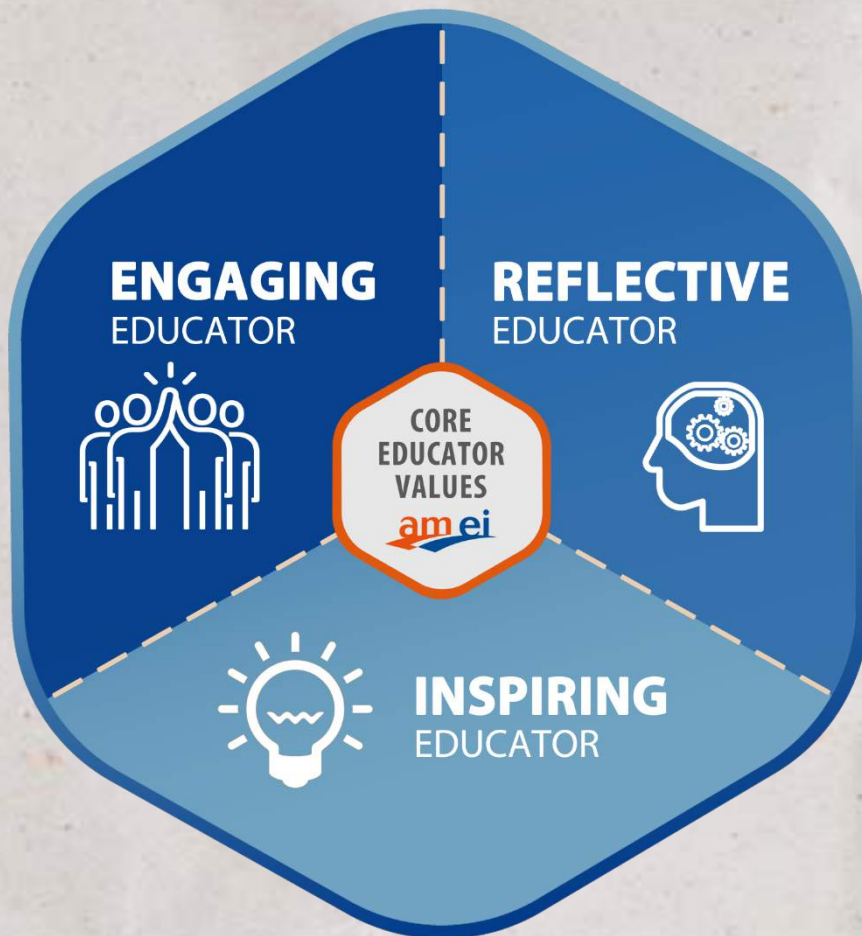


A GUIDE TO THE AMEI EDUCATOR DEVELOPMENT FRAMEWORK (EDF)





SECTIONS

[Executive Summary](#)

1. [Introduction](#)

2. Why Have the Educator Development Framework (EDF)?

2.1 [Background](#)

2.2 [Goal of the EDF](#)

3. What Is the Educator Development Framework (EDF)?

3.1 [The 3 Roles](#)

3.2 [Competencies Associated with Educator Roles](#)

4. How to Use the Educator Development Framework (EDF)

4.1 [Using the EDF to develop yourself](#)

4.2 [Using the EDF to develop others](#)

4.3 [Using the EDF to show evidence of your education contributions](#)

5. [Summary](#)

6. [Contributors](#)

[Appendix 1: Educator Competencies Mapped to the EDF](#)

[Appendix 2: The EDF Evidence Guide](#)

[Additional Resources](#)

EXECUTIVE SUMMARY

Educator Development is important. We keep improving as educators to become competent in the many roles we play. As competent educators, we then improve patient care through education.

The [Educator Development Framework \(EDF\)](#) is a framework designed by educators, for all healthcare educators within the SingHealth Duke-NUS Academic Medical Centre. The EDF provides a structured framework to guide educator development, aligned to a shared mental model of the different educator roles we play, and how we can develop into more effective educators.

The concept of Educator Roles anchors the EDF, and there are **three roles** we play:



**ENGAGING
EDUCATOR**



**REFLECTIVE
EDUCATOR**



**INSPIRING
EDUCATOR**

EDUCATOR DEVELOPMENT FRAMEWORK (EDF)

FACILITATES LEARNING

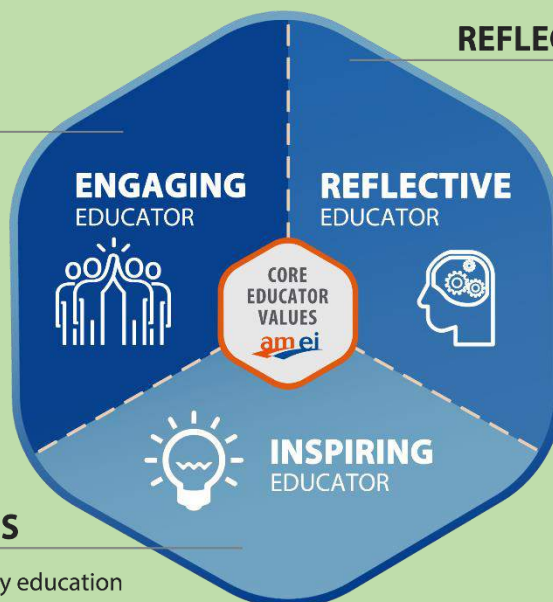
- Teaches effectively
- Assesses fairly
- Promotes active learning
- Advances own learning in education

LEADS & DEVELOPS

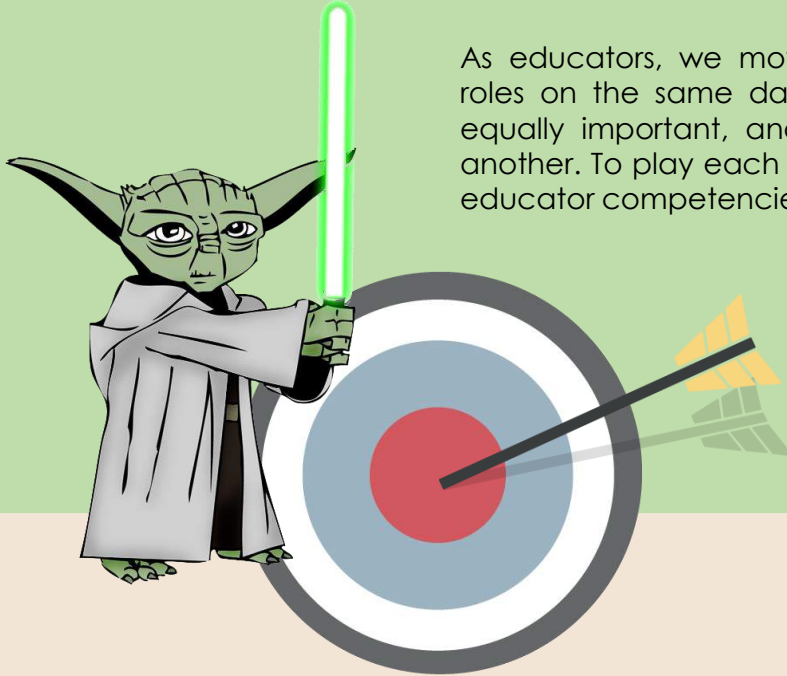
- Ensures safe, high-quality education
- Innovates in education
- Leads faculty development programmes
- Advances education practices through scholarly work
- Mentors peers
- Influences others through role modelling

REFLECTS & USES EVIDENCE

- Appropriately implements best practices in Health Professions Education
- Reflects to improve practice
- Contributes to faculty development
- Engages in education scholarship



EXECUTIVE SUMMARY



As educators, we move seamlessly across all three roles on the same day or week. All three roles are equally important, and no single role is superior to another. To play each role well, we integrate multiple educator competencies and values.

