



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

INTRODUCTION

In line with ASPIRE's aim of recognising excellence in health professions education and veterinary science, the need had been identified to recognise schools where there is evidence of excellence in education not addressed or captured in other ASPIRE categories specified to date or where resources are limited to satisfy all the criteria within a particular area due to certain economic or cultural limitations– which the school or institution has overcome to demonstrate impact and excellence.

This new initiative will contribute to the ASPIRE aim of supporting international excellence in health professions in whatever form or context it manifests. We also hope it will encourage schools, colleges or institutions to apply for recognition for their initiatives and efforts.

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

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

EXAMPLES OF POSSIBLE AREAS OF EXCELLENCE

While it is not possible to predict the areas in which schools, colleges or institutions may wish to be recognised for their excellence, the following are a few examples of areas that would be acceptable for a submission. Be creative in your thinking about excellence.

- *Patients as educators*: The school, college or institution has developed an approach in which patients play a significant role as educators with regard to management decisions, curriculum development, teaching and learning, assessment of students and curriculum evaluation.
- *The learning environment*: Attention is paid to the educational environment, which facilitates learning and is supportive of learners health and well-being.

- *Interprofessional education*: The education programme has significant elements of interprofessional learning or is truly interprofessional.
- *Educational expertise*: Scholarly activities are valued and supported by the institutional culture and educational environment. These achievements by staff are recognised and are reflected in promotion decisions. Educators are required to undertake professional development.
- *Education innovation and research*: Education innovation and research is encouraged in the institution and this is reflected in the curriculum. Staff are supported in educational innovation and research (scholarship of learning and teaching).
- *Learners as peers and future educators*: Learners are encouraged to develop an interest in education and acquiring the relevant skills are included in the curriculum. Learners are supported to participate in health profession courses and conferences.
- *Education in difficult circumstances*: A school facing challenging circumstances politically, financially, culturally or as a result of natural and man-made disasters responds to the pressures and circumstances including the effective use of limited resources.
- *International flavour*: A school engages in international educational collaboration relating to education and research. International educators 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.
- *Mitigating the environmental impact of education*: All educational activities have an environmental impact. Many schools, colleges and institutions are actively reducing their ecological footprint toward net zero in 2050.

THE SUBMISSION PROCESS

There is a two-stage submission process. This is an important difference from the other ASPIRE themes.

In the first stage, the school, college or institution 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. If the school is invited to submit a full application, the panel will provide from the longer list of criteria.

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

January 2021