

	HONG KONG COLLEGE OF EMERGENCY MEDICINE 香港急症科醫學院	Document No.	EC-FE-TF-001-V1
		Issue Date	24 Sep 2024
	<u>Subject</u> Framework of Educators and Teaching Faculty of the Hong Kong College of Emergency Medicine	Review Date	31 Dec 2027
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# Framework of Educators and Teaching Faculty of the Hong Kong College of Emergency Medicine

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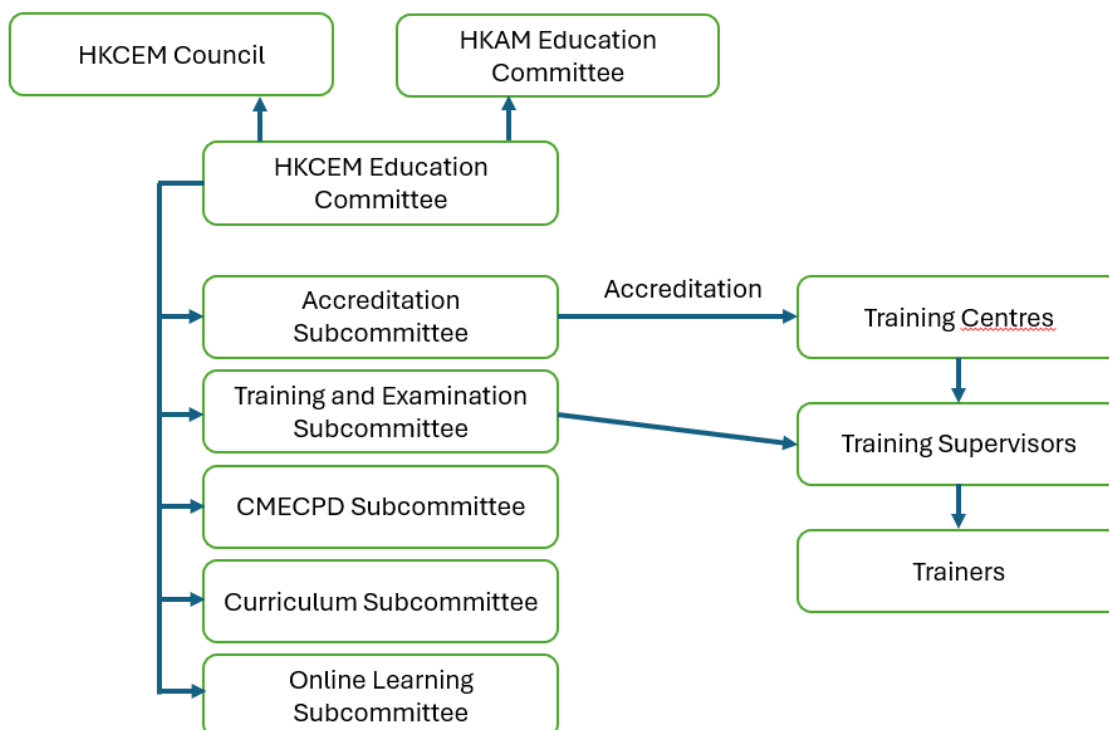
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## Background

Postgraduate medical education is an essential duty of the Hong Kong college of Emergency Medicine (HKCEM). Competency-based medical education (CBME) is global direction of medical education as well as the direction of HKCEM and the Hong Kong Academy of Medicine (HKAM). Competency-based medical education does not only emphasize on clinical competency, but on specialists' abilities and competencies based on societal and patient needs. Workplace-based assessment, including Entrustable Professional Activities (EPA), are core components of CBME and programmatic assessment. Key enabler of CBME is training faculty development. This is inevitable in order to achieve high quality PGME. This also aligns the direction of PGME of the Hong Kong Academy of Medicine in the 2023 position paper (<https://www.hkmj.org/system/files/hkmj2310942.pdf>).

By investing in the continuous growth and development of its faculty, the college and training centres could foster a culture of educational excellence, ensure the delivery of high-quality training, and ultimately, train up emergency physicians who are better prepared to provide outstanding patient care in the ever-changing healthcare landscape.

## Framework of Educator and Teaching Faculty



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The accreditation subcommittee of the Education Committee will accredit each training centres every 5 years or when there is major change in the setting of the training centre. The training supervisor is the single key-person to oversee and supervise all training matters of the trainees of Emergency Medicine and the Basic Surgical Trainees of the HKICBSC. On succession, the training supervisor should be nominated by the preceding training supervisor and the Chief of Service of the training centre. It should be supported and appointed by the Education Committee. Each 6 months, the chairman of the Training and Examination Subcommittee would call for training supervisor meeting to coordinate training matters and progress of all trainees and training centres.

