

Healthcare educator capability framework

Foreword

As chair of the Victorian Healthcare Education Leaders Network (VHELN), it is my great pleasure to introduce the Healthcare Educator Capability Framework, an essential resource designed to enhance the capabilities of our healthcare education workforce across Victoria. In a rapidly evolving healthcare system, the specialist practice of healthcare education cannot be underestimated, and educators are the critical link to maintaining a skilled and competent workforce, equipped to adapt to the ever-changing healthcare needs of our community. This framework is designed to empower our educators, whether in nursing, medicine, allied health, or midwifery, by providing a structured pathway for professional development. It reflects the collective input from our growing network, ensuring that all voices contribute to shaping a competent and effective healthcare education system.

Our network, established in 2023, has grown to encompass a diverse group of healthcare education leaders from metropolitan, rural, and regional services. This collective strength has enabled us to identify key priorities, including the urgent need for a common framework to support educator capability development. By articulating the scope of educational practice and providing a structured pathway for growth, this framework addresses the pressing challenges many educators face in supporting our workforce to deliver high-quality healthcare.

The significance of this framework cannot be overstated. It not only enables individuals to reflect on their capabilities, but also provides structure for supervisors, managers and organisations to guide staff development and feedback. Its applicability across different professional contexts is another highlight, resultant from the network collaboration.

I urge all staff working within education roles to actively engage with this framework. By leveraging our collective capabilities, we can foster a culture of continuous improvement in healthcare education that goes beyond professional development and enables a skilled and modern workforce capable of delivering world-class healthcare.

In closing, I offer my sincere gratitude to the members of the VHELN for lending their collective expertise in the development of the framework, and for their ongoing leadership in the training and development of our healthcare workforce across Victoria.

Jade Murphy
Chair
Victorian Health Education Leaders Network
October 2024

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Healthcare education in Victoria

The governance of health service provision in Victoria is devolved to individual health services. This structure often results in siloed effort of health services and professional disciplines including expectations of educators within the healthcare system.

The Victorian Healthcare Education Leaders Network (VHELN) was established in 2023 and is a growing group of healthcare education leaders from metropolitan, rural and regional healthcare services across Victoria. Members comprise both leaders who hold responsibility for multiprofessional groups and those who represent a specific profession (inclusive of Allied Health, Midwifery, Medicine and Nursing) and are from multiple sectors (public health, private health and public service). Input is sought from other key education leadership groups such as the Directors of Nursing and Midwifery Education (DoNME), Allied Health Clinical Educators Network (AHCEN), Medical Education Officer (MEO) committee and the statewide simulation network to ensure broad consultation and collaboration. As at August 2024, the network has 79 members representing over 50 services.

The VHELN collectively identified supporting educator capability development as one of its key priorities. The first step in addressing this priority was to develop a capability framework for healthcare education roles.

Overview

Teaching and training of consumers, students and staff is a core component of working in healthcare. Learning how to provide education within the healthcare context is not explicitly taught in pre-registration healthcare courses, but often 'picked up' via experiences within the workplace, or more formally through post-graduate education. As with all areas of specialist knowledge, novice practitioners often "don't know what they don't know".

This framework is designed to articulate the scope of educational practice in a healthcare setting and provide a stepped pathway to developing capability for those specialising in healthcare education. It is aimed at healthcare staff who are currently working in educational roles, have a portion of their role dedicated to education, or are interested in transitioning into such roles in the future.

This framework can be used in the following ways:

1. Individuals can utilise the capability statements to reflect on, and self-assess, their current capabilities and target their professional development needs.
2. Individuals can utilise the capability statements and terminology to assist them to articulate, and demonstrate evidence of, their capabilities when applying for more senior roles.
3. Supervisors can use the capability statements and terminology to provide feedback to staff and guide their development.
4. Managers can use the capability statements and terminology in recruitment processes - such as including in position descriptions, interview questions, and feedback to unsuccessful candidates.

The framework was initially developed based on the work of the WHO (2016) and then mapped to the domains of educator competency identified by Sidhu et al (2023).

The four proficiency levels within the framework are not intended to align with any particular role classifications or grading. The framework should be read in conjunction with relevant Enterprise Agreement and professional standards of practice. The capability statements illustrate the degree of knowledge, skill and ability required for effective performance at each level. These indicators are not an exhaustive list, nor is every indicator necessarily relevant to every role.

How to use the framework

Using the framework as an individual:

1. Read/ interact with capability statements.
2. Self-identify the level that most describes your current capabilities. Use Appendix A to capture your thoughts.
3. Identify your strengths and areas for development - share this with your supervisor or manager to get additional feedback. Build a spider diagram of your current capability (see Appendix B).
4. Identify educational professional development goals - what are you aspiring to and what areas do you want to improve? Use Appendix C to capture your thoughts and Appendix D for further ideas or inspiration.
5. Identify the workplace learning opportunities and external learning opportunities that are available to improve your educational capability (see Table 7 for some suggestions of workplace learning opportunities).
6. Apply your learning in your workplace.
7. Seek feedback on your performance and development.
8. Use the framework to reassess your new capability and set new goals.

Using the framework for a team:

Individual capability development level ratings for each domain can be combined to demonstrate the combined strengths of a team and areas for potential development. It may also highlight team members with strengths that are unique or different from other members, who can then be harnessed for development and leadership in that area. There are a number of ways this can be achieved:

1. Generate individual profiles for each team member on the same spider diagram.
2. Ask each team member to submit their individual development level for each domain. This can be analysed for median (average), mode (most common result), range (spread of results) and outliers.
3. Team members can enter results anonymously using online survey or polling applications. Results can then be displayed in a number of different formats.

Using the framework as a manager/organisation:

Supervisors can use the capability statements to provide feedback to staff and guide their development.

Managers can use the capability statements in recruitment and performance processes:

- map the relevant capability statements to roles within your team and articulate them in position descriptions and other performance expectations documents.
- utilise the relevant capability statements to formulate interview questions and provide feedback to unsuccessful candidates.

Capability domains

The domains utilised within the capability framework are those described by Sihu et al (2023) following their integrative review. The review identified 67 related educator competency documents which were thematically analysed to identify the six domains. The domains of educator competence were consistent across, and applicable to, a range of healthcare professions.

