



ANZCA  
FPM

# Educator Competency Framework

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## About this framework

The training and continuing professional development of medical specialists relies upon the availability of educational resources. Most important among these resources is an interested, motivated, sustainable, and competent educator faculty. *“Every patient is entitled to a good doctor and similarly, every learner deserves a good teacher.”*

Specialty training colleges rely on the commitment and goodwill of a volunteer educator workforce, whose primary role is as specialist clinicians. In addition to being clinical teachers, many specialists take on additional roles such as curriculum developers, assessors of learning (both in the workplace and in high-stakes exams), course or workshop instructors, educational leaders, scholars, and researchers. The wide and varied roles require a range of competencies along a continuum of expertise.

The ANZCA Educator Competency Framework was developed after an analysis of educator roles and responsibilities in specialty training, a review and thematic analysis of published competency domains and frameworks, a survey of educators, expert group discussion, and feedback from stakeholders. Its broad design covers all the competencies required of educators for specialty training, from the basic competencies expected of all clinical specialists to the more advanced competencies required of oversight education committee members. It is designed to be used by any institution involved in medical specialty training to map the competencies required of different educator roles.

Although many documents were reviewed, some in particular had a larger influence on the final design of this framework. These were (in order of publication):

- [A framework of teaching competencies across the medical education continuum. Molenaar et al. Medical Teacher, 2009; 390-6.](#)
- [“Teaching as a Competency”: Competencies for Medical Educators. Srinivasan et al. Academic Medicine, 2011; 86:1211-20.](#)
- [Professional standards for medical, dental and veterinary educators, 3<sup>rd</sup> ed. Academy of Medical Educators, 2014.](#)
- [Fundamental Teaching Activities in Family Medicine: A Framework for Faculty Development. Walsh et al. College of Family Physicians of Canada, 2015.](#)
- [RACP Framework for Educational Leadership and Supervision. Royal Australasian College of Physicians, 2018.](#)

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## Using the ANZCA Educator Competency Framework

Six competency domains were identified after a review and thematic analysis of the literature:

- **Domain one:** Teaching and facilitating learning.
- **Domain two:** Assessment of learning.
- **Domain three:** Designing and planning learning.
- **Domain four:** Educational leadership and management.
- **Domain five:** Educational research and scholarship.
- **Domain six:** Educational environment, quality, and safety.

Each domain consists of four elements, and each element contains progression indicators listed under three tiers of expertise:

- **Tier one:** Knowing and doing.
- **Tier two:** Understanding and adapting.
- **Tier three:** Oversight and development.

Tier one is a foundational level of competency, applicable to all ANZCA and Faculty of Pain Medicine (FPM) fellows in their role as a clinical teacher. The clinical teacher role is a subset of the scholar role, one of the seven ANZCA and FPM professional roles in practice.

Tier two is primarily aimed at those in designated ANZCA and FPM educator roles. The domains and elements that apply to different educators will depend on their role, and these are mapped in the framework.

Tier three is aimed at senior educators and members of education-related committees and sub-committees. Collectively, committee membership should possess the relevant tier three competencies linked to their oversight role distributed among individual members.

An educator role mapped to tier two is expected to be competent at tier one for that specific element. Similarly, those at tier three should be competent at tiers one and two for that element. We note that these are minimum competency levels and individual educators may upskill as a natural consequence of educator professional development.

This framework will be subject to regular review. Minor reviews will consider changes to educator roles, committees, and sub-committees, including the creation of new educator roles and entities in ANZCA and FPM. Major reviews will include framework domains, elements, and progression items.