### **Roles and Duties of Training Supervisors of Training Centres**

1. Facilitate trainees to achieve their training milestones and completion of mandatory courses
2. Supervise trainees clinical rotations, including higher trainee EM rotations and elective rotations.
3. Facilitate and support trainees in the research and service improvement projects to fulfill the college training requirement
4. Maintain close connection and communication with trainees and coach on their progress and performance
5. Regularly monitor trainees training progress using ePortfolio
6. Facilitate trainees preparation for high-stake professional examinations
7. Vetting of the submitted documents, information and examination applications in ePortfolio
8. Leader role of training faculty development in the training centre. Engage trainers and EPA assessors, and update the Education Committee of any changes in trainer faculty

### **Roles and Duties of Trainers of Training Centres**

1. Trainers are expected to be equipped with modern medical education knowledge and skills, to facilitate the workplace-based assessment
2. Trainers should obtain the assessor status of Entrustable Professional Activities (EPA) to conduct EPA workplace-based assessment for trainees to facilitate their learning as well as points in programmatic assessment.
3. Conduct teaching in departmental monthly training events and college-tutorials
4. Support the training supervisor in coaching trainees along their training pathway

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## Eligibility to apply to be college trainer and Training Faculty induction course

Trainers would need to be

1. Either
  - Fellow of the Hong Kong College of Emergency Medicine (FHKCEM), OR
  - Certification for Specialist Registration (CSR) under Emergency Medicine

AND
2. Registered under Specialist Register by Medical Council of Hong Kong.

AND
3. Nominated by the training supervisor of the training centre

AND
4. Working in the emergency department of the designated training centre. Pro-rata projection of working hours in the training centre would be adopted for non-full time trainers during manpower review and calculation of trainer-trainee ratio.

AND
5. Attended the college teaching faculty induction course, the Essential Skills in training and education for Emergency Medicine (ESTEEM) course.

The Essential Skills in training and education for Emergency Medicine (ESTEEM) course is the college-approved induction course for trainers of Emergency Medicine. The Learning outcomes of the ESTEEM course include but not limited to:

1. List and explain the common theories or principles of andragogy relevant to clinical education and discuss how they inform contemporary practice.
2. Discuss some current trends in clinical education and how they comply with the theories.
3. Plan various instructional methods that are tailor-made to address different learning gaps.
4. Comprehend and demonstrate a few tactics to facilitate learning in classroom.
5. List a few important considerations in preparing learning materials.
6. Practice small group learning tactics.
7. Practice to design a training course curriculum with simple steps.

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8. List the importance and methods of need assessment for a training course.
9. Write observable learning outcomes according to the objectives of the course.
10. Define and describe a few important contemporary concepts of assessment.
11. Contrast conventional summative assessment with formative assessment.
12. Discuss the characteristics and tools of workplace-based assessment
13. Explain the important points of clinical feedback.
14. Discuss the salient points of feedback literacy
15. Formulate strategy to support learners with difficulty
16. List the important roles of simulation as a learning tool.
17. Discuss the basic components of gamification in learning.
18. List various aspects of course evaluation and describe methods of conducting course evaluation.
19. Experience a few important tactics of online teaching and learning in a couple of e-learning platforms.

Starting by 2000, all new trainers must have attended ESTEEM before application to be the college trainer. We also encourage existing trainers to take ESTEEM so that in the near future, all trainers in the college have undertaken basic trainings in clinical education.

ESTEEM is the prerequisite to apply to be college trainer. Trainers would need to go through the online learning materials on how to conduct EPA, and pass the mini-quiz in ePortfolio before they can obtain the EPA assessor status. All EPA activities are conducted by the ePortfolio of the college including web portal and mobile apps to facilitate internal quality assurances and monitoring.

Prefellows, who had passed the Exit Examination of Emergency Medicine but not yet fulfilled all training requirements, are eligible to apply to be EPA assessors.

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## Trainer engagement and acknowledgement

Cultivation of distinguished image of clinical educators and engagement of trainers is one essential key of success in CBME. Feedback literacy of both trainers and trainees, as well as the communication are essential. Training supervisor of individual training centre would be the pivotal person in the faculty development and trainer engagement in the training site to provide guidance and support for trainees. Positive feedback gadgets were in ePortfolio apps for trainees to delivery positive messages and evaluation to trainers with had delivered excellent teaching. The college would direct on engagement and establishment of the clinical educator faculty.