The EDF prompts us to reflect and ask:

- **What roles do I play?**
- **How can I do better in each role?**



With this structured reflection, the EDF helps us identify our gaps in each role. We can then improve ourselves through faculty development activities by knowing our gaps. Additionally, as an education leader, the EDF can help us develop other educators. Finally, the EDF can also help us show evidence of the impact we have as educators, through an Evidence Guide we have included (refer to [Appendix 2](#)).

The EDF has multiple purposes. It gives us a common language and shared mental model to help ourselves, and other educators, become better educators. Better educators help improve patient care within our SingHealth Duke-NUS Academic Medical Centre.

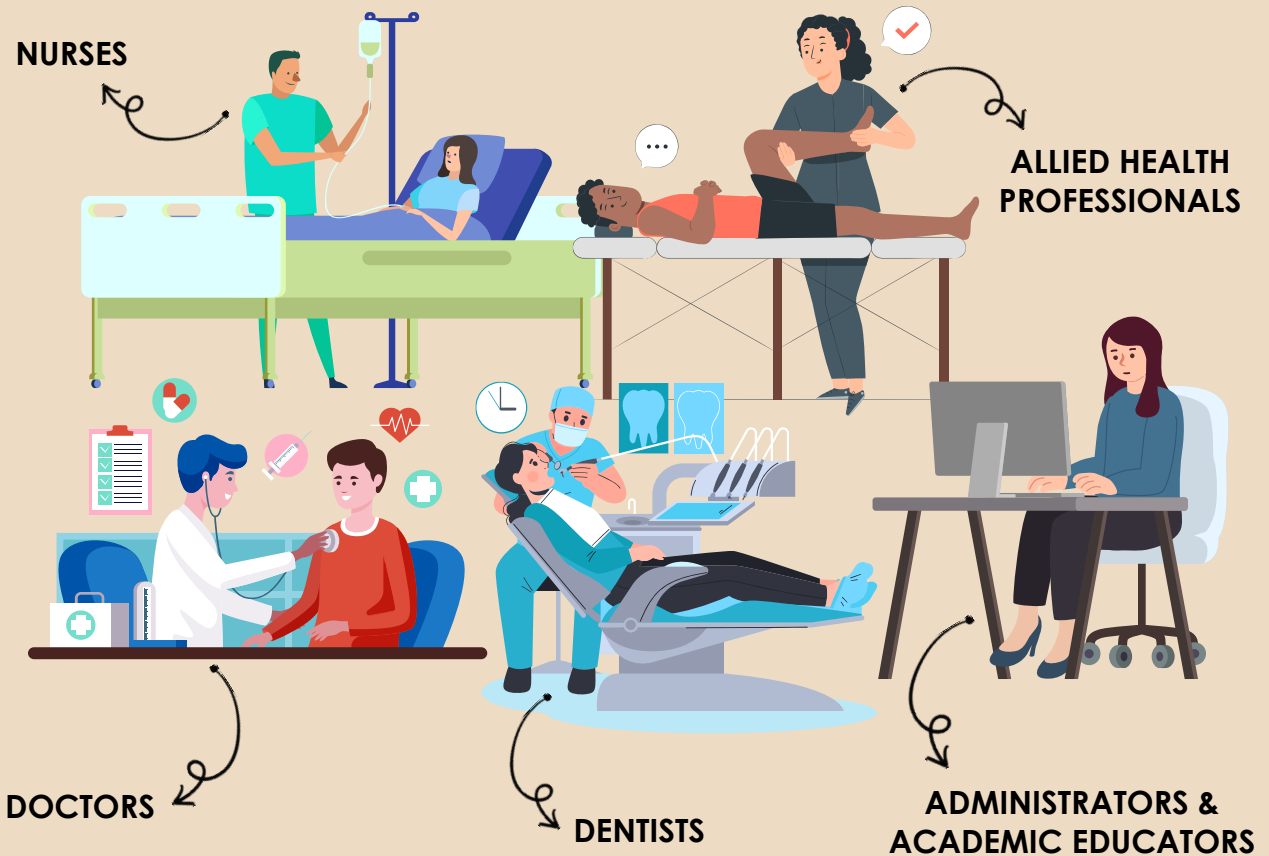
01 Introduction

Welcome to the Educator Development Framework guide.

This guide aims to introduce you to the SingHealth Duke-NUS Educator Development Framework (EDF). We hope to show you what it is, and how it can be used to help you as a healthcare educator in our SingHealth Duke-NUS Academic Medical Centre (AMC).

The EDF was created by the AMEI Professional Development Committee, a group of energetic educators from nursing, medical, allied, dental, and administration in the SingHealth Duke-NUS AMC. Multiple stakeholders at different levels were consulted in its design and creation over a period of two years.

The EDF is designed for all healthcare educators within our SingHealth Duke-NUS AMC. That means everyone can use it, including:



So the EDF is by educators, for educators! We hope it helps us collectively improve as a community of educators within our Academic Medical Centre, so we can then improve patient care through education.

02 Why Have the Educator Development Framework?

2.1 BACKGROUND

As healthcare educators, we understand that it is important to be effective. An effective educator can enhance learning for students and our healthcare colleagues.

An effective educator can even enhance learning for healthcare organisations by inspiring and leading change in policies and building organisational culture. So enhancing learning for students, healthcare colleagues, and organisations ensure optimum health outcomes for patients and populations.

In order to be effective, an educator should have the right competencies and values. For example, to be effective and engaging, a tutor needs to:



He/she should also have the right values – demonstrating respect for learning.

However, there are over 30 AMEI educator competencies which belong to different categories (refer to [Appendix 1](#)). Understanding how to integrate these competencies into teaching can be challenging.

To become more competent, we need faculty development. However, it can be challenging for educators, especially novice ones, to link these competencies to faculty development opportunities. Providing a way to link competencies, values, and faculty development activities to educator improvement would help.

We need a *framework* that links all of these together. And this framework would help guide us as a community of educators.

2.2 GOAL OF THE EDUCATOR DEVELOPMENT FRAMEWORK



That is why we created the Educator Development Framework (EDF).

The goal of the EDF is to have a shared mental model of:

- The different educator roles we play
- Ways to become more effective educators

By becoming more effective educators, we then improve patient care through education.

The EDF is anchored by three educator roles that we play:



**ENGAGING
EDUCATOR**



**REFLECTIVE
EDUCATOR**



**INSPIRING
EDUCATOR**

The EDF prompts us to ask:

- What roles do I play?
- How can I do better in each role that I play?

