

**Hong Kong Academy of Medicine**  
**Framework for Faculty Development**

**September 2024**



## Introduction

The Hong Kong Academy of Medicine (HKAM) is dedicated to enhancing the quality of postgraduate medical education (PGME) and recognize that the competence of its faculty is a major factor influencing the quality of training.<sup>1,2</sup> In this document, “faculty” refers to all individuals who are involved in the teaching and education of learners at all levels of the continuum (postgraduate and continuing professional development), leadership and management, as well as research and scholarship for medical education in HKAM and the Colleges. Faculty consists of 4 categories of individuals:

1. Trainers
2. Examiners
3. Supervisors of Training
4. Collegial Leads in Medical Education

Faculty development is defined as all activities that health professionals pursue to improve their knowledge, skills, and behaviours as teachers and educators, leaders and managers, and researchers and scholars, in both individual and group settings. It is recommended that the process of faculty development should mirror the process of PGME itself: it should be competency-based, utilize self-directed learning and view learning as a process of inquiry through experiential learning.<sup>1</sup> This framework is written to facilitate faculty development using an approach of competency-based education. It aims to:

1. Define competencies required for faculties of all 4 categories;
2. Assess personal learning needs;
3. Communicate the content of courses and programmes; and
4. Evaluate faculty development courses and programmes.

This framework consists of learning outcomes which addresses 3 questions<sup>3</sup>:

1. What do clinical educators (trainers) do (*performance of tasks/doing the right thing*)?
2. How do they do it (*approach to tasks/doing things right*)?
3. What affect what they do (*professionalism/the right person doing the thing*)?



Fig. 1 The learning outcomes for the “effective clinical educator” based on the three-circle model<sup>4,5</sup>

These learning outcomes are written in the way recommended by Harden<sup>6</sup>, and based mainly on the framework of Hesketh et.al.<sup>4</sup> and the Academy of Medical Educators<sup>8</sup> adapted to the local context.

## Category 1: Trainers

### The Tasks the Trainer is Able to Do

#### *(Doing the Right Thing)*

These outcomes are what Harden et.al.<sup>7</sup> described as “task-oriented or technical intelligence”. This category of learning outcomes are visible or explicit requirements for the trainer and are relatively easy to assess.

#### **Outcome 1: Able to Teach Large and Small groups**

1. Prepare and deliver a lecture
  - a. Establish a safe and effective learning environment
  - b. Applies learning and teaching methods that are relevant to intended learning outcomes
  - c. Use audiovisual aids appropriately
  - d. Obtain audience participation
2. Run a small group teaching session
  - a. Establish a safe and effective learning environment
  - b. Choose appropriate small group teaching methods
  - c. Uses audiovisual aids and learning resources appropriately
  - d. Obtain audience participation
3. Organize and run video and tele-conference
  - a. Establish a safe and effective learning environment
  - b. Applies learning and teaching methods that are relevant to intended learning outcomes
  - c. Use digital learning platforms and software appropriately
  - d. Obtain audience participation

#### **Outcome 2: Able to Teach in a Workplace**

1. Teach clinical and practical skills, appropriate attitudes and decision-making skills in the ward, operating theatre, in the clinic, in the community and/or in a clinical skills unit
2. Act as a role model through teaching and non-teaching workplace activities

#### **Outcome 3: Able to Facilitate and Manage Learning**

Trainers should be competent in helping doctors-in-training to find out how they are doing, pointing them in the right direction and generally helping them to progress, as well as to take more responsibility for their own learning (self-directed learning).

Such competences will assist learners to develop and ensure that poor performance is managed effectively.

1. Carry out appraisal of learners and complete relevant documentation
2. Assist learners in achieving the stated learning outcomes
3. Assist learners to reflect on their experience, e.g. through questioning and feedback
4. Direct learners to appropriate resources
5. Assist learners in self-assessment skills
6. Develop learning contracts (action plan)
7. Assist learners to organize their knowledge and experiences
8. Assist learners to make appropriate use of information technology
9. Motivate learners

#### **Outcome 4: Able to Develop and Work with Learning Resources**

Trainers should be competent at developing and/or using and making best use of appropriate learning support materials.

1. Design instructional text including handouts, handbooks and protocols
2. Make appropriate use of study guides
3. Design effective study guides
4. Make appropriate use of videos
5. Contribute to the preparation of multimedia learning packages
6. Use multimedia learning resources
7. Use the internet for teaching

#### **Approach to Tasks**

##### ***(Doing the Thing Right)***

These outcomes covers how trainers approach their teaching practice. These outcomes encompass the “intellectual, emotional and creative intelligences”.<sup>7</sup>

Outcomes in this category are less easy to define and observe but, nevertheless, play an important role in superior job performance.

#### **Outcome 5: Able to Apply Principles of Education in Education Activities**

1. Theories of learning
  - a. Behaviourism, cognitivism, constructivism
  - b. Principles of adult learning
2. Learning styles
3. Competency-based education
4. Workplace-based learning (situated learning)
5. Task-centred learning
6. Experiential learning
7. Problem-based learning
8. Cooperative learning
9. Interprofessional education
10. Principles of assessment and feedback

#### **Outcome 6: Able to Demonstrate Appropriate Attitudes & Legal Awareness**

1. Openness
2. Empathy and interest to learners
3. Confidentiality

#### **Outcome 7: Able to Use Appropriate Decision-Making Skills and Best Evidence-Based Education**

1. Use evidence-based medical education as the basis for teaching and learning strategies adopted
2. Is creative and resourceful in their teaching approach
3. Is able to prioritize workload as trainer

## **The Doctor as Professional Teacher**

*(The Right Person Doing It/Personal Intelligence)*

The outcomes in this category emphasize the role of trainers within their organization (hospital and college), and their professionalism and personal development as a trainer.

The trainer is aware and has an understanding of his/her own role as a trainer in the overall organization of teaching within the hospital and the college.

He/she has also accepted responsibility for his/her own ongoing personal and professional development.

### **Outcome 8: Able to Demonstrate Professional Identity & Integrity**

1. Understand teaching responsibilities and maintain an acceptable balance between service commitments, research and teaching
2. Accept appropriate personal attributes for teachers and demonstrates an ethical educational philosophy
3. Complies with relevant standards and recommendations on medical education of the Hong Kong Academy of Medicine and the respective College
4. Supports inter-, trans- and multi-professional education, learning with, from and about other professionals to improve collaborative care

### **Outcome 9: Able to Demonstrate Respect for Others**

1. Respect for patients
  - a. Acts with due consideration for the emotional, physical and psychological well-being of patients including maintaining the dignity and safety of patients at all times when discharging educational duties
  - b. Enhances the care the patients through medical education
2. Respect for learners and colleagues
  - a. Acts with due consideration for the emotional, physical and psychological well-being of learners and identifies and signposts well-being support for learners and colleagues
  - b. Supports learners and colleagues in their personal and professional development

### **Outcome 10: Is Committed to Scholarship and Reflection in Medical Education**

1. Reflect upon and be aware of own strengths and weaknesses as a trainer
2. Accept and respond to evaluation comments and constructive criticisms from others
3. Demonstrates intellectual curiosity
4. Keep abreast of new teaching and learning technique

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