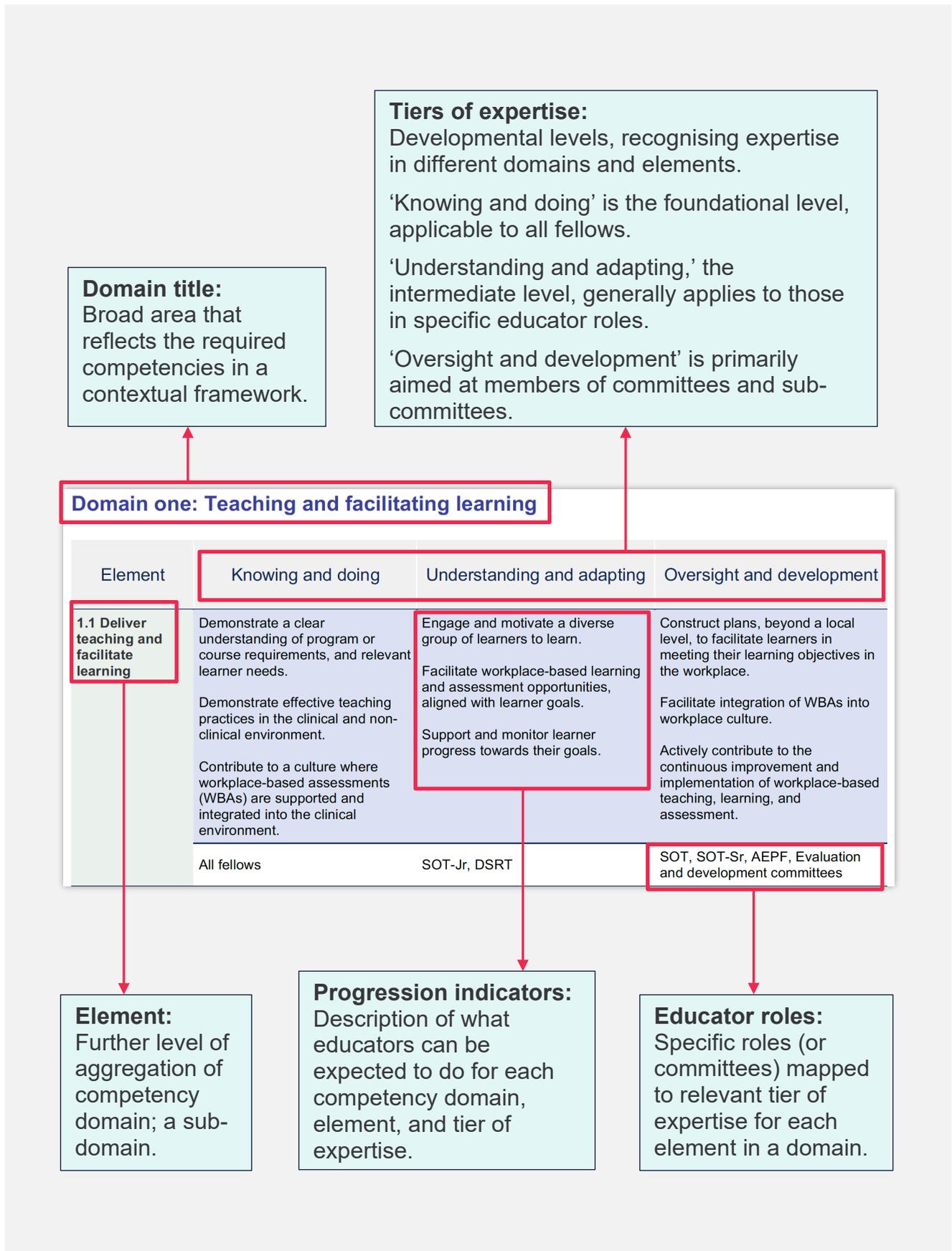
The framework structure is explained further, with examples, on page 5.

The following ANZCA and FPM educator roles, committees, and sub-committees have been considered and mapped to a specific tier of expertise for each element:

