



Education alongside research as the mission of a
medical school, dental, and veterinary school

ASPIRE RECOGNITION OF EXCELLENCE IN *INSPIRATIONAL APPROACHES TO HEALTH PROFESSIONS EDUCATION*

INTRODUCTION

In line with ASPIRE's aim of recognising excellence in a medical, dental or veterinary school, the need had been identified to recognise schools where there is evidence of excellence in education not addressed or captured in the established areas specified to date or where resources are limited to satisfy all the criteria within a particular area due to certain economic or cultural limitations– but the school has overcome major hurdles to still demonstrate impact and excellence.

Schools whose area of excellence in these manners can be acknowledged with this new ASPIRE theme for their institution's excellence achievements.

This new initiative will contribute to the ASPIRE aim of supporting internationally excellence in medical education in whatever form or context it manifests itself. We also hope it will encourage schools who have not applied to date to apply for recognition for their initiatives and efforts.

The proposed new category for ASPIRE submissions recognises that excellence may present itself in a range of ways in various contexts. This should encourage schools and indeed the health care professions education community more widely to think in different ways as to how excellence in education can manifest itself.

Please remember that we are looking to recognise and reward excellence, and the evidence provided by you has to be convincing. We are not looking for activities that are in development or theoretical stages, but have been completed and evaluated.

EXAMPLES OF POSSIBLE AREAS OF EXCELLENCE

While it is not possible to predict the areas where schools may wish to be recognised for their excellence, the following are some possible examples of areas that would be acceptable for a submission. Please note it is not limited to these areas. Be creative in your thinking about excellence.

- *Patients as educators:* The school has developed an approach where patients play a significant role as educators with regard to management decisions, curriculum development, teaching and learning, and assessment of the curriculum and of students.
- *The learning environment:* Attention is paid to the learning environment and the environment that is created facilitates learning and is supportive of learners and their

health and wellbeing.

- *Interprofessional education*: The education programme has significant elements of interprofessional learning.
- *Teaching expertise*: Teaching excellence is valued and is supported by the institutional culture and educational environment. Teaching achievements by staff are recognised and are reflected in promotion decisions. Teachers are required to undertake professional development as educators.
- *Education innovation and research*: Education innovation and research is encouraged in the institution and this is reflected in the school's curriculum. Staff are supported in research and innovation in education.
- *Learners as peer and future educator*: Learners are encouraged to develop an interest in education and teaching skills are included as part of the curriculum. Learners are supported to participate in medical education courses and conferences.
- *Education in difficult circumstances*: A school faces challenging circumstances politically, financially, culturally or as a result of natural and man-made disasters and responds in an excellent way to the pressures and circumstances including the effective use of limited resources.
- *International flavour*: A school engages in international educational collaborations relating to teaching and research. International teachers and students are well represented in the school. International placements for staff and students are encouraged. The school may offer a joint degree with another school.
- *Unbundling the curriculum*: The school adopts an "unbundling" approach to its curriculum resulting in greater efficiency, cost saving, and improved quality of education.

THE SUBMISSION PROCESS

Unlike the other ASPIRE themes, it is proposed that there is a two-stage submission process. This is an important difference from the other themes.

In the first stage the school will identify in a preliminary Letter of Intent describing the area or theme where excellence is claimed together with a statement as to the justification for the claim and the nature of the evidence that will be provided to support the submission. See the Letter of Intent form for details. No charge will be applicable at this stage.

During this first stage the submission will be reviewed by the Chair and several members of the panel and a decision made based on the importance and significance of the approach submitted as to whether the school should or should not be invited to submit a full application. If the school is invited to submit an application, the panel will provide from the longer list of criteria, see the application form for details.

If the initial application is accepted a full submission will be invited together with an invoice for payment of the standard application fee.

September 2019