1. **Teaching and facilitating learning (T)**: the promotion of learning using appropriate methods and resources, including assessment for learning (formative assessment, often called feedback).
2. **Designing and planning learning (D)**: the pathway of creating a structure to teaching, from basic lesson plans to entire programme curricula, from needs assessment to delivery, assessment, and evaluation.
3. **Assessment of learning (A)**: the knowledge and practice of conferring judgement on competence using appropriate tools and resources, and delivering feedback based on that judgement.
4. **Educational Research and Scholarship (R)**: the systematic inquiry into educational theory and learning, to advance the science and practice of clinical education.
5. **Educational Leadership and Management (L)**: the governance of and support for individuals and teams of educators, including collaboration, professionalism, recruitment, role-modelling, coaching, and mentoring.
6. **Educational Environment, Quality and Safety (E)**: the provision of effective and safe learning environments, incorporating learner-centred approaches and consumer safety, to achieve cultural change in education and improved clinical outcomes.

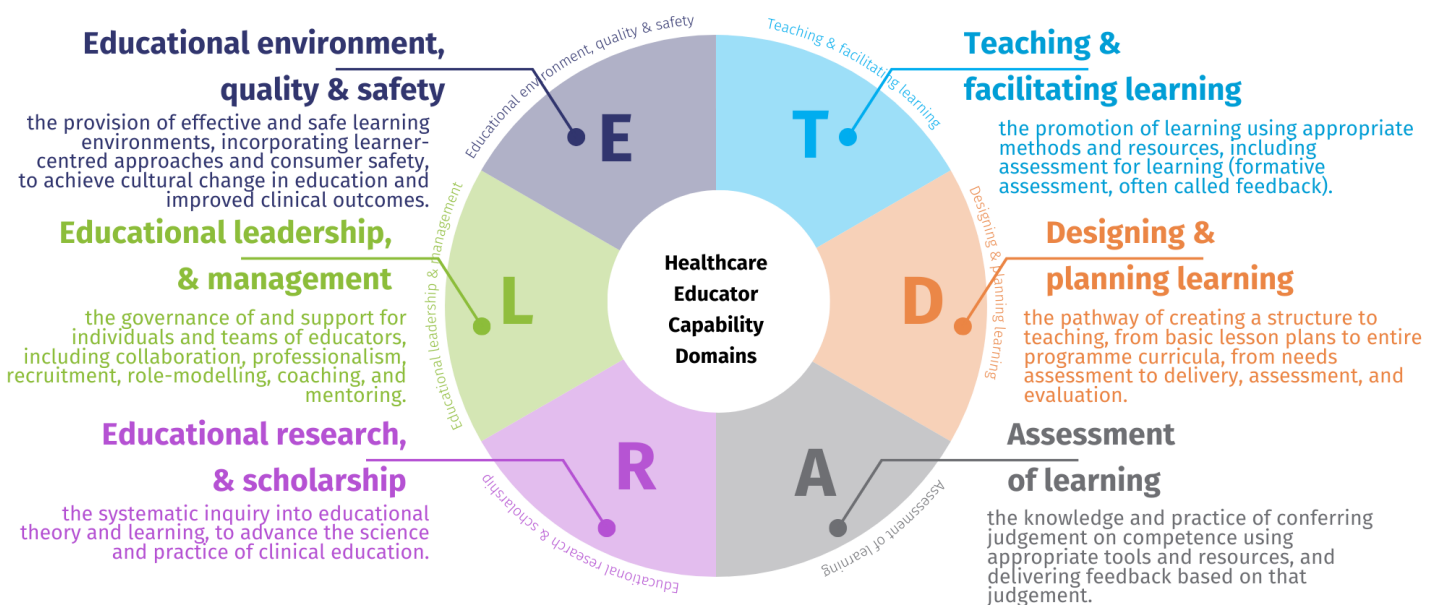


Figure 1. Framework domains

Capability levels

The framework identifies four capability development levels as key progression points that occur within all domains:

1. Foundational
2. Consolidating
3. Accomplished
4. Leading

The entry point (“foundational” level) of the framework is targeted at healthcare staff who are currently working in educational roles or have a portion of their role dedicated to education (beyond supervision and learning support that is a component of every healthcare professional’s role).

The framework is based on the following concepts:

- Different roles and experiences will lead to growth in domains which may not be linear/consistent.
- Experience as a clinician or in other roles prior to working in education, may mean that not everyone enters a dedicated healthcare education role at a foundational level in every domain.
- Each subsequent level assumes the relevant capabilities described in the previous level have been met.
- Capability development levels are not intended to map to specific roles or grades.

Diagrammatically, the development rings present as lines moving concentrically from the centre to the periphery of a pie chart, which converts this to a spider chart (or radial graph) as shown in Figure 2.

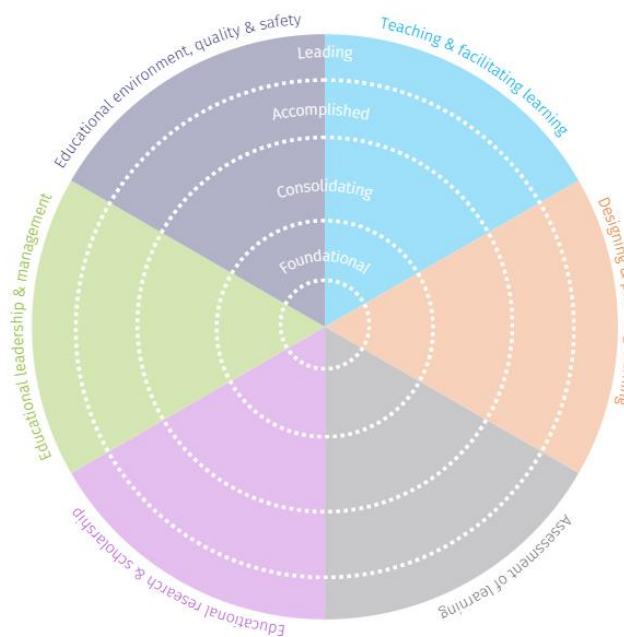


Figure 2. Capability framework domains and development levels

Capability statements

Domain T: Teaching & facilitating learning

Teaching and facilitating learning describes the promotion of learning using appropriate methods and resources, including assessment for learning (formative assessment, often called feedback).