Key	ANZCA/FPM educator role or committee/sub-committee
AEP-F	ANZCA Educators Program facilitator
Assessment committees	Primary Examination Sub-committee (PESC), Final Examination Sub-committee (FESC), *Specialist International Medical Graduates (SIMG) Committee, FPM Examination Committee
DSRT	Departmental scholar role tutor
EMAC-Ins	Full and assistant Effective Management of Anaesthetic Crises (EMAC) course instructors
EMAC-Sr	EMAC course convener, supervisor of EMAC
Evaluation and development committees	Education Executive Management Committee (EEMC), Education, Development and Evaluation Committee (EDEC), Scholar Role Sub-committee (SRSC), ANZCA Educators Sub-committee (AESC), Training Accreditation Committee (TAC), *Diving and Hyperbaric Medicine (DHM) Sub-committee, *Tripartite Committee of Rural Generalist Anaesthesia, FPM Training & Assessment Executive Committee (TAEC), FPM Learning and Development Committee, FPM Training Unit Accreditation Committee
Exm	Primary examiner, final examiner, DHM examiner, FPM examiner, FPM long case assessor
Exm-Asr	Examiner assessor (primary and final exams)
SIMG-Asr	Specialist international medical graduate assessor
SOT	ANZCA, DHM, and FPM supervisor of training
SOT-Jr	Introductory training tutor, clinical fundamentals tutor, specialised study unit supervisor, provisional fellow supervisor, FPM practice development stage supervisor, FPM placement supervisor
SOT-Sr	Rotational supervisor, education officer, FPM supervisor of training advisor
TAC-AO	Training Accreditation Committee accreditation officer
TAC-Insp	Training Accreditation Committee inspector, FPM Training Unit Accreditation Committee reviewer
Training committees	Provisional Fellowship Program Sub-committee (PFSC), *DHM Sub-committee, EMAC Course Sub-committee, *Tripartite Committee of Rural Generalist Anaesthesia, Education Officer (EO) Network

\*Committee listed twice based on dual role

## Framework structure



## Domain one: Teaching and facilitating learning

Element	Knowing and doing	Understanding and adapting	Oversight and development
<b>1.1 Deliver teaching and facilitate learning</b>	Demonstrate a clear understanding of program or course requirements, and relevant learner needs.	Engage and motivate a diverse group of learners to learn.	Construct plans, beyond a local level, to facilitate learners in meeting their learning objectives in the workplace.
	Demonstrate effective teaching practices in the clinical and non-clinical environment.	Facilitate workplace-based learning and assessment opportunities, aligned with learner goals.	Facilitate integration of WBAs into workplace culture.
	Contribute to a culture where workplace-based assessments (WBAs) are supported and integrated into the clinical environment.	Support and monitor learner progress towards their goals.	Actively contribute to the continuous improvement and implementation of workplace-based teaching, learning, and assessment.
	All fellows	SOT-Jr, DSRT	SOT, SOT-Sr, AEPF, Evaluation and development committees
<b>1.2 Utilise a variety of methods and resources</b>	Employ a range of teaching and learning methods to facilitate learning.	Encourage use of teaching and learning methods that are relevant to learner goals and program requirements.	Develop and adapt teaching and learning resources.
	Utilise a structured approach when teaching in the clinical and non-clinical environment.	Encourage use of available learning resources by learners and clinical teachers.	
	All fellows	SOT-Jr, DSRT, SOT, AEPF, EMAC-Ins	SOT-Sr, EMAC-Sr, Training committees
<b>1.3 Utilise feedback and reflection to improve teaching and learning</b>	Recognise the importance of giving and receiving performance feedback, and reflection.	Use appropriate feedback styles and adapt feedback to the context.	Cultivate an environment that encourages use of feedback to achieve goals and enhance teaching, learning, and assessment.
	Provide constructive feedback to learners to enhance learning and performance.	Encourage learners to self-reflect, identify areas for improvement, and to become more self-directed.	Engage in feedback conversations with educators to encourage self-reflection.
	Guide learners to reflect on the learning experience.	Guide learners to develop an action plan for future learning.	
	Seek feedback and reflect on own teaching practice.	Promote feedback literacy as a process for gathering evidence to make judgements for improvement.	
	All fellows	SOT-Jr, Exm, SIMG-Asr, DSRT, SOT, EMAC-Ins	SOT-Sr, AEPF, EMAC-Sr, Exm-Asr, Assessment committees, Training committees
<b>1.4 Make evidence-based judgements</b>	Recognise the role of WBAs in teaching and learning.	Combine multiple pieces of evidence to assess learner performance against program requirements and generate high-quality reporting.	Support assessors and supervisors in assessing learner performance in the workplace.
	Support learners to build evidence of learning, using WBAs tools.		Provide robust feedback to supervisors and encourage detailed supervisor reporting.
			Analyse the causes of 'failure to fail' based on WBAs and identify solutions.
	All fellows	SOT-Jr, SOT, SIMG-Asr	SOT-Sr, All education committees