You are probably wondering – just what are these three roles? Let us find out more.



03 What is the Educator Development Framework?

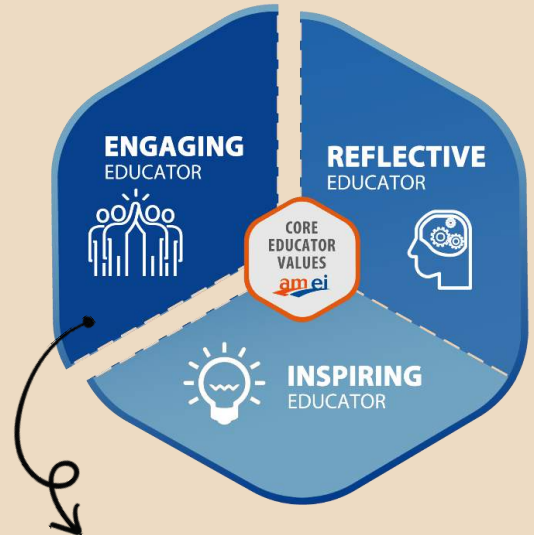
3.1 THE THREE ROLES

As educators we play three different roles, and switch seamlessly between these roles regularly.

When you're an **Engaging Educator**, you facilitate learning

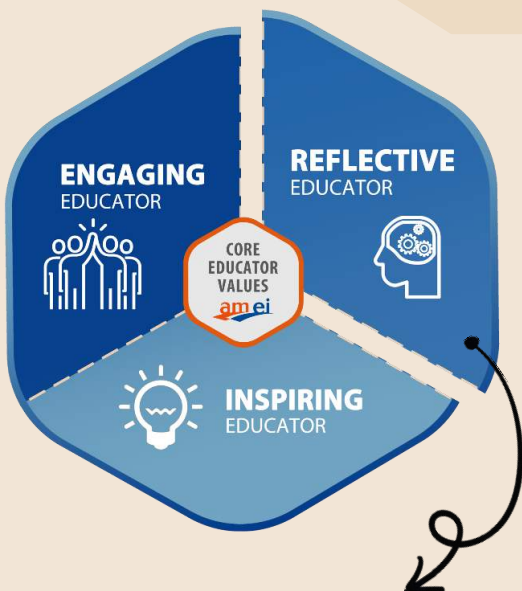
This means you teach effectively and promote active learning. You also assess your students fairly.

In addition, to improve yourself as an educator, you facilitate your own learning through faculty development activities.



FACILITATES LEARNING

- Teaches effectively
- Assesses fairly
- Promotes active learning
- Advances own learning in education



REFLECTS & USES EVIDENCE

- Appropriately implements best practices in Healthcare Education
- Reflects to improve practice
- Contributes to faculty development
- Engages in education scholarship

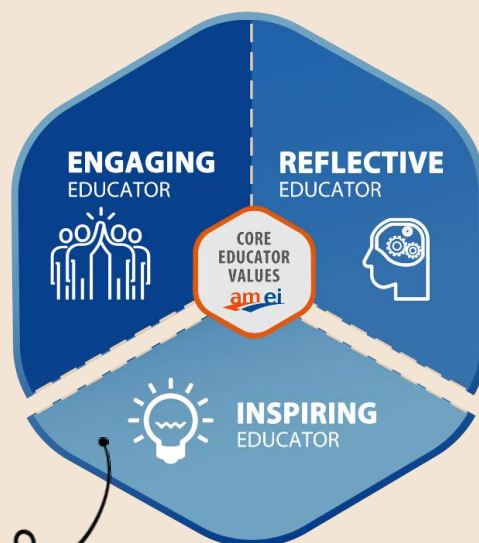
When you're a **Reflective Educator**, you pause to reflect. You thoughtfully apply evidence-based education in your teaching.

You may also play a more significant role in faculty development activities by being faculty, rather than being a participant. You might also start to engage in education scholarship.



As an **Inspiring Educator**, you are a role model to others. You are responsible for ensuring high quality education in your department, division, profession or institution.

You may mentor junior educators. You may also publish education research or champion faculty development initiatives.



LEADS & DEVELOPS

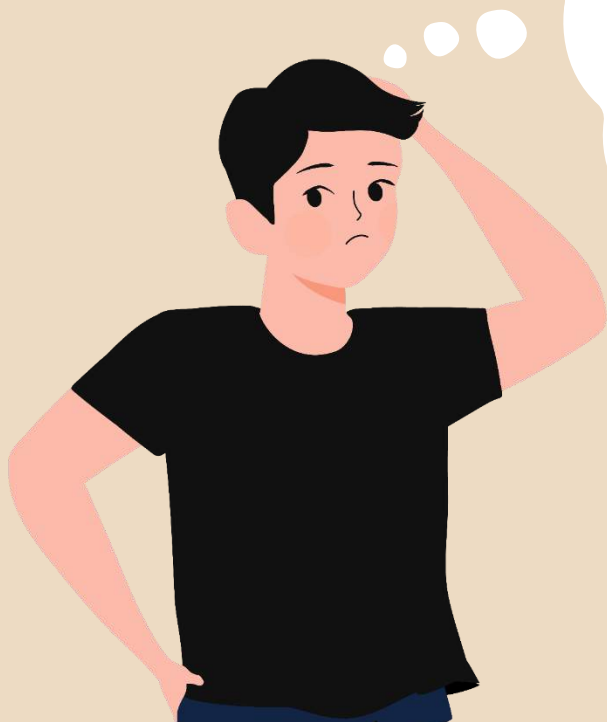
- Ensures safe, high-quality education
- Innovates in education
- Leads faculty development programmes
- Advances education practices through scholarly work
- Mentors peers
- Influences others through role modelling

Now that you have seen all 3 roles, perhaps you may be thinking...


Oh... only senior educator leaders reach the level of Inspiring Educators.

In truth, all three roles are *equally* important. These are not educator “levels”, but rather just our different roles.


No role is superior to another. And whether you are a junior or senior educator, you can play *all three roles* in your daily work, switching seamlessly between each role.




A **junior educator** may play all three roles in one day by:





Giving engaging and effective tutorials

ENGAGING EDUCATOR 




Reflecting on his/her teaching after the tutorial

REFLECTIVE EDUCATOR 



Inspiring students as a role model

INSPIRING EDUCATOR 

A **senior educator** might also play all 3 roles in a week by...




Being a fair examiner for exams

ENGAGING EDUCATOR 




Designing a curriculum based on best practices

REFLECTIVE EDUCATOR 



Implementing an education innovation

INSPIRING EDUCATOR 

We play all three roles every day or week, and what we do in each role can be different. However, all three roles are *equally* important.

Moreover, no matter which role you play, Core Educator Values are important to guide you in that role. That is why it is in the centre, because values are central to how we behave as educators.

3.2 COMPETENCIES ASSOCIATED WITH EDUCATORS ROLES

There are over 30 competencies that AMEI embraces (refer to [Appendix 1](#)). How do we link the EDF framework to these AMEI competencies?