Foundational	Consolidating	Accomplished	Leading
T1.1 Utilise adult learning principles when teaching	T2.1 Select and apply a number of different educational theories and philosophies when teaching in the workplace	T3.1 Utilise contemporary educational theories, curriculum development and instructional design principles specific to clinical contexts	T4.1 Guide and mentor development and implementation of education, reflective of organisational processes and best-practice standards
T1.2 Support psychological safety in learning, incorporating elements to promote learners feeling included, valued, comfortable to make contributions, take risks, and ask questions	T2.2 Analyse learning domains (cognitive, affective and psychomotor) and identify contextual applications in teaching	T3.2 Use health professions co-design principles when developing content and programs	T4.2 Provide constructive feedback to others on learning and teaching strategies to support professional development of colleagues
T1.3 Adapt education approach to suit the needs of diverse learners	T2.3 Purposefully analyse, scaffold and integrate learning content within education sessions and/or modules	T3.3 Select and apply a diversity of teaching strategies: Flipped classroom, case or problem-based learning, lectures or facilitated discussion, virtual or in-person seminars/ workshops, technology enabled integration, simulation/role play, interprofessional education	T4.3 Develop capabilities of less experienced educators
T1.4 Provide supervision and coaching to learners	T2.4 Facilitate small group learning experiences (virtual & in-person) that are interactive, enhances clinical reasoning and achieves learning outcomes		
T1.5 Provide advice and support for learners to meet learning goals	T2.5 Establish interprofessional relationships and collaborative practices, co-facilitate interprofessional education		
T1.6 Teach clinical skills	T2.6 Co-facilitate simulation-based education		

Table 1: Domain T capability statements

Domain D: Designing & planning learning

Designing and planning learning is the pathway of creating a structure to teaching, from basic lesson plans to entire programme curricula, from needs assessment to delivery, assessment, and evaluation.

Foundational	Consolidating	Accomplished	Leading
D1.1 Formulate personal learning objectives for novices and/or self	D2.1 Develop learning objectives/ outcomes for modules/ in-services/ workshops	D3.1 Develop program lesson plans and/or simulation scenarios	D4.1 Design, develop and implement learning programs
D1.2 Participate in the identification of learning needs for individuals or groups of novice learners	D2.2 Conduct learning needs analysis to inform educational strategies and content	D3.2 Perform learning needs analysis assimilating multiple variables to inform education strategies and content (Questionnaires, incident/risk data, LMS logs, data reports, consumer feedback)	D4.2 Develop contemporary curriculum aligned with education theory, pedagogical principles & practices, purpose, and workforce needs
	D2.3 Develop lesson plans for face-to-face content	D3.3 Build innovative interactive eLearn programs, with appropriate creation and application of audio-visual materials	D4.3 Perform environmental scanning to predict organisational learning needs, and apply multiply variables to provide recommendations for education strategies
	D2.4 Design and develop learning content- single discrete courses in the learning management system, incorporating eLearn modules, with support	D3.4 Design, develop and implement complex multiple courses within the learning management system	D4.4 Apply transformational and experiential strategies to build contextually based knowledge, skills and abilities of healthcare workforce
		D3.5 Apply relevant best-practice education principles (interprofessional, codesign, simulation etc.) to education planning and design	D4.5 Incorporate a variety of information technologies within teaching, and mentor others in application of suitable technology enabled learning tools and techniques

Table 2: Domain D capability statements

Domain A: Assessment of learning

Assessment of learning (summative assessment) is the knowledge and practice of conferring judgement on competence using appropriate tools and resources, and delivering feedback based on that judgement.

Foundational	Consolidating	Accomplished	Leading
A1.1 Conduct fair and valid clinical assessments with established assessment criteria	A2.1 Undertake formative and summative assessments with objectivity and fairness, and provide timely constructive feedback	A3.1 Select from a variety of assessment methods to evaluate learning, capability or competency, relative to the learning domain	A4.1 Conduct programmatic assessment, incorporating complex data reporting
A1.2 Provide 1:1 constructive feedback with sensitivity	A2.2 Construct robust clinical skills assessment tools utilising assessment templates	A3.2 Develop evaluation questions/ tools to evaluate teaching methods and learner experiences relative to achieving learning needs and outcomes	A4.2 Develop and validate a variety of assessment tools and methods to evaluate learning, competency, teaching methods and educational outcomes
A1.3 Contribute to program evaluation	A2.3 Lead collaboration with learners and colleagues to review course content and delivery with the view for improvement of the learning/teaching activities	A3.3 Lead collaboration with a broad audience to review education programs with the view to improve learning/teaching activities	A4.3 Utilise a variety of strategies to monitor, assess and evaluate education programs from an organisational need and context
			A4.4 Provide guidance on assessment and evaluation methodologies, relative to licensing and certification protocols

Table 3: Domain A capability statements

Domain R: Educational research & scholarship

Educational research and scholarship is the systematic inquiry into educational theory and learning, to advance the science and practice of clinical education.

Foundational	Consolidating	Accomplished	Leading
R1.1 Review and apply research and guidelines to support contemporary evidenced-based clinical practice	R2.1 Review, evaluate and apply research to enable contemporary evidenced-based clinical and educational practices	R3.1 Synthesize research to engage with peers in scholarly discussion and critical inquiry, addressing educational and practice based problems	R4.1 Conduct scholarly writing and publication
R1.2 Encourage questioning and reflection	R2.2 Engage with staff and students to incorporate research into practice	R3.2 Participate in research or quality improvement education projects	R4.2 Lead research or quality improvement education projects

Table 4: Domain R capability statements

Domain L: Educational leadership & management

Educational leadership and management describes the governance of and support for individuals and teams of educators, including collaboration, professionalism, recruitment, role-modelling, coaching, and mentoring.