## Domain two: Assessment of learning

Element	Knowing and doing	Understanding and adapting	Oversight and development
<b>2.1 Understand the fundamentals of assessment</b>	Recognise the role of assessment in a course, workshop, or program, and the need to align with intended learning outcomes.	Demonstrate a clear understanding of assessment instruments and items, and their relationship to learning outcomes and the assessment blueprint.	Construct and maintain assessment blueprints.
	Distinguish between formative assessment (assessment for learning) and summative assessment (assessment of learning), and the appropriate use of each.	Demonstrate an understanding of assessment concepts, including reliability, validity, acceptability, cost effectiveness, feasibility, and educational impact.	Participate in designing assessment strategies, rules, and regulations which are clear to learners and educators, utilising accepted best practice.
	All fellows	Exm, AEPF, DSRT, EMAC-Sr, SOT, SOT-Snr, SIMG-Asr	Assessment committees
<b>2.2 Utilise appropriate assessment instruments</b>	Describe the purposes of different assessment instruments.	Assess learners in summative assessments, utilising a range of assessment instruments.	Integrate the range of assessment instruments used in summative assessment into a coherent, fair, and robust assessment strategy.
	Utilise a basic range of methods to assess learners, emphasising assessment for learning.	Recognise and manage potential bias and conflicts of interest when utilising assessment instruments.	Make high-stakes professional judgements in the assessment of learners.
	All fellows	Exm, SIMG-Asr	Assessment committees
<b>2.3 Develop assessment instruments and resources</b>	Recognise that robust assessment practices are integral to ensuring transparency, social justice, and effective educational practice.	Construct assessment items for use in summative assessments.	Lead design and development of assessments utilising accepted best practice.
	All fellows	Exm	Assessment committees
<b>2.4 Evaluate the instruments used to assess learning</b>	Recognise that assessment practices require continuous monitoring and improvement.	Contribute to standard setting process under guidance, for learner progression or assessment.	Apply standard setting procedures relevant to the assessment instrument.
		Use assessment reports and experience in assessing to contribute to assessment quality assurance procedures.	Interpret technical data about effectiveness of assessment practices. Prepare assessment reports for learners, educators, and other stakeholder groups.
	All fellows	Exm, SOT, SIMG-Asr	Exm-Asr, Assessment committees

## Domain three: Designing and planning learning

Element	Knowing and doing	Understanding and adapting	Oversight and development
<b>3.1 Identify learning needs to establish learning outcomes</b>	Identify learning needs for learners in a specific setting based on available information, in order to determine learning outcomes.	Define learning outcomes based on learning needs for a workshop, module, or subject area.	Conduct complex learning needs analyses including those of learners, groups, professions, or healthcare systems.  Define learning outcomes for a whole course or program.
	All fellows	AEPF, EMAC-Ins, DSRT	Evaluation and development committees
<b>3.2 Develop content and educational strategy</b>	Recognise that teaching and learning principles should be incorporated into an educational strategy.  Develop educational content based on identified learning needs.	Apply teaching and learning principles in the design of a workshop, module, or subject area.  Develop and organise learning resources for a workshop, module, or subject area.	Apply teaching and learning principles in curriculum design for a whole course or program.  Coordinate learning resource development and organisation for a whole course or program.
	All fellows	AEPF, EMAC-Ins, DSRT	EMAC-Sr, Evaluation and development committees
<b>3.3 Plan content delivery and assessment</b>	Identify different teaching and learning methods, and how they may be used effectively.  Plan a learning session for learners in a specific setting.	Modify teaching and learning based on learning outcomes, feedback, and reflection.	Coordinate planning and design of content delivery and assessment for a whole course or program.
	All fellows	AEPF, EMAC-Ins, DSRT	Evaluation and development committees
<b>3.4 Manage and evaluate education program</b>	Seek feedback from learners on educational interventions to improve future practice.	Incorporate feedback from learners and teachers into evaluation for workshop, module, or subject area.  Evaluate and improve all educational activities.	Uses feedback data from multiple learner groups to inform educational strategy at an institutional or wider level.  Conduct, interpret, act on, and disseminate evaluation of whole course or program.
	All fellows	AEPF, EMAC-Ins, DSRT	EMAC-Sr, Evaluation and development committees