Let's take a look at **Joe**, who is a tutor. Joe plays all 3 Educator roles effectively:

FACILITATES LEARNING

- Gives engaging and effective tutorials
- Assesses student fairly with Mini-CEX, provides actionable feedback



REFLECTS & USES EVIDENCE

- Reflects on his own teaching & assessment
- Uses evidence-based techniques to enhance his virtual lectures



LEADS & DEVELOPS

- Inspires students as a role model

By being effective in all three roles, he integrates *multiple* educator competencies successfully. These multiple competencies come from several AMEI domains.

EDUCATOR ROLES	EDUCATOR COMPETENCIES
Engaging Educator	
Gives engaging & effective tutorials	→ Uses active learning methods
Assesses student fairly with Mini-CEX, provides actionable feedback	→ Provides fair assessment and effective feedback after assessment
Reflective Educator	
Reflects on his own teaching & assessment	→ Reflects on his own teaching and own performance as an assessor for improvement
Uses evidence-based techniques to enhance his virtual lectures	→ Uses evidence to guide the design & conduct of teaching
Inspiring Educator	
Inspires students as a role model	→ Acts as a positive role model in education

04 How to Use the Educator Development Framework

The EDF also helps to guide us in developing people. It can be used in 3 ways:

1 To develop yourself

2 To develop others

3 To show evidence of your education contributions

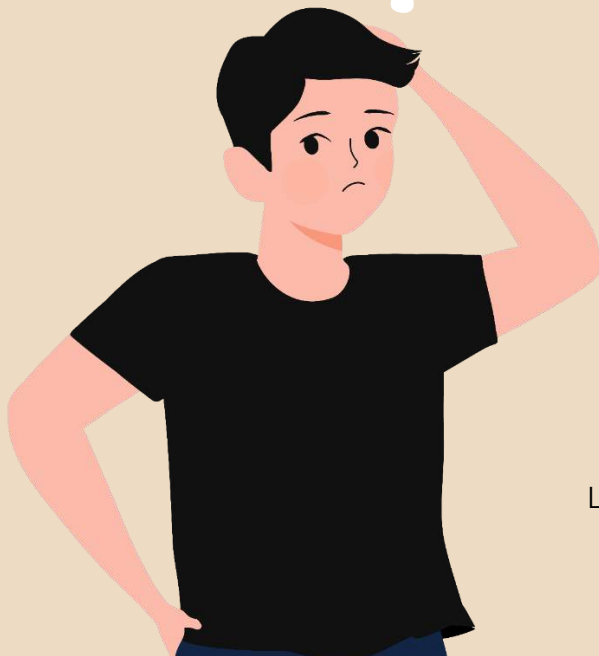
4.1 USING THE EDF TO DEVELOP YOURSELF

Earlier, we saw how Joe played the three educator roles effectively. He did this by integrating multiple competencies into each Educator role in the EDF.

Just like how Joe reflected on his teaching, we can also use the EDF to reflect and guide our development.

The EDF prompts us to ask:

1. What roles do I play?
2. How can I do better in each role that I play?



Let's take a look at two examples



Let us start with **Nick**, a nurse educator. His primary education roles are being an Engaging Educator and a Reflective Educator.

When Nick is an *Engaging Educator*, he teaches effectively. He is also a fair examiner and assessor.

As a *Reflective Educator*, he has also planned several face-to-face courses effectively using course planning frameworks, with good feedback.

As the COVID-19 pandemic started, he realised he needs to shift his course to online using Zoom. These changes prompted him to reflect. He uses the EDF to structure his reflections and asks himself:



1. To be a better Engaging Educator, how do I ensure effective student learning as we shift online to Zoom?
2. As a Reflective Educator, how do I use evidence and best practices to plan an effective online course?

REFLECTS & USES EVIDENCE

- Plans face-to-face course effectively using best practices
- **Plan online course?**

FACILITATES LEARNING

- Teaches effectively
- Fair examiner
- **Effective learning over Zoom?**



After identifying the gaps, he participates in various Faculty Development activities such as:

Signing up for a workshop on effective online teaching

Reading a journal article about best practices for online courses

Consulting an experienced colleague for tips about switching a course to online

By using the EDF, Nick has become a better *Engaging Educator* by teaching effectively in both face-to-face and online settings and advancing his learning by participating in Faculty Development.

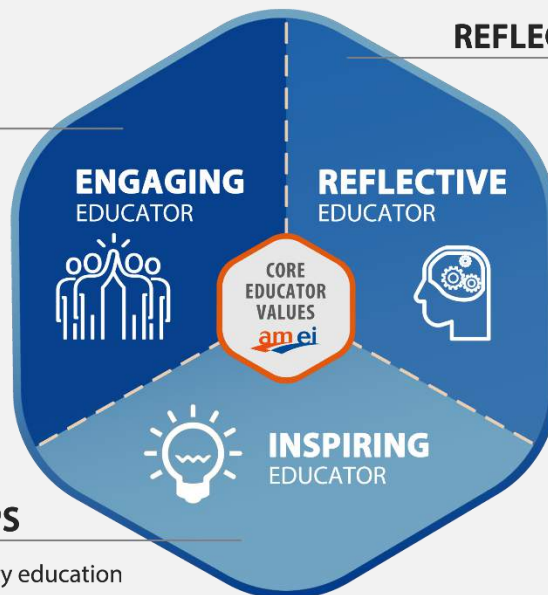
He has also become a better *Reflective Educator* by using evidence to plan his online course.



EDUCATOR DEVELOPMENT FRAMEWORK (EDF)

FACILITATES LEARNING

- ★ Teaches effectively
- ★ Assesses fairly
- ★ Promotes active learning
- ★ Advances own learning in education



REFLECTS & USES EVIDENCE

- ★ Appropriately implements best practices in Healthcare Education
- ★ Reflects to improve practice
- ★ Contributes to faculty development
- ★ Engages in education scholarship

LEADS & DEVELOPS

- ★ Ensures safe, high-quality education
- ★ Innovates in education
- ★ Leads faculty development programmes
- ★ Advances education practices through scholarly work
- ★ Mentors peers
- ★ Influences others through role modelling

The EDF has prompted Nick to do a structured reflection, by:

- ✓ Considering which roles he plays
- ✓ Identifying his gaps
- ✓ Taking action to develop himself to become a better educator.

Let's now look at **Chan**, a Programme Director (PD).



Chan is an effective PD who runs a well-regarded programme. She is an effective teacher, she leads the programme using evidence-based education practices, and she also reflects on residents' feedback in order to improve her programme.

So far, she is playing all three roles effectively. She is an *Engaging Educator*, a *Reflective Educator*, and also an *Inspiring Educator*.

She wants to be even more effective as an educator, hence she uses the EDF to structure her reflections and asks herself:



Chan

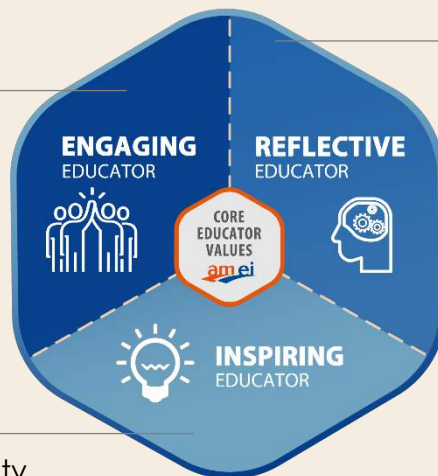
1. To be an Inspiring educator, how do I become a role model as a Programme Director?
2. As a Reflective educator, how do I help my faculty members learn about role modelling, to improve my programme?