Foundational	Consolidating	Accomplished	Leading
L1.1 Demonstrate effective verbal communication skills that incorporates active listening, promotes collaboration/ teamwork and establishes partnerships	L2.1 Contribute to reviews of organisational documents such as policies, clinical practice guidelines, staff and consumer information etc.	L3.1 Role model the use of information technologies to support teaching and learning process (virtual and in person)	L4.1 Invite 360° feedback, role modelling a culture of constructive feedback for improvement and development
L1.2 Foster local working relationships with clinical leaders, staff and education team	L2.2 Demonstrate effective written and verbal communication skills that incorporates active listening, promotes teamwork, partnerships and inclusivity	L3.2 Share expertise in clinical practice to foster innovation	L4.2 Collaborate with, or undertake leadership roles with professional associations outside organisation
L1.3 Engage with consumers 1:1 alongside learners	L2.3 Build collaborative partnerships with local key stakeholders	L3.3 Demonstrate intercultural and interdisciplinary competence in design and development of learning activities	L4.3 Demonstrate and advocate for intercultural and interdisciplinary competence in practice and learning
L1.4 Maintain awareness of the organisation's Strategic and Business plans and their links to education	L2.4 Consult with consumers in the design, development, delivery and evaluation of education and learning	L3.4 Build interprofessional collaborative partnerships with key stakeholders	L4.4 Foster and maintain interprofessional collaborative partnerships with internal and external stakeholders
L1.5 Develop time management strategies and appropriately prioritise learning support based on safety and risk	L2.5 Link organisational plans, goals and National Standards with the aim and outcomes of proposed/ revised educational programs	L3.5 Role model and support professional/ interpersonal communication when facilitating education with a diverse range of consumers and/ or colleagues	L4.5 Engage with consumers in the co-design of education and learning
L1.6 Advocate for education, and its contribution to the delivery of safe, personal, effective and connected care	L2.6 Contribute to the achievement of the education unit/ department business plan	L3.6 Utilise in programs and work: change management practices, opportunities and implications for Interprofessional education and collaboration	L4.6 Utilise in programs and practice: leadership theory and methodologies, management strategies, clinical governance practices
L1.7 Build and maintain collegial working relationships, supporting a positive culture of respect, caring, candour, integrity, creativity, adaptability, professionalism, and perseverance	L2.7 Contribute to Communities of practice or Special Interest Groups (clinical speciality / education)	L3.7 Mentor and support education and clinical colleagues	L4.7 Undertake strategic scanning and planning
	L2.8 Collaborate within the education team to manage fair and equitable distribution	L3.8 Facilitate Communities of practice or Special	L4.8 Participate in organisational leadership

	of education resources with course scheduling	Interest Groups (clinical speciality / education)	meetings/ workshops/ functions
	L2.9 Build multidisciplinary relationships to advocate for education reflecting the complex, dynamic interdisciplinary teams that collaborate to provide holistic care	L3.9 Contribute to the development of annual education business plans	L4.9 Develop Business cases, plans and reports
			L4.10 Develop workplace learning pathways into education

Table 5: Domain L capability statements

Domain E: Educational environment, quality & safety

Educational environment, quality, and safety describes the provision of effective and safe learning environments, incorporating learner-centred approaches and consumer safety, to achieve cultural change in education and improved clinical outcomes.

Foundational	Consolidating	Accomplished	Leading
E1.1 Demonstrate experience and currency of clinical knowledge and skills, based upon best available evidence	E2.1 Seek out, share and champion clinical practice research findings	E3.1 Demonstrate complex clinical knowledge, skills and abilities within own specialty field	E4.1 Utilise collaboration, resources, data and research to advocate and promote up-to-date, evidenced-based clinical practice
E1.2 Participate in local working groups	E2.2 Provide education representation on local working groups	E3.2 Provide education representation on committees, subcommittee or working groups	E4.2 Provide education representation on organisation-wide committees
E1.3 Maintain relevant records of discussions, training needs or education plans, and collaborate with leaders to address local concerns/needs	E2.3 Facilitate professionalism with self-reflection, goal setting and socialisation to educator role	E3.3 Demonstrate succinct report writing skills	E4.3 Demonstrate succinct persuasive report writing skills, with awareness of power distribution and relations
E1.4 Role model integrity, honesty, respect, protection of human/consumer rights, environmental protection and professional boundaries	E2.4 Role model ongoing professional development, reflective practice and advocate for education at a local level	E3.4 Role model ongoing professional development, reflective practice and advocate for education at a team/ site level	E4.4 Role model ongoing professional development, reflective practice and advocate for education at an organisational level
E1.5 Adhere to the ethical principles of autonomy, non-maleficence, beneficence and justice	E2.5 Respect copyright in the use of educational material/ audio-visuals, and ensure appropriate permissions have been obtained	E3.5 Ensure curriculum incorporates content with respect to cultural norms, human rights, ethics, equity, social justice and safe practice environments	E4.5 Integrate content related to socio-political and economic factors impacting individual and population health
E1.6 Participate in ongoing professional development and reflective practice, honouring the obligation of lifelong learning and competency to clinical practice			
E1.7 Maintain professional portfolio/ record of clinical competency			

Table 6: Domain E capability statements

Guidance on developing in each domain

The development and progression activities outlined for each level do not form a definitive list. Individuals should undertake their own investigation, including talking to peers, managers and mentors, to determine the most appropriate and achievable activities for their personal circumstances.

Domain	Foundational	Consolidating	Accomplished	Leading
Teaching & facilitating learning	<ul style="list-style-type: none"> Attend an education session facilitated by another educator, provide feedback, reflection Basic supervision/ feedback course Self-directed learning: feedback, best practice clinical learning environments, adult learning principles, communication Teach skills/processes to learners in own area of expertise and reflect on efficacy Seek opportunities to provide supervision, feedback and coaching to learners 	<ul style="list-style-type: none"> Facilitate small group learning and seek feedback, reflect on experience Co-facilitate larger or more complex group learning and reflect on implications for own practice Specific education approach courses: simulation-based education, technology-enabled learning Advanced feedback, coaching, debriefing courses Professional Development day observing with simulation and/or educator team Seek opportunities to be involved in academic teaching and/ or facilitating learning 	<ul style="list-style-type: none"> Implement a variety of teaching techniques, seek feedback and reflect on experience Co-design content with consumers Facilitate larger or more complex group learning (e.g. simulation, interprofessional, in-situ) and seek peer review Peer assisted learning course Postgraduate clinical/ health education courses 	<ul style="list-style-type: none"> Facilitate learning using multiple modes and techniques, for multi-professional groups. Reflect on practice, seek peer review and learner feedback. Seek and offer opportunities to review and provide feedback to peers on learning & teaching

