Promoting Open Approaches with the UK Professional, Statutory and Regulatory Bodies (PSRB)

Academy of Medical Educators – Case Study

This Case Study deals with detailed scenarios which illustrate the potential for uptake of open academic practice which can be actively disseminated to similar organisations, such as the statutory and regulatory bodies in health, charities, subject and other organisations.

November 2012
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The Project

The last five years have seen a significant increase in interest towards ‘open’ approaches in information sharing, with widespread implications for public or charitable organisations and associations. This project was undertaken as part of a HEA/JISC grant funded proposal to support awareness-raising and promulgation of ‘open’ approaches in teaching, learning, research and publishing among the professional, statutory and regulatory bodies (PSRB) and subject associations (SA).

Five organisations¹ worked in partnership to investigate and document the potential for adopting open academic practice through studying current practice at the partner sites, and disseminating the findings through the publication of case studies. These case studies take the form of a ‘journey’ that the organisation has travelled in terms of understanding their current policies and procedures and how they might change in order to support a more ‘open’ approach.

Objectives

The main objectives of the project were to:

- share understanding of open approaches in PSRB/SA and charitable organisations primarily in medicine (and health)
- collate a portfolio of scenarios of where open approaches can be considered for adoption by the PSRB/SA, including developing guides/case studies highlighting partner experiences and potential remedies that may be beneficial to other PSRB/SA
- review PSRB/SA policies to promote adoption and use of open practice, where appropriate;
- foster an environment of openness and disseminate to non-partners
- increase the authority with which partners may contribute to national debate and policy development relating to open content and access.

Anticipated outputs and outcomes

The anticipated main outputs and outcomes of the project were to:

- establish base lines, stakeholder analysis and document current practice in each partner PSRB/SA;
- develop a portfolio of case studies describing tailored scenarios for each PSRB/SA where open practice could be applied to the current and future practice;
- support the re-drafting of PSRB/SA policies to promote adoption and use of open practice;
- disseminate widely to non-partners through blogs and websites, and proactive communication with other PSRB/SAs in the UK;

¹ Academy of Medical Educators, Medical Schools Council, Newcastle University, Wellcome Trust and General Medical Council
• increase engagement of partners in national debate and policy development relating to open content and access.

Definition of ‘open’

The definition of ‘open’ used by the project is based on:
"digitised materials offered freely and openly for educators, students and self-learners to use and reuse for teaching, learning and research" 2

To this definition we would add ‘… offered and openly licensed for ….’.


Case study recommendations

Recommendations included within this case study are given for two reasons:
• To specifically support the AoME with their own activities and seek to enhance their ability to produce openly licensed materials, resources etc
• To help any organisation that may read this case study. The case study structure and recommendations have been developed to try to help other organisations who may wish to implement open approaches into the activities.

When reading this case study and its recommendations it is important to remember that to make a teaching and learning material or resource openly available there is a need for a robust and effective ‘audit trail’. This ‘audit trail’ would ensure the ability and authority to make the material/resource openly available. Consideration must be given to any resource containing third party content. These resources must have consent/agreements in place before releasing as openly licensed material. Any policies of your own organisation as well as others (such as external funders) should also be acknowledged.

This case study does not give specific recommendations as to which open license could be used in specific circumstances, although may on occasions suggest particular Creative Commons (http://creativecommons.org/) licences. There are fundamental questions to the degree that open approaches should be implemented within organisations. One such example, common to a number of organisations, is whether all, some or none of their resources should be available for commercial use. This has raised questions around what is meant by the term ‘commercial usage’.

Acknowledgement of the funder

This case study has been funded by the Higher Education Academy and JISC through their promoting open approaches in professional, statutory, regulatory bodies and subject associations funding call.

Case study disclaimer

This case study has been developed with the support of the Academy of Medical Educators Association (AoME). The content contained within this document were written for the purpose of widening understanding of the issues surrounding copyright, other types of intellectual property rights, consents and permissions within the context of “open”. It should not be construed as legal advice. We hope this case study helps support organisations, such as other regulatory bodies, which may be considering their own organisational policies and practices. Information provided in this case study is not criticism, implied or otherwise, of the AoME, its representatives or third parties involved in either producing materials or using materials.

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Background

The Academy of Medical Educators is a professional organisation operating nationally and internationally for those involved in the education and training of students and practitioners in medicine. The term ‘medical educator’ is used to include educational supervisors and trainers of practitioners in medicine, dentistry and veterinary science. The premise on which the Academy operates is that defining and achieving higher standards in teaching of medical educators, educational supervisors and trainers leads directly to higher quality patient care, thus providing public benefit. (From http://www.medicaleducators.org/index.cfm/profession/)

The Academy is a Company Limited by Guarantee with Companies’ House (Company number 5965178) and is registered as a charity with the Charity Commissioners for England (Charity registration number 1128988). It is governed by a Council of Trustees who are also the Directors of the Company. Members of Council are elected by the members of the Academy, with additional members appointed by Council.