## Domain four: Educational leadership and management

Element	Knowing and doing	Understanding and adapting	Oversight and development
4.1 Lead and manage educational teams and resources	<p>Take professional responsibility for own role in local education.</p> <p>Demonstrate basic leadership qualities, including integrity, approachability, accountability, and collegiality.</p> <p>Recognise the influence and importance of role-modelling in educator role.</p> <p>Utilise effective communication strategies when interacting with learners and colleagues.</p> <p>Function effectively within a team.</p>	<p>Collaborate with other educators to achieve project goals and desired outcomes.</p> <p>Demonstrate positive role model behaviour through exemplary professional behaviour and relationships.</p> <p>Manage educational teams, programs, and resources at a local level.</p> <p>Promote the professional educator identity locally.</p>	<p>Lead, formulate, develop, and integrate a range of educational interventions and programs.</p> <p>Lead, engage, and motivate educators to achieve project goals and desired outcomes.</p> <p>Manage educational teams, programs, and resources, including individuals and financial resources beyond a local level.</p> <p>Lead the advancement of medical education and professional educator identity beyond a local level.</p> <p>Contribute to strategic direction of education and training beyond a local level.</p> <p>Recognise and manage poor performance in educators.</p>
	All fellows	SOT, AEPF, Exm, EMAC-Ins, SIMG-Asr	SOT-Sr, Exm-Asr, EMAC-Sr, All education committees
4.2 Implement and develop educational governance	<p>Adhere to the standards set by statutory and other regulatory bodies in provision and quality assurance of medical education.</p>	<p>Supervise application of existing educational standards or governance frameworks in provision and quality assurance of medical education.</p>	<p>Develop effective educational standards or governance frameworks.</p>
	All fellows	SOT-Jr, DSRT, SOT, SOT-Sr, TAC-Insp	Evaluation and development committees
4.3 Support and develop coaching and mentoring	<p>Recognise the basic principles of coaching, mentoring, and professional development.</p>	<p>Support a coaching or mentoring scheme for learners or novice educators.</p> <p>Support the professional development of educators, including learners with an interest in educator roles.</p>	<p>Mentor and support professional development of educators in their roles, including as researchers and project leads.</p>
	All fellows	SOT, DSRT, AEPF, Exm, SIMG-Asr	EMAC-Sr, Exm-Asr, TAC-AO, SOT-Snr, All education committees
4.4 Recruit and select learners and educators	<p>Demonstrate awareness of fair and equitable selection processes for learners.</p>	<p>Lead systems that support fairness and equity of selection and recruitment of learners at a local level.</p>	<p>Lead systems that support fairness and equity in recruitment and selection of learners and educators, with impact beyond a local level.</p>
	All fellows	SOT	SOT-Sr, EMAC-Sr, All education committees

## Domain five: Educational research and scholarship

Element	Knowing and doing	Understanding and adapting	Oversight and development
<b>5.1 Understand medical education theory</b>	Describe the principles of adult learning relevant to medical education, including individual learning styles and approaches to learning.	Apply a range of educational theories and principles.  Describe programmatic assessment and its implications with workplace-based assessments.	Integrate educational theories and principles into a whole course or program.
	All fellows	AEP-F, DSRT, Exm, EMAC-Ins, SOT, SIMG-Asr	EMAC-Sr, Evaluation and development committees
<b>5.2 Critically evaluate medical education literature</b>	Describe the principles of critical appraisal and peer-review.	Critically evaluate medical education literature and apply evidence to educational practice.	Critically evaluate medical education literature at an advanced level and apply evidence to educational oversight and practice.
	All fellows	AEP-F, DSRT, EMAC-Ins	EMAC-Sr, Evaluation and development committees
<b>5.3 Conduct medical education research</b>	Recognise different approaches to producing new knowledge in medical education research, including quantitative and qualitative approaches.	Participate, under guidance, in implementation of high-quality medical education research.	Design, supervise, and manage high-quality medical education research.
	All fellows	AEP-F	Evaluation and development committees
<b>5.4 Manage medical education projects</b>	Support medical education project group activities at a local level.	Coordinate medical education project groups at a local level.	Design, supervise, manage, and evaluate medical education projects.
	All fellows	AEP-F, Exm	Evaluation and development committees