FACILITATES LEARNING

- Teaches effectively
- **Effective learning over Zoom?**

LEADS & DEVELOPS

- Leads high quality programme
- **Becoming a role model?**



REFLECTS & USES EVIDENCE

- Uses evidence-based education practices
- Reflects on residents' feedback, improves programme
- **Help others learn about role modelling to improve programme?**

Recognising these gaps, she:

Collaborates with AMEI to co-create a role-modelling workshop for educators



The workshop is a success, and she publishes a paper about the workshop.



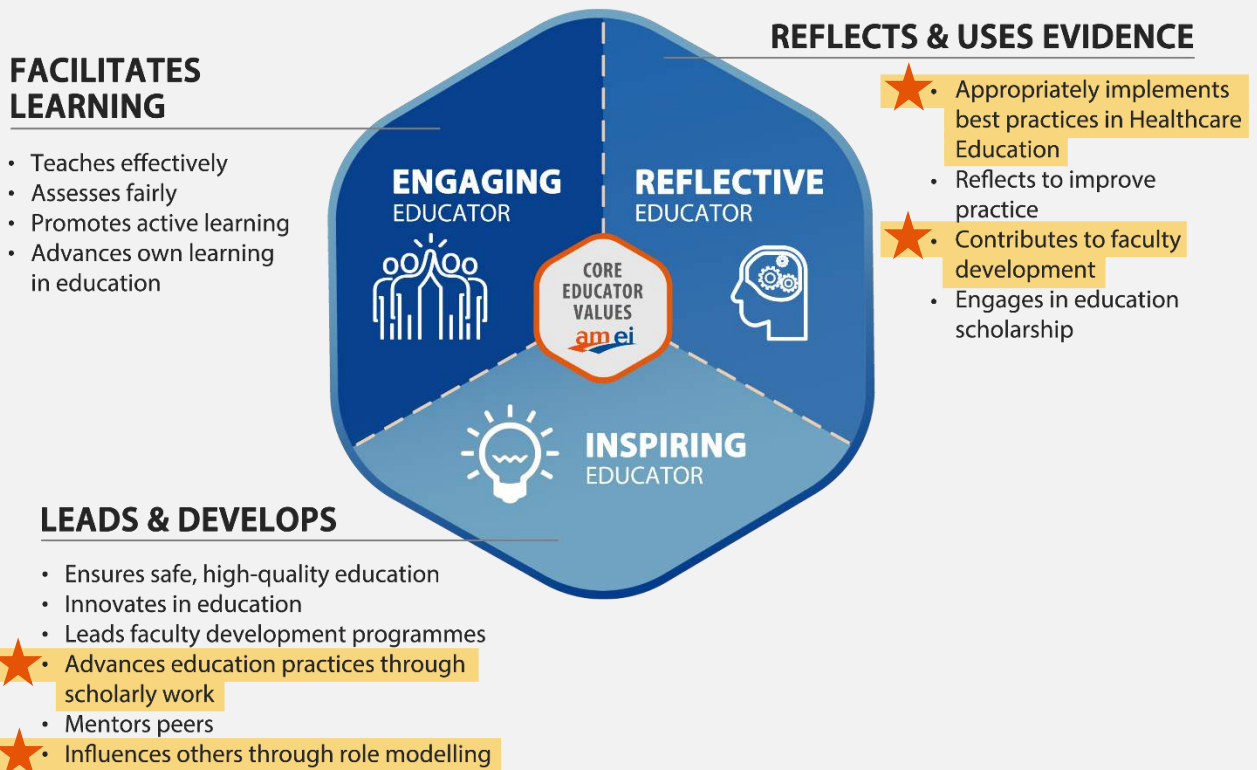
By doing so, Chan becomes a better *Reflective Educator* by:

- Actively contributing to faculty development workshops.
- Further improving the programme through the workshop.

She also becomes a better *Inspiring Educator* by:

- Advancing education through publishing, a form of scholarly work.
- Being a role model for education scholarship.

EDUCATOR DEVELOPMENT FRAMEWORK (EDF)



Nick and Chan showed us how the EDF can help you reflect on your development.

The EDF prompts us to reflect and ask:

- What educator roles do I play?
- How can I do better in each role that I play?

Based on the answers to those questions, you can then develop yourself further through Faculty Development. We recognise that there are diverse Faculty Development activities out there, so we have also designed the [Interactive Faculty Development Assistant \(IFDA\)](#) to help you find the suitable Faculty Development activity for your needs.

4.2 USING THE EDF TO DEVELOP OTHERS

We've covered how the EDF can be used to develop yourself. But did you know it can be used to *develop others* too?

This is useful if you are an education leader as part of your education responsibilities then includes developing your fellow educators. You can use the EDF to review your team's strengths and areas for development in a structured way.

Let's imagine you have 3 educator colleagues – Aisha, Ben and Cheng.

You could ask them to reflect and review themselves using the EDF, or you could do it yourself too. As they're assessed in each of the 3 roles, they can be considered to have more stars if they're more competent in that role.



You could review them as **individuals** and you would see that:

- All of them are good Engaging Educators.
- Cheng would need additional development to become a better Reflective Educator.

You could also look at them as a **group** and you would realise that:

- There is a collective gap in your team. All 3 of them are not so strong in their roles as Inspiring Educators, and could be further developed to become better Inspiring Educators.

You meet them individually, and together you plan appropriate Faculty Development activities for each of them to develop the competencies and values to become good Inspiring Educators.

From this simple example, you can see how the EDF helps you as an education leader develop others.

The EDF allows you a birds-eye view of:

1

How *individual* educators perform in each of the 3 EDF role

2

How your team or department performs *collectively* in each of the 3 EDF roles

As an education leader, this helps you plan faculty development activities for other individuals *and* groups.

4.3 USING THE EDF TO SHOW EVIDENCE OF YOUR EDUCATION CONTRIBUTIONS

As educators, we contribute significantly by the work that we do. Our education activities have impact.

However, as an educator, it is sometimes not easy to describe *what you do* for other people who are not familiar with education. Non-educators may not understand what you do, the preparation and time needed, or the impact it has.

For example, an educator can spend an hour giving a lecture he/she has given before. Alternatively, he/she could spend an hour supporting and guiding a struggling student. Both would take an hour, but the effort and preparation needed for the struggling student would be much more.

Giving a Lecture



Effort: + | Preparation: +

Guiding a Struggling Student



Effort: ++ | Preparation: +++

It can also be difficult for educators to describe the impact of education activities on others, especially non-educators. Many of our education activities have a positive impact – for example the struggling student may successfully graduate – but demonstrating that impact may not come intuitively to us.

To show this, we need *evidence*. And you can use the EDF to provide **clear evidence** of what you do, and the impact you have, as an educator.