Three Standing Committees advise Council in the areas of Professional Standards, Educational Activities and Membership respectively.

Council had established a number of Working Groups and Task & Finish Groups in particular areas – Accreditation Working Group, Early Careers Working Group, Biomedical Scientists Group, International Relations Task & Finish Group and Annual Meeting Organising Committee. A Prizes and Awards Sub-Committee advises Executive and Council on the award of Honorary Fellowship and on recipients for the President's Medal.

Previous experience involving Open Educational Resources (OER)

As an organisation AoME had limited experience of open approaches, including open educational resources before the start of this project. As a fee-paying membership based organisation there had been a strong need within AoME to ensure its members were receiving value for their yearly subscription. Without sufficient paying members AoME would cease to exist. In addition to subscriptions paid by members, non-members could also benefit from AoME activities however, to non-members these activities and events would usually incur a charge.

Contact Details

Academy of Medical Educators

c/o ASME

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Phone: +44 (0)131 225 9148

Fax: +44 (0)131 225 9444

Website Address

http://www.medicaleducators.org/ or http://www.aome.org.uk

Primary Project Contact

Sean Hilton – President
**Organisational policies**

AoME did not have an overall organisational policy covering copyright, intellectual property rights or how resources produced by, or in conjunction with, AoME could be used by third parties. However, a statement included on their website relating specifically to items found within their website is reproduced below.

As a membership organisation that received individual, yearly subscriptions there was limited discussion within AoME concerning making resources openly available. The direct question was ‘if we receive subscriptions in order to provide information, what is the benefit to AoME of making this information available to non-members?’ This case study does not seek to answer this specific question but seeks to identify opportunities where AoME could consider open approaches. Later sections of this report highlight the systems and procedures that support an organisational policy, including a policy that has open approaches within it.

**Website Policies**

There was one policy on the website and this concerned Data Protection, written in 2009. ([http://www.medicaleducators.org/aome/assets/File/Data%20Protection%20Policy%20Feb%20202011.pdf](http://www.medicaleducators.org/aome/assets/File/Data%20Protection%20Policy%20Feb%20202011.pdf)). Note: as the website contained no reference to copyright, intellectual property rights or how materials contained on the website could be used by third parties, the default legal position was that all materials were owned by AoME and could not be used without permission (all rights reserved).

**Recommendations**

1. AoME to develop an overall organisational policy in respect of copyright, ownership, licencing etc.
2. AoME to include a statement on their website clearly stating ownership and licencing of webpages and materials etc. It is recommended this statement (or link to this statement) is visible on each page of the website.
3. A takedown policy statement (or link to it) should also be added to each page of the website.

**Website Frequently Asked Questions**

The frequently asked questions on the AoME website did not mention copyright, ownership or open educational resources.

**Links To Other Websites**

The majority of linked websites did not refer to IPR, Copyright etc although a small proportion (5 or 6) did and stated that ownership was with them or the contributing author.

**Private Area of Website**

This area was used for access to newsletters and the AoME journal along with account information for members where they can pay/renew subscription fees. Due to time constraints within this project it was not possible to extensively explore this section of the AoME website.

As a membership based organisation AoME, would need to consider its overall position with respect to open approaches. These discussions should take into account the impact on paying members. The private area of the website would be included in these discussions.

**Staffing contracts**

There were no employees - as administration services are provided by the Association for the Study of Medical Education (ASME).
Recommendations

4. If the AoME employ staff in the future it is recommended employment contracts include a clear statement of the ownership and licensing on any future works undertaken whilst working for AoME.

Contracts issued by AoME

There was a Memorandum of Understanding, issued in collaboration with ASME, for ASME to provide administration services for 12 months (ending March 2013). This agreement did not cover copyright, ownership and licencing but it was probably unlikely that the agreement required such information.

Publications

Professional Standards Framework for medical educators, updated 2011

The Standards and associated assessment processes provided a mechanism for formal professional recognition for all those involved in the education of medical students and doctors. The term 'medical education' encompassed dental and veterinary medical education, in line with the inclusive approach adopted by the Higher Education Academy's Subject Centre for Medicine, Dentistry and Veterinary Medicine: http://www.medev.ac.uk/about/

The framework document included the following information:

Text © Academy of Medical Educators 2011, All rights reserved for commercial use. This document may only be copied or reproduced with the following acknowledgement: Academy of Medical Educators. To cite this document: Academy of Medical Educators. Professional Standards (2012). London: Academy of Medical Educators; 2011.

There was no mention in the professional standards of Open Educational Resources (OER) however there were plenty of opportunities for an applicant to write about OER work they had undertaken.

Good practice

- The above statement provides details of how to attribute AoME, as the copyright owner.

Recommendation

5. AoME to consider adding a Creative Commons licence to the Professional Standards Framework for medical educators document.