Domain	Foundational	Consolidating	Accomplished	Leading
Designing & planning learning	<ul style="list-style-type: none"> Seek opportunities to participate in the identification of learning needs for individuals or groups of novice learners Review and provide feedback on learning content designed by others Self-directed learning in topics such as: conducting learning needs analysis, writing learning objectives, developing lesson plans 	<ul style="list-style-type: none"> Select a content area/skill and conduct a learning needs analysis, write learning objectives, design content, develop lesson plan. Seek peer review prior to testing with learners Book a session with the learning design team and/or peers or experts to review content/plan Review online content available relevant to LMS, learning design applications in use Review data and reports available to inform learning content Review existing course evaluation data and revise content according to feedback Professional Development day observing and/or engaging with Learning Design team 	<ul style="list-style-type: none"> Develop program lesson plans/ simulation scenarios, seek peer review and learner feedback Perform a complex learning needs analysis integrating multiple sources (survey, incident data, LMS logs, risk, standards etc.) Professional Development day observing and/or engaging with Safer Care/Quality Unit team (incident review) Design an interactive multimodal learning program and seek peer review Consider how your courses fit together in a program - book a session with the learning design team to review 	<ul style="list-style-type: none"> Develop contemporary curriculum/ program and seek peer review, learner feedback, and consumer involvement Professional Development day with education provider – co-facilitating, observing, engaging in content development

Domain	Foundational	Consolidating	Accomplished	Leading
Assessment of learning	<ul style="list-style-type: none"> Assessment of clinical skills course Seek opportunities to be involved in assessing learners in the workplace and/ or developing and using clinical assessment tools Discuss with a lead educator how their course or program is evaluated Review assessment tools in own area and consider how evidence would be collected against criteria 	<ul style="list-style-type: none"> Discuss assessments with a peer with evidence for decisions. Seek opportunities to assess the same behaviour/ skill/ content and compare results Draft a clinical assessment tool and seek peer review. Engage in course review process including taking action based on feedback Seek opportunities to be involved in academic marking 	<ul style="list-style-type: none"> Develop a course or workshop evaluation tool and seek peer and learner review Lead collaboration of a group reviewing a course/ program Develop, test and implement complex assessments 	<ul style="list-style-type: none"> Use programmatic assessment in your curriculum/ programs. Seek peer, learner and leadership review. Use assessment data to inform review.
Educational research & scholarship	<ul style="list-style-type: none"> Read key publications/ resources and reflect on implications for practice Support colleagues and learners to share findings and implement local practice change 	<ul style="list-style-type: none"> Conduct a small scale rapid review of the literature in area of chosen topic (with assistance from library) and reflect on and share implications for practice Participate in a quality improvement or research project team 	<ul style="list-style-type: none"> Lead a community of practice discussion addressing educational and practice based problems. Seek feedback from participants Conduct a quality improvement project in education Postgraduate studies with research component and/ or higher degree by research 	<ul style="list-style-type: none"> Lead a project resulting in publication and/or presentation at a conference Professional Development day observing and/or engaging with research unit Conduct a research project in education

Domain	Foundational	Consolidating	Accomplished	Leading
Educational leadership & management	<ul style="list-style-type: none"> • Communication skills course • Meet with stakeholders to discuss learning • Discuss workplace learning with consumers • Read strategic & business plans 	<ul style="list-style-type: none"> • Volunteer to be involved in review of a guideline or policy in relevant area • Seek opportunities to take on a leadership role within team on a certain task/activity • Help colleagues and learners to identify learning needs and development opportunities 	<ul style="list-style-type: none"> • Set up a mentoring relationship with novice or emerging educator/s • Seek professional development on topics such as interprofessional education, education technologies, change management • Contribute to the development of the education/ learning unit business plan • Engage consumers in the development of education content 	<ul style="list-style-type: none"> • Purposefully seek out multiple sources of feedback and reflect on own practice • Engage in coaching • Seek opportunities to take up leadership roles within associations • Seek opportunities to influence education and training approaches across the organisation • Co-produce education with consumers
Educational environment, quality & safety	<ul style="list-style-type: none"> • Join local working group • Meet with manager or team lead to address local concerns • Develop own learning plan 	<ul style="list-style-type: none"> • Seek out, share and champion clinical practice research findings • Provide representation of Education/ Learning Unit on local working groups 	<ul style="list-style-type: none"> • Seek professional development on advanced clinical/practice skills • Seek opportunities to represent Education/ Learning Unit on committees within area of expertise • Draft briefing papers or reports and seek peer and manager review • Lead/offer professional development opportunities for Education/ Learning Unit 	<ul style="list-style-type: none"> • Lead a collaborative project that leads to sustainable clinical practice change based on best practice • Mentor others to promote ongoing professional development, reflective practice and advocate for education at an organisational level • Prepare complex briefing papers or reports to influence executive decision making

Table 7: Guidance on developing in each domain

Practical application of the framework

Self-assessment and reflection

Individuals can use the capability statements to reflect on their current capability development level in each domain. Although there may be variation within each domain, by identifying the level where most of the statements apply to an individual, they can create an average level rating for each domain. This can then be utilised to recognise strengths and areas for improvement. Self-assessment is also an opportunity to note reflections and evidence of achievement.

Domain	Current level	Notes, reflections, achievements
Teaching & facilitating learning (T)		
Designing & planning learning (D)		
Assessment of learning (A)		
Educational research & scholarship (R)		
Educational leadership & management (L)		
Educational environment, quality & safety (E)		

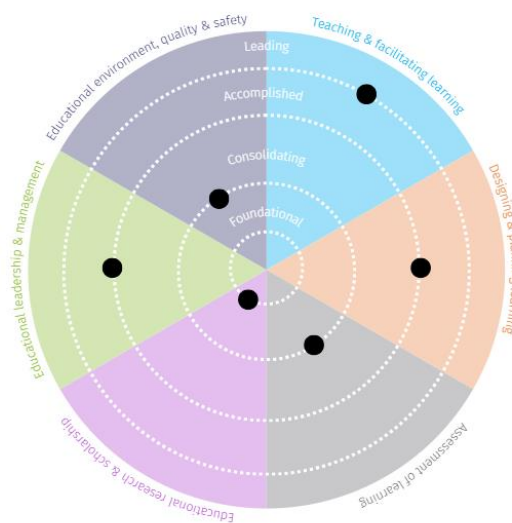
A spider diagram (also called a radial graph) can be used to chart an individual's current capability development level in each domain. Individual spider diagrams can also be overlaid to demonstrate the existing roles or knowledge, skills, capabilities and experience of a team or work area, and the aggregate data for a team or work area may also be compared against a desired outcome. The resulting images can be used to identify areas for career development.

A blank template for use in the creation of spider diagrams is available at Appendix A.

Building an individual spider diagram

Step 1: Locate the first domain you want to enter in the framework.

Step 2: Determine which development level you are working within for that domain and draw a dot in the corresponding section of the blueprint. Repeat steps 1 and 2 for the other domains.