## Domain six: Educational environment, quality, and safety

Element	Knowing and doing	Understanding and adapting	Oversight and development
<b>6.1 Establish an environment for learning</b>	<p>Foster and promote a supportive and psychologically safe educational environment.</p> <p>Establish positive working relationships and communicate effectively with learners.</p> <p>Promote a culture that emphasises equity and social justice, and is free from discrimination, bullying, and harassment.</p> <p>Recognise the influence of unconscious bias on teaching, learning, and assessment.</p>	<p>Promote a culture of high-quality teaching and learning.</p> <p>Identify poor role models and undesirable teaching practices to diminish their impact on learners.</p> <p>Take action to deal with bullying and any offensive, humiliating or intimidating behaviours.</p> <p>Identify aspects of the educational environment that are potentially influenced by unconscious bias and take steps to diminish the impact on learners.</p>	<p>Assess the educational environment, and identify and act on areas for improvement with involvement of learners and educators.</p> <p>Encourage open communication, understanding, and mutual respect between educators, multi-disciplinary teams, and learners.</p> <p>Respond to complaints immediately and take reasonable actions to prevent discrimination, bullying, or harassment.</p> <p>Implement strategies to minimise the effects of unconscious bias in the educational environment.</p>
	All fellows	SOT-Jr, SOT, DSRT, EMAC-Ins, AEP-F	SOT-Sr, TAC-insp, All education committees
<b>6.2 Support learners in their personal and professional development</b>	<p>Identify and support learners experiencing difficulties, and escalate as appropriate.</p> <p>Support learners in achieving their learning goals.</p>	<p>Create structures to identify and support learners experiencing difficulty.</p> <p>Proactively manage learners experiencing difficulty.</p> <p>Ensure equity for learners and actively promote diversity in discharging educational responsibilities.</p>	<p>Guide educators with the review, support, management, and remediation of learners experiencing difficulty.</p> <p>Facilitate the resolution of conflict within the learner/educator relationship.</p>
	All fellows	SOT, EMAC-Ins, AEP-F	SOT-Sr, Evaluation and development committees, Training committees
<b>6.3 Provide safe and effective patient care</b>	<p>Provide appropriate supervision levels to ensure safety of patients and learners.</p> <p>Identify risks to patient safety and learner wellbeing, and intervene when necessary.</p> <p>Work within appropriate clinical governance and risk management frameworks.</p>	<p>Identify and allocate clinical duties for learners that are appropriate to their level of training.</p> <p>Prioritise learner wellbeing when allocating clinical duties and work hours.</p> <p>Balance the needs of training with service delivery.</p>	<p>Create rules and structures to ensure appropriate supervision of learners in the workplace.</p> <p>Monitor appropriate allocation of learner clinical duties and work patterns, taking action when necessary.</p>
	All fellows	SOT-Jr, SOT	SOT-Sr, TAC-AO, Evaluation and development committees, Training committees
<b>6.4 Evaluate and quality assure</b>	<p>Recognise that educator evaluation and feedback is integral to improving educator performance and learner experience.</p> <p>Adopt strategies for self-assessment and seeking feedback on educational practices to identify areas for development.</p>	<p>Engage in ongoing professional development relevant to educator role.</p> <p>Model a lifelong learning approach.</p>	<p>Create structures for educators to gain competencies required for their role.</p> <p>Monitor and evaluate educator effectiveness and act to improve performance of educators when required.</p> <p>Encourage and support professional development of educators.</p>
	All fellows	SOT-Jr, DSRT, SOT, AEP-F, Exm, EMAC-Ins, TAC-Insp, SIMG-Asr	SOT-Sr, EMAC-Sr, Exm-Asr, All education committees