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Letter to the editor

(471 words including title and references)

Supporting the Recruitment, Retention, and Progression of Clinical Academics: The Academy of Medical Educators

The author is a Fellow and member of the Academy of Medical Educators' Board of Trustees

Supporting the Recruitment, Retention, and Progression of Clinical Academics: The Academy of Medical Educators

Kehoe et al (1) have produced an excellent set of 12 tips to support the recruitment, retention, and progression of clinical academics (CA). They rightly argue that their suggestions represent positive and practical responses to many historical, cultural, and systemic issues within academia that have led to a burned out and disaffected workforce with high attrition rates and unclear career paths.

They argue that “In order to recruit and retain CAs, their remit, role, and skills should be more clearly defined, publicised, appreciated, and promoted.” With this precise object in mind, the Academy of Medical Educators (AoME) was established in 2006 as a UK-based not-for-profit charitable trust. (2) In 2009 it published its first set of *Standards for Medical, Dental and Veterinary Educators* that authoritatively outline core values and five domains of activity and practice shared by individuals, clinical and non-clinical, in teaching and scholarship roles throughout the continuum of healthcare. The latest edition (published 2021)(3) outlines four levels of progression reflecting different stages of career development from early career to senior leader. The *Standards* are in regular use worldwide to underpin recruitment, review and promotion decisions and form the basis of many educational curricula including the UK’s scheme to accredit educational and clinical supervisors (4). They offer a curriculum and road map against which CAs can plot their progress and development and be guided towards further excellence in their roles.

After researching, developing, and publishing the *Standards*, AoME has since set about using them as a basis for a system of Membership and Fellowship that allows healthcare educators to be recognised for their skills, achievements, and commitment to teaching excellence. Nearly 2,000 successful applicants from across the world have been recognised under this scheme in the past decade with the award of post-nominals: MACadMED and FAcadMED. AoME will be introducing a new level – Principal Fellow – in 2023 which will recognise senior leaders in the field.

The motto of the Academy of Medical Educators is ‘Improving patient care through teaching excellence’. Through its *Standards* and associated programmes aimed at increasing recognition of the pivotal role of CAs in maintaining and improving standards of education, training and practice for the healthcare practitioners of the future, a more cohesive and supported network may be developed for the future.

1. Kehoe, A., Crampton, P., Buchanan, J. *et al.* Tips to Support the Recruitment, Retention, and Progression of Clinical Academics. *Med.Sci.Educ.* 2022. <https://doi.org/10.1007/s40670-022-01512-1>
2. Bligh J, Brice J. The Academy of Medical Educators: a professional home for medical educators in the UK. *Med Educ.* 2007;41(7):625-7

3. Academy of Medical Educators. *Professional Standards for Medical, Dental and Veterinary Educators*. 2022. <https://www.medicaleducators.org/Professional-Standards> Accessed 31 March 2022.
4. General Medical Council. *Recognising and Approving Trainers: The Implementation Plan*. 2021. https://www.gmc-uk.org/-/media/documents/approving-trainers-implementation-plan-aug-12-v2_pdf-66144233.pdf Accessed 31 March 2022.