Step 3: Connect each dot to its neighbour by drawing a straight line between them.



Using the framework for a team

Individual capability development level ratings for each domain can be combined to demonstrate the combined strengths of a team and areas for potential development. It may also highlight team members with strengths that are unique or different from other members, who can then be harnessed for development and leadership in that area. There are a number of ways this can be achieved:

- a) Generate individual profiles for each team member on the same spider diagram.
- b) Ask each team member to submit their individual development level for each domain. This can be analysed for median (average), mode (most common result), range (spread of results) and outliers.
- c) Team members can enter results anonymously using online survey or polling applications. Results can then be displayed in a number of different formats.

Goals and development

Individuals can use the capability statements to set a goal for the capability development level they aspire to in each domain. The “guidance on development” section can then be utilised to map out opportunities which may aid individuals to progress to the aspired level.

Domain	Aspired level	Development opportunities, planning
Teaching & facilitating learning (T)		
Designing & planning learning (D)		
Assessment of learning (A)		
Educational research & scholarship (R)		
Educational leadership & management (L)		
Educational environment, quality & safety (E)		

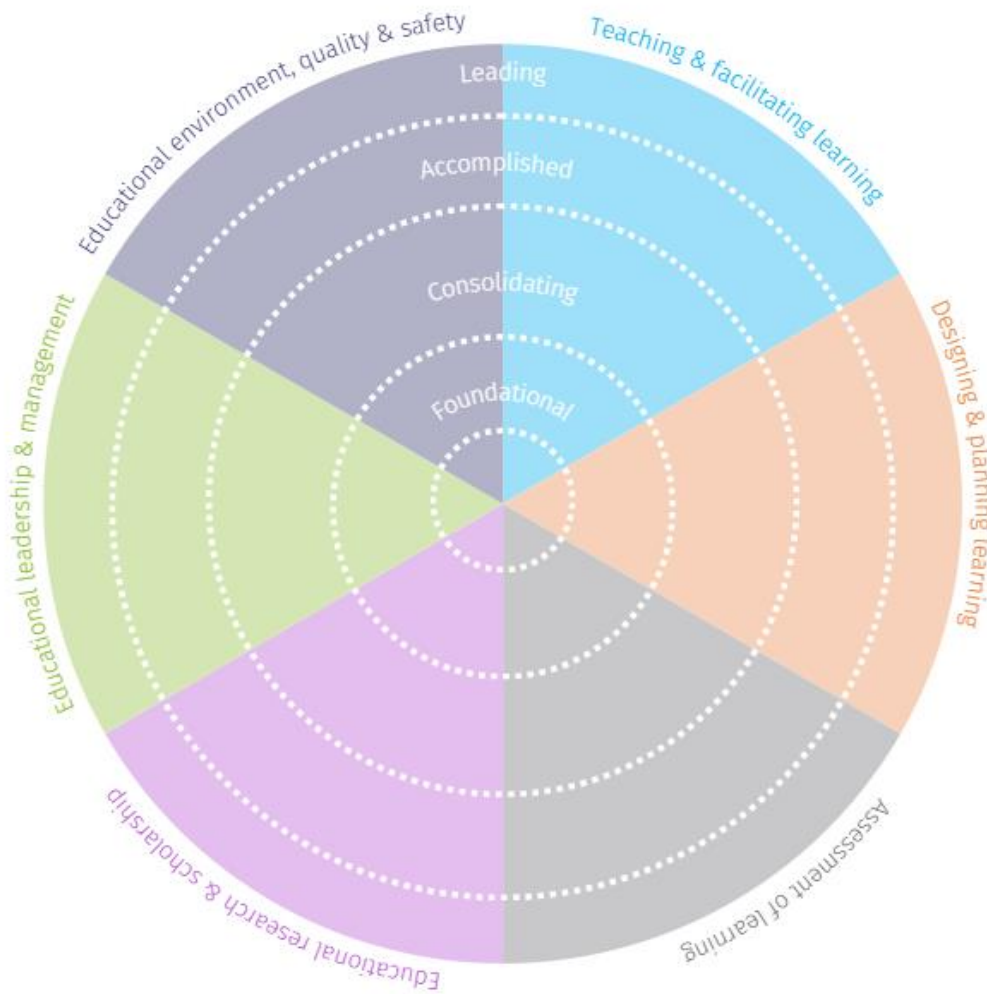
References and further resources

1. Sidhu, N. S., Allen, K. J., Civil, N., Johnstone, C. S., Wong, M., Taylor, J. A., ... & Hennessy, M. (2023). Competency domains of educators in medical, nursing, and health sciences education: an integrative review. *Medical Teacher*, 45(2), 219-228.
2. World Health Organization. (2016). Nurse educator core competencies. <https://www.who.int/publications/i/item/nurse-educator-core-competencies> retrieved 28/8/2024

Appendix A: Self-assessment and reflection tool

Domain	Current level	Notes, reflections, achievements
Teaching & facilitating learning (T)		
Designing & planning learning (D)		
Assessment of learning (A)		
Educational research & scholarship (R)		
Educational leadership & management (L)		
Educational environment, quality & safety (E)		

Appendix B: Framework spider diagram template



Appendix C: Development planning tool

Domain	Aspired level	Development opportunities, planning
Teaching & facilitating learning (T)		
Designing & planning learning (D)		
Assessment of learning (A)		
Educational research & scholarship (R)		
Educational leadership & management (L)		
Educational environment, quality & safety (E)		

Appendix D: Example careers

The following pages outline five example healthcare education careers, showing progression through the growth rings in various domains, as well as some of the decisions around development opportunities, additional qualifications, experience, and roles that have been made across the years.

These examples are all real-life examples, from healthcare education staff working in Victoria. It is hoped that these examples will inspire individuals to consider their own pathways and development opportunities.

Emily: Nursing and simulation-based education pathway

Emily is a registered nurse who, following eight years metropolitan public and private hospital experience, decided to take a new pathway of clinical specialisation and relocation after maternity leave.

“Being sent to the Emergency Department (ED) as an agency nurse, initial apprehension was replaced with admiration, and I knew I wanted to be part of this workforce. Over time, with increasing experience and gaining emergency nursing qualifications, I aspired to share my passion for ED, and support workforce capabilities and growth, taking on a department role as Trainer/Assessor. This led to becoming a Clinical Nurse Specialist, and then an ED Clinical Educator”.