We have thus created an **Evidence Guide** (refer to [Appendix 2](#)) to help you show evidence of your activities and impact, using the EDF. This Evidence Guide provides you with ideas and examples to show how you contribute by:

1

Your education activities

2

Their quality and impact

This is useful for showing your HODs evidence of your contributions, for example:

During work review

**When you are nominated
for an award**

**When justifying manpower, or
budgets, as an Education Leader**

**When justifying your education
contributions to your department
or organisation**



With this Evidence Guide, all of us can then have a systematic approach to providing evidence of your many education contributions.

We have put the Evidence Guide in [Appendix 2](#). The Evidence Guide uses the **3** EDF roles to frame your contributions.

The Evidence Guide shows how you can:

- List and describe your education activities
- Showcase the impact of your activities in each EDF role

For each EDF Educator Role, we give examples of evidence of:

- Education activities
- Quality and Impact of these activities

You can then select those which are relevant to you. We also provide worked examples to show how you can use this on the ground. Also, given the multi-faceted nature of education, both quantitative and qualitative measures of quality and impact can be considered.

With this guide, you will have a systematic approach to showing evidence of your many education activities and impact, and what you contribute as a whole.

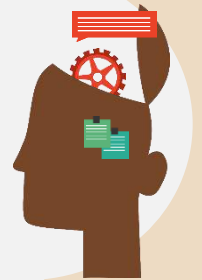


05 SUMMARY

Educator Development is important. We should keep improving as educators to become competent in the many roles. As educators continually improving, we improve patient care through education.

The EDF provides a structured framework in educator development. It is designed by educators, for educators in our SingHealth Duke-NUS AMC. It gives us a **shared mental model** of:

- The educator roles we play, and
- How we can develop into more effective educators in these roles



We also explored the EDF in detail, including

- What the **3** Educator Roles of the EDF are
- How we **play** different roles every day or week
- How we **integrate** multiple educator competencies & values to play each role effectively



The EDF prompts us to **reflect** and **ask**

- What Educator roles do I **play**?
- How can I **do better** in each role that I play?



We also showed you how you could **use** the EDF in several ways

- To help you **improve** and **develop** through structured reflection, identifying gaps, and then pursuing faculty development
- To help *others* **develop** as educators
- To help you **demonstrate evidence** of the education work you have done, its quality, and impact



The EDF is thus a framework with multiple purposes. It gives us a common language and shared mental model to help ourselves, and other educators, become better educators. It is how we improve ourselves as an education community, so that together we can enhance patient care through education.

Let's strive to better ourselves as an education community, so that we can enhance patient care through education.

06 CONTRIBUTORS

The Educator Development Framework resulted from hours of teamwork from many people across our Singhealth Duke-NUS AMC. The amazing AMEI Professional Development Committee (PDC), an energetic group of healthcare educators from diverse professional groups, did the primary work of articulating, designing and refining the EDF. There are also additional contributions from the Faculty Development Assistant team and the administrative support team. We would like to thank all of them for their wonderful contributions!.



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AMEI Professional Development Committee

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EDF Faculty Development Assistant Team

Dr Andrew Ong, Asst Prof Cher Pei Hua, Prof Fernando Bello

To our many beta-testers from the SingHealth Academy Colleges of Clinical Medicine, Clinical Dentistry, Allied Health and Clinical Nursing, from Medicine & Neuroscience ACPs, and the padawans of the JEDI programme, thank you!

EDF Publicity and Website

Ms Grace Ng & Ms Chan Yu Qing

Administrative Support

Ms Kezia Woo, Ms Poon Yan Yong & Ms Faith Pan

Special Thanks

And also a special thanks to Prof Chan Choong Meng and Prof Ian Curran for their guidance as AMEI Co-Directors in the process of creation of the EDF.

APPENDIX 1:

Educator Competencies, mapped to the Educator Development Framework

There are over 30 AMEI competencies, which are grouped into 5 major domains, as seen below, with educator values at the core.



AMEI CORE STANDARDS FOR HEALTHCARE EDUCATORS

This framework was adapted from Academy of Medical Educators. Professional Standards (3rd edn, 2014).

To perform each EDF role well, an educator needs to integrate multiple competencies from several domains.

For those who would like to explore more deeply, we have mapped each of the competencies to the EDF role and AMEI domain.

Let's take a look at the table on the next page.

#	COMPETENCY	EDF ROLE	AMEI DOMAIN
1	I establish a safe learning environment for learners to voice opinions and ask questions	Engaging	Engage
2	I make time for active learning (eg. group discussions, Q&A, practice)	Engaging	Engage
3	I provide active feedback to learners during teaching	Engaging	Engage
4	I use different assessment methods for different outcomes	Engaging	Assess
5	I provide fair assessment for learners	Engaging	Assess
6	I provide effective feedback after assessment	Engaging	Assess
7	I read and appraise educational literature	Reflective	Impact
8	I construct Learning Objectives that can be measured & assessed	Reflective	Design
9	I design educational activities with Learning Objectives in mind	Reflective	Design
10	I gather information about learner needs and plan educational activities accordingly	Reflective	Design
11	I design educational activities using principles of effective learning	Reflective	Design
12	I evaluate the effectiveness of educational activities	Reflective	Design
13	I achieve effective learning by appropriately using a range of educational methods & resources	Reflective	Engage
14	I seek feedback from learners and peers about my teaching	Reflective	Engage
15	I reflect on my teaching to improve myself as a teacher	Reflective	Engage
16	I reflect on my performance as an assessor to improve myself as an assessor	Reflective	Assess
17	I align assessment with Learning Outcomes	Reflective	Assess
18	I align assessment with the purpose of assessment	Reflective	Assess
19	I ensure assessment is valid & reliable	Reflective	Assess
20	I ensure assessors are trained	Reflective	Assess
21	I use formative & summative assessments as appropriate	Reflective	Assess
22	I use evidence to guide the design & conduct of my teaching & assessment activities	Reflective	Impact
23	I conduct program evaluation and review to ensure high quality education	Inspiring	Design
24	I design & evaluate programmes of assessment	Inspiring	Assess
25	I use educational theories and/or frameworks to guide design & conduct of my educational activities	Inspiring	Impact
26	I use educational theories and/or frameworks to guide my educational scholarly work	Inspiring	Impact
27	I disseminate my education scholarly work (eg. presentations, posters, publications)	Inspiring	Impact
28	I participate in educational research and I publish	Inspiring	Impact
29	I mentor fellow educators	Inspiring	Lead
30	I ensure safe, high-quality education	Inspiring	Lead
31	I innovate in education	Inspiring	Lead
32	I am a positive role model in education	Inspiring	Lead
33	I lead educational system change at institutional, national or international levels	Inspiring	Lead
34	I am familiar with educator core values	All 3 roles	Values

APPENDIX 2:

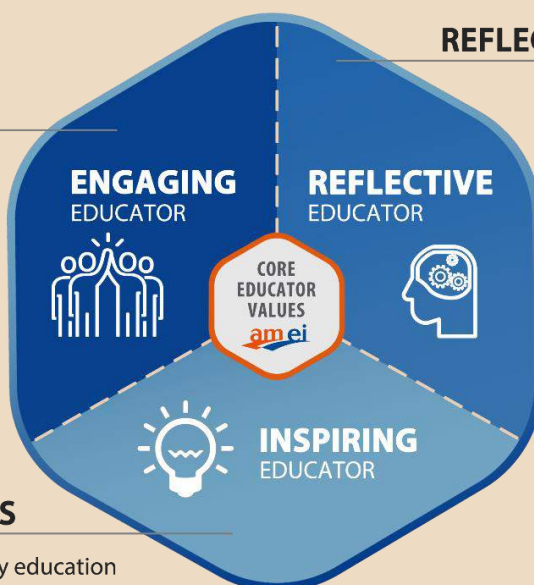
The EDF Evidence Guide

We start by using the EDF to frame your educator roles as one of 3 EDF roles: Engaging, Reflective or Inspiring Educator.