Domains in focus:

- Teaching and facilitating learning
- Designing and planning learning
- Educational environment, quality and safety

“To grow my knowledge and skills in education, I worked closely with mentors, seeking advice and feedback, offered to lead smaller educational responses, and completed a Masters in Nursing (Education). While an ED Educator, I experienced an emerging format for learning – simulation, and I was hooked! This led to completing short courses, attending conferences and workshops, vendor training, joining communities of practice and eventually a Graduate Certificate in Simulation”.

Domains in focus:

- Teaching and facilitating learning
- Designing and planning learning
- Educational environment, quality and safety

“Transitioning into a fully simulation-based education role, and seeing the possibilities of simulation not only for education but also research, I completed my honours research project. The growth of simulation as a learning methodology saw the education team expand, and with it my need to cultivate leadership and management skills. Strategies I used in this phase included consultation and collaboration with experts, short courses (team building, emotional intelligence) and scaffolded experiential learning with reflective practice. Participating on an organisational level committee provided insight to the validity of multiple perspectives, drivers and barriers”.

Domains in focus:

- Educational research and scholarship
- Educational leadership and management

Jade: Nursing and education leadership pathway

Jade is the General Manager of Education & Learning at a major tertiary teaching hospital. Her career began as a Registered Nurse, moving into education early on and progressing through various roles in clinical education, early career program coordination, management, and interprofessional education leadership.

“Starting as a Registered Nurse, I specialised in Neurosciences and completed a Diploma in Advanced Clinical Nursing. This advanced knowledge and skill deepened my passion for education and strengthened my ability to mentor peers and junior colleagues. I progressed to a Clinical Nurse Specialist role, where I developed local education plans and became an assessor for mandatory skills training. My strong desire to support junior nurses in their transition to practice drove my commitment to these roles. Within five years, I moved into a directorate-level educator position”.

Domains in focus:

- Teaching and facilitating learning
- Assessment of learning

“I later earned a Certificate IV in Training and Assessment, which enhanced my skills in educational delivery and program facilitation. Through mentorship from experienced educators, I expanded my role in health service education, contributing to education program design, learner support, and recruitment for early career programs”.

Domains in focus:

- Teaching and facilitating learning
- Designing and planning learning
- Educational leadership and management

“Over the next 12 years, I coordinated early career programs, building strong relationships with both internal and external partners. I led significant changes to improve recruitment, education, and support practices. As my responsibilities grew, I pursued further education, earning a Master’s of Education, and transitioned into managing interprofessional education programs, overseeing both nursing and medical early career programs”.

Domains in focus:

- Designing and planning learning
- Educational leadership and management
- Educational environment, quality and safety

“In my management roles, I focused on advancing clinician pathways while integrating strategic, operational, and budget management. Working closely with executive leadership and external partners, I ensured alignment with both educational, workforce and financial goals. Now, as General Manager of Education and Learning, I lead the strategic direction of education services, oversee educational research projects, and foster collaborations to advance healthcare education across the state”.

Domains in focus:

- Educational leadership and management
- Educational environment, quality and safety
- Educational research and scholarship

Zoe: Allied Health (sciences) and eLearning pathway

Zoe is a radiation therapist (RT) whose pathway began as a clinician in a metropolitan teaching hospital. Zoe's experience has included clinical work across a range of RT specialties, discipline specific teaching within a clinical and university setting and interprofessional teaching in the clinical setting. Each of her teaching experiences has increased her exposure and capability to a variety of teaching methodologies and audiences. Zoe is now moving into the strategic leadership space of clinical education at an organisational and state-wide level.

"Within the first five years of graduating from university I found myself increasingly teaching at the point-of-care. This started with supporting staff orientation and rotations into different clinical specialties and then to students. It happened gradually, but I found myself really enjoying seeing learners develop. I started seeking out learning about how to teach and provide feedback in the workplace, especially for students".

Domains in focus:

- Teaching and facilitating learning
- Assessment of learning

"I successfully gained a formal role as a student educator in my department which led me to thinking about processes and systems of learning to both support student learners, and my colleagues to support effective teaching and learning in the workplace. I really started to think about how teaching should be logically ordered to help it make sense to students – there is just so much to know and it's easy to become overwhelmed".

Domains in focus:

- Teaching and facilitating learning
- Assessment of learning
- Designing and planning learning

"My next career step was landing a part-time role at a Melbourne University. I was responsible for supporting the students as they went on placement and became exposed to curriculum design for the first time. It was great being on 'the other side of the fence' from a student perspective. My experiences as a clinician really helped me craft learning experiences in the university that were based on working as an RT and what the students needed to do when they were on placement. I also increased my experiences of teaching in different ways, from flipped classrooms, facilitated discussion and simulation".

Domains in focus:

- Teaching and facilitating learning
- Designing and planning learning
- Educational environment, quality and safety

"My most current career move was back into a metropolitan tertiary hospital – this time as a full-time clinical educator with a responsibility for a range of allied health disciplines. I now support the strategic direction of allied health education, deliver education both face-to-face and through technology such as teams and eLearning and I support the development of frameworks and guidelines to help clinicians build their professional capabilities. I work with clinicians in medicine, nursing and organisational development. Never a dull moment – but I love it. As one of my Allied Health colleagues said – "I've found my tribe."

Domains in focus:

- Educational leadership and management
- Educational environment, quality and safety
- Educational research and scholarship

Ebony: Nursing and regional education pathway

Ebony is a Registered Nurse who commenced her career in a large metropolitan hospital and progressed to the role of Clinical Nurse Specialist in respiratory and infectious diseases. After relocating to a regional location Ebony spent 15 years in a clinical leadership and management role before moving to a rural town to begin a new role in Education within the local health service.

“After moving to a small rural town, I commenced work as a Clinical Support Nurse. This role, which was largely working with undergraduate nursing students and new graduates, enabled me to hone my skills in assessment and delivering feedback, as well as allowing me to deliver meaningful and practical education. During this time, I completed my Certificate IV in training and assessment”.

Domains in focus:

- Teaching and facilitating learning
- Assessment of learning

“After two years in this role I was promoted to the role of Clinical Nurse Educator. At this time, I decided I wanted to complete further studies in health professional education and have since completed a Graduate Diploma in Health Professional Education. I am now planning and developing the staff learning programs for the health service and have developed multiple new study days and workshops after completing an analysis of the organisation’s education needs. I have been offered a role at a regional University as a lecturer, but I’m currently enjoying my role in this health service too much to leave it. But maybe I will do both!”