EDUCATOR DEVELOPMENT FRAMEWORK (EDF)

FACILITATES LEARNING

- Teaches effectively
- Assesses fairly
- Promotes active learning
- Advances own learning in education



REFLECTS & USES EVIDENCE

- Appropriately implements best practices in Health Professions Education
- Reflects to improve practice
- Contributes to faculty development
- Engages in education scholarship

LEADS & DEVELOPS

- Ensures safe, high-quality education
- Innovates in education
- Leads faculty development programmes
- Advances education practices through scholarly work
- Mentors peers
- Influences others through role modelling

For each EDF role, we show how you can:

- List and describe your education activities
- Highlight the quality and impact of your activities in each EDF role

For each EDF Educator Role, we give examples of evidence of:

- Education activities
- Quality and Impact of these activities

You can then select those which are relevant to you. We also provide worked examples to show how you can use this on the ground.

With this Evidence Guide, you will have a systematic approach to providing evidence of your many education contributions.

EVIDENCE OF EDUCATION CONTRIBUTIONS FOR AN ENGAGING EDUCATOR

The list of examples below is not exhaustive. Evidence can be quantitative or qualitative, and can be summarised in your Education Portfolio.



Evidence of Education Activities:

- Self-reflection on own education practices
- Self-assessment
- Number of students taught or assessed
- Use of innovative learning/ assessment methods
- Responds to feedback about own teaching/ assessment (learners, peers, etc)
- Contributes as member of selection/ progression/ competency committee
- Provides student support
- Participates in Faculty Development

Evidence of Quality & Impact:

- Changes made after self-reflection
- Student feedback (scores, qualitative)
- Peer/ faculty feedback (scores, qualitative)
- Measures of student learning, eg. Student test scores, pass %
- Impact of innovation
- Changes made after feedback review, impact of changes
- Outcomes of student support (eg. Progression, qualitative feedback)
- Letters of reference
- Awards



EXAMPLE 1: ANGELA'S EDUCATION CONTRIBUTIONS IN THE PAST 1 YEAR

Evidence of Education Activities:

- Taught 50 students, assessed 12 students at final exams
- Pivoted to Zoom teaching for pandemic, using Slido for interactive quizzes during Zoom
- Supported 2 students in difficulty (5 hours each)
- Joined Faculty Development – Virtual Journal Club on Professionalism (1 hour)

Evidence of Quality & Impact:

- Student feedback score 4.8/5, positive comments from students, 10 “Best Teacher” nominations
- Positive written feedback from students about Slido
- Both students in difficulty successfully passed and progressed on to next year of study
- Reflected on Slido feedback, further innovation planned for next year, now trying Miro

EVIDENCE OF EDUCATION CONTRIBUTIONS FOR A REFLECTIVE EDUCATOR

The list of examples below is not exhaustive. Evidence can be quantitative or qualitative, and can be summarised in your Education Portfolio.



Evidence of Education Activities:

- Self-reflections: Reflects on own educational practices, revises own practices in accordance to best practices
- Self-assessment
- Reflects and responds to feedback about course/ programme using best practices
- Develops and implements new or improved course/ curriculum/ assessment/ innovation using best practices
- Designs and implements faculty development activities for department/ division/ ACP using best practices
- Chairs progression/ competency committee
- Performs external examiner duties
- Contribute as faculty for Faculty Development activities
- Engages in education scholarship (see [Glassick](#))

Evidence of Quality & Impact:

- Extent to which education evidence & practice guidelines are thoughtfully applied in revising own education practices
- Extent to which education evidence & practice guidelines are thoughtfully applied in design, planning, implementation & evaluation of programme
- Learner outcomes: Programme/ institution test scores, pass %, % completed training, qualitative data
- Faculty outcomes: Faculty feedback (surveys, qualitative data)
- Programme evaluation outcomes
- Education quality improvement/ quality assurance metrics at programme/ ACP level
- Scholarly approach to education (see [Glassick](#))
- Presentation of education scholarly work at conferences
- Peer/ faculty feedback
- Letters of reference
- Awards

EXAMPLE 2: BALA'S EDUCATION CONTRIBUTIONS IN THE PAST 1 YEAR

Evidence of Education Activities:

- Reflected on gaps in current curriculum
- Redesigned curriculum (teaching, assessments) to align with the school's learning outcomes, using Backward Design model
- Implemented new curriculum using Change Management strategies
- Conducted programme evaluation of new curriculum, using outcomes-based model eg. Outcome logic model, with further improvements made
- External examiner for Nursing exam
- Faculty for AMEI workshop on Assessment

Evidence of Quality & Impact:

- Appropriate application of Backward Design model to redesign framework
- Positive student and faculty feedback (scores & qualitative) after redesigned curriculum implemented
- Higher pass % with new curriculum
- Positive learner feedback from participants of AMEI Assessment workshop
- Presents poster about new curriculum at SingHealth Duke-NUS Education Conference
- Wins AMEI Golden Apple Award

EVIDENCE OF EDUCATION CONTRIBUTIONS FOR AN INSPIRING EDUCATOR

The list of examples below is not exhaustive. Evidence can be quantitative or qualitative, and can be summarised in your Education Portfolio.



Evidence of Education Activities:

- Self-reflections: Reflects on own educational practices, revises own practices in accordance to best practices
- Leads and implements education changes in department/ division/ ACP/ institution/ cluster/ school level
- Drives Quality Improvement/ Quality Assurance, education reform, at institution/ cluster/ school level
- Designs and implements education policies
- Scales and implements educational innovations
- Drives Faculty Development initiatives, scales initiatives to institution/ cluster/ school level
- Reviews education grants/ papers
- Leads education research programmes
- Mentors fellow educators
- Acts as positive role model
- Invited speaker at education events

Evidence of Quality & Impact:

- Leadership roles (department/ division/ ACP/ institution/ cluster/ school/ national level)
- Education Quality Improvement/ Quality Assurance metrics at department/ division/ ACP/ institution/ cluster/ school/ national level
- Demonstrates positive outcomes in education systems and/or organisations as a result of leadership
- Education publications – research, guidelines, position papers
- Education grants
- Speaking engagements, impact of such speaking engagements (eg. Cluster vs national vs international)
- Number of fellow educators mentored, their feedback on their experiences & their subsequent progression and development
- Letters of reference
- Awards

EXAMPLE 3: MARIAM'S EDUCATION CONTRIBUTIONS IN THE PAST 1 YEAR

Evidence of Education Activities:

- Started initiative to improve actionable feedback for learners for division
- Worked with department heads and schools to review student & faculty feedback to improve curriculum
- Scales up faculty well-being workshop from single institute to rest of AMC
- Mentors 2 junior educators, 2 hours every quarter for 1 year
- Keynote speaker at SingHealth Duke-NUS Education Conference
- Publishes paper on effectiveness of faculty well-being workshop

Evidence of Quality & Impact:

- Improvement in quantity and quality of feedback at Division level
- Cited as role model by peers and learners
- Mentees progress to take on higher responsibilities in education after mentorship
- Positive feedback about Keynote speech at conference
- Education research paper published in high-impact education journal

ADDITIONAL RESOURCES



Watch the full **Health Professions Education Explained Video Series** to learn more about the EDF and how you can become a more effective and competent educator!

Scan the QR Code or click on the links below.



Why is it important to be a competent educator?

Competent educators can enhance learning and build an effective healthcare workforce that will ensure optimum health outcomes for patients. **View video [here](#).**

What does it take to be an effective healthcare educator?

There are 5 Core Domains and Standards of being an effective healthcare educator. **View videos [Part 1](#) and [Part 2](#).**

What are the Professional Values of a healthcare educator?

Having the right Professional Values are important as they guide everything we do in education, every day. **View video [here](#).**

What is Faculty Development?

The goal of faculty development is to improve your educator competencies or reinforce your educator professional values. **View video [here](#).**

What are the different types of Faculty Development activities?

There are many different types of Faculty Development activities beyond workshops and courses. **View video [here](#).**

What is the Educator Development Framework (EDF)?

The goal of the EDF is to help us understand the different roles we play to become more competent and effective educators. **View video [here](#).**

What are the different Educator Roles?

As educators, we play three different roles, and switch seamlessly between these roles regularly. **View video [here](#).**

How to use the Educator Development Framework (EDF)?

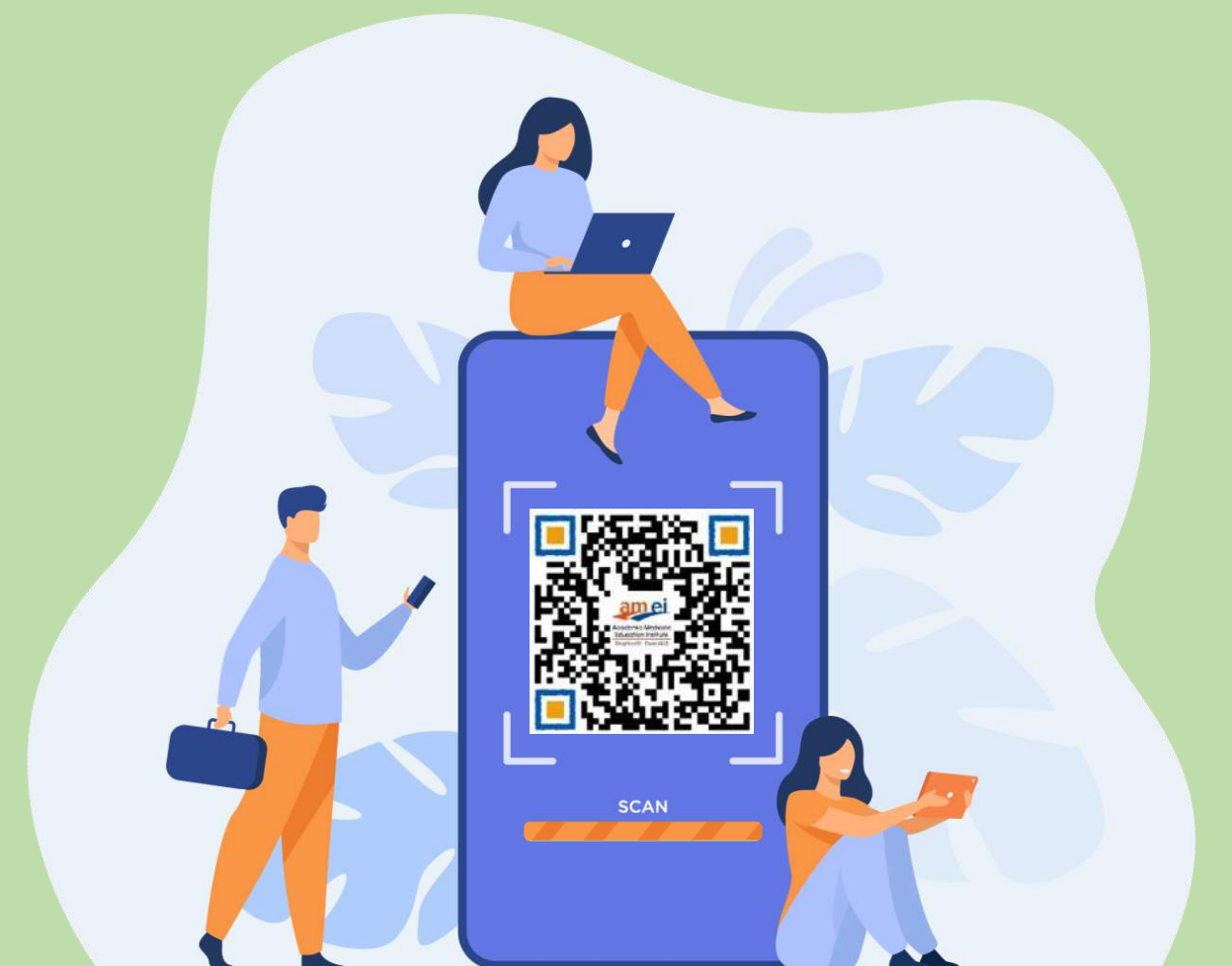
The EDF gives us a shared mental model to help ourselves, and to help other educators, become more competent and more effective educators. **View video [here](#).**

ADDITIONAL RESOURCES

Are you confused by the range of faculty development activities available? Or are you wondering which [AMEI workshops](#) are useful for you?

The **Interactive Faculty Development Assistant (IFDA)** will help curate a list of Faculty Development activities specifically for you, to help you develop into a more competent and effective educator.

Try out the IFDA by answering a few questions! Click [here](#) to access the IFDA or scan the QR Code below.



ADDITIONAL RESOURCES

The EDF was not developed in a vacuum but was guided by several key documents, which we acknowledge with gratitude.

AMEI's Core standards were guided by the [Professional Standards for Medical Educators](#), by the Academy of Medical Educators. Both the 2014 and 2021 editions were used.

The Evidence Guide was inspired by the [Royal Academy of Engineering Career Framework](#) for University Teaching.

The Faculty Development model we cite is from Steinert Y. [Faculty Development: From Workshops to Communities of Practice, Med Teach 2009](#)

FEEDBACK

Finally, we'd like you to give feedback on the EDF! Tell us your ideas, what you like, and importantly how you think the EDF can be improved. Please let us know your thoughts [here](#) or scan the QR code to access the feedback form.



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