Domains in focus:

- Designing and planning learning
- Educational leadership and management

Nora: Mental Health Nursing and education leadership pathway

Nora's career transitioned from clinical practice in mental health nursing to education and leadership, focusing on developing and implementing key strategies to enhance the clinical capability of the workforce within the mental health and wellbeing program and work with key internal and external stakeholders to optimize clinical standards, mitigate clinical risk, support professional standards and promote and enhance education and research. As Associate Director of Learning and Teaching for Mental Health and State-wide Services, Nora leads educational initiatives and collaborates with key committees to enhance mental health care across the state.

"My journey began by earning a Bachelor of Nursing, then specialising in mental health nursing working across both inpatient and community mental health services. I expanded my expertise by obtaining a Master's in Mental Health Nursing, which deepened my theoretical understanding of the field. I continued to work in acute inpatient clinical roles as an associate nurse unit manager before transitioning into a position with mental health access services including mental health triage and emergency response team. From early in career, I was mentored and supported by individuals within clinical education roles. This influenced my aspirations for a career as a nurse educator. Having acquired a vast amount of clinical experience as a mental health nurse, I felt confident that it was time to pursue further professional development that would prepare her to move towards her aspirations of a career in education".

Domains in focus:

- Teaching and facilitating learning
- Educational environment, quality and safety

"I completed a Certificate IV in Training and Assessment and took on the role of Grade 4 Educator in a Mental Health Inpatient Unit, where I began formalizing my passion for teaching. My ability to mentor and guide others in the clinical setting soon became evident. I then advanced to the role of Grade 5 Graduate Coordinator, where I worked to align graduate nursing programs with mental health postgraduate courses. I focused on identifying knowledge gaps in early career nurses and worked towards developing strategies to bridge them, an experience that further ignited my interest in leadership and management within the educational sector".

Domains in focus:

- Teaching and facilitating learning
- Designing and planning learning
- Educational environment, quality and safety

"I was then appointed Associate Director of Learning and Teaching for Mental Health and State-wide Services. In this leadership role, I oversee the educational initiatives across mental health and state-wide services. I sit on several organizational and state-wide committees and work closely with several external stakeholders including Safer Care Victoria, Centre for Mental Health Nursing, Centre for Mental Health Learning and other senior nursing colleagues from across Victoria".

Domains in focus:

- Educational leadership and management
- Educational environment, quality and safety
- Educational research and scholarship

Beth: Allied Health (therapies) and education leadership pathway

Beth is a physiotherapist who commenced her career in clinical roles across a variety of inpatient and community settings in regional and metropolitan public hospitals. These roles involved early exposure to patient and staff education in individual and group formats.

“Working in a large regional hospital, there was an expectation that I share learning from my own professional development (particularly external training) with my department – despite my relative inexperience. Our department also administered the organisation’s practical manual handling training for clinical and non-clinical staff. These experiences piqued my interest in delivering education to adults with diverse interests and needs, and doing so in a meaningful and accessible way.”

Domains in focus:

- Teaching and facilitating learning
- Educational environment, quality & safety

Open to new and flexible work opportunities following maternity leave, Beth began tutoring into the physiotherapy program of one of her health service’s university partners. This led to a range of roles and responsibilities including delivery of theoretical and practical content (inclusive of simulation and reflection activities), curriculum review and development, examination and assignment marking, education research activities, and clinical placement planning and administration.

“Universities partner with a range of stakeholders within healthcare settings, including clinicians. This ensures that course curriculum supports the transition to the work environment – both for students and early career clinicians. Once I got into tutoring, a range of further opportunities opened up, along with the support to participate and grow in these areas. Examples included mentoring, workshops with education designers and leaders, short courses, and a Graduate Certificate in Health Professions Education. These opportunities to position myself as the learner not only developed my education knowledge and skills, but allowed me to apply and experience adult and experiential learning theories and appreciate the barriers and enablers to effective adult education. I was able to use these insights from the university environment to better support and assess learners in my clinical role.”

Domains in focus:

- Designing and planning learning
- Assessment of learning
- Educational environment, quality & safety

“I then took on a departmental management role which provided valuable skills for future roles back in education, particularly in change management, performance management, conflict management, and resource management. After a role coordinating student placements, I moved into a clinical education and workforce development role across allied health. This role is both operational and strategic, and has enabled me to collaborate with our allied health managers and clinicians, education and training unit, people and culture unit, research unit, and consumer representatives – along with education peers as part of a state-wide community of practice. Working in healthcare is so dynamic. The need to respond to ever-evolving consumer and workforce needs means that work in healthcare education is stimulating, diverse, and offers much satisfaction in building the capacity of others.”

Domains in focus:

- Educational leadership and management
- Educational environment, quality & safety
- Educational research & scholarship

Rick: Nursing and education leadership pathway

Rick began his career as a Registered Nurse (Division 1) at a private health service, gaining valuable experience in clinical nursing. Roles included working as a Cardiothoracic Clinical Nurse Specialist and a Deterioration Clinical Support Nurse, where he developed expertise in patient care and acute deterioration response, working towards a Master of Clinical Education degree.

“During this time I was focussed on developing my clinical practice, building foundational skills and gaining hands-on experience. I gained exposure to diverse clinical environments and supporting novices at the point of care”.

Domains in focus:

- Teaching and facilitating learning
- Assessment of learning
- Educational environment, quality and safety

“After completing my Master of Clinical Education degree I transitioned into education-focused roles such as Resuscitation and Deterioration Educator and Quality and Safety Curriculum Developer. During this phase, I continued my education development through projects such as: redesigning Advanced Life Support programs to align with best-practice guidelines, developing a hospital-wide sepsis response program, and designing, implementing and publishing the 'Just-In-Time' training modality”.

Domains in focus:

- Teaching and facilitating learning
- Designing and planning learning
- Educational research and scholarship

“My career progressed to leadership roles, such as Director of Clinical Education and to complement this I commenced a Master of Health Administration degree. Some of the key achievements I am proud of include: leading a large team of educators to implement a strategic plan, increasing nursing graduate numbers by 35% and undergraduate placement volumes by 50% and sustaining workforce pipelines during the COVID-19 pandemic through innovative education programs”.

Domains in focus:

- Educational leadership and management
- Educational environment, quality and safety
- Educational research and scholarship.