6. AoME may also consider, for future updated versions of the framework, including greater emphasis of open approaches within the professional standards.

Events

Annual Academic Meeting

The Annual Academic Meeting did not take place during 2012, instead AoME held presence at ASME’s Annual Scientific Meeting. At the time of writing, it is unclear whether there will be a meeting in 2013.

Presidents Evening

An evening with the Annual Membership Awards Ceremony and a Calman Lecture which in 2012 was delivered by Lord Nigel Crisp. 2012 marked the fourth year of this event.

Masterclasses http://www.medicaleducators.org/index.cfm/education/masterclass/

The Academy ran a series of one-day Masterclasses concentrating on specific issues in educational development, presented by contributors of international standing and including
short papers and contributions by participants. Masterclasses are open to members and non-members. There were no Masterclasses held during 2012.

**Recognising Teaching Excellence workshops (RTE workshops)**

Recognising Teaching Excellence workshops discuss career accomplishments as medical educators. As a teacher, researcher or manager actively involved in the education of medical students and doctors, the workshops offer a constructive, confidential and structured environment in which to reflect on a portfolio of achievements and help prepare the participant for the next steps in their career. RTE workshops were held on a monthly basis. Workshop content covered:

- Standards and accreditation for medical education professionals;
- Definitions of educational scholarship;
- Reflective and descriptive approaches to professional writing;
- Review of the core values and five domains of the Professional Standards for Medical Educators;
- The Academy of Medical Educators’ Recognition Scheme and, in particular, the distinctions made between “commitment”, “achievements” and “significant achievements” in medical education.

Registration included:

- Attendance on the workshop, which would be facilitated by at least one active Academy assessor;
- All materials and resources, including handouts;
- Personalised advice on career portfolio and application;
- A certificate of attendance plus CPD points where appropriate.

**Roadshows**

A roadshow was held in Scotland during 2012, but at the time of writing, the link to details (on the website) was broken so this could not be investigated further.

**Recommendations**

7. AoME to consider implementation of speaker materials/presentations text and procedures
8. Ensure all event advertising from the initial adverts, including website, paper and email, state that photographs and audio/visual recordings may be taken.
9. Provide a mechanism for every delegate when booking their place on an event to have the option to say they prefer not to be included in images. This will assist the sticker recommendation below.
10. At each event remind all present that images may be taken and offer anyone who does not consent a sticker or similar identifier that would be visible in an image that inadvertently included them. This would help identify attendees who did not wish to be displayed in any images.
11. Once materials have been published provide an easier accessible notice and takedown statement. Include either an email address and/or telephone number. It is recommended the email address is a regularly accessed generic address rather than a specific person.

**Educational resources**

**Education resources**

At the time of writing, this page of the AoME website was under construction so could not be investigated further.
Resources database
At the time of writing, the AoME resource database was under construction.

Discussion forums
At the time of writing, this page of the AoME website was under construction (March 2011).

Recommendations
12. AoME to consider embedding Creative Commons licences into each educational resource/material developed by, or in conjunction with, the AoME. The exact licence would depend upon the overall organisational policy and its level of emphasis towards open approaches. Processes, agreements etc. must be in place to ensure the correct Creative Commons licence can be embedded into each resource/material.
13. If the AoME resource database is completed, consideration must be given to how AoME, and potentially other contributors, would like the information in the database to be used by third parties. This will apply regardless of whether the database is publicly available or is for the sole use by AoME members. Information from the database may benefit from being embedded with the terms of usage e.g. non-commercial, derivatives allowed etc through a Creative Commons licence or a generic statement of usage.
14. If the discussion forum is to be a private, password protected part of the website it is recommended a specific statement about usage is developed.

Prizes & awards

Honorary Fellowship
AoME awarded Honorary Fellowship to exceptional individuals whose contributions were often internationally recognised and who had made a significant contribution to medical education. The criteria for the award of the Honorary Fellowship was available and is attached in Annex: Honorary Fellowship nomination form on page 14. In the criteria for this award there was no specific mention of open approaches.

President's Medal
The President's Medal was awarded annually to an individual who has made an exceptional and sustained contribution to medical education and who will usually not have achieved recognition previously by other medical education organisations.
The nomination form for the president’s medal is attached in Annex: President’s Medal nomination form on page 11. In the criteria there is currently no specific mention of open approaches.

Recommendations
15. Discuss whether including an additional criterion for Honorary Fellowship and/or President’s Medal who are exemplars of open education. These discussions could involve the creation of a new award.

Reward & recognition

Fellowship/Membership/Associate Membership
The handbook to support applicants to become Fellows, Members or Associate Members contained the following text:

Text ©Academy of Medical Educators 2012 All rights reserved for commercial use. This document may only be copied or reproduced with the following acknowledgement: Academy of Medical Educators 2012. To cite this document: Academy of Medical Educators.
Applicant Handbook. London: Academy of Medical Educators; 2012
Jan.

The opportunity to include an individual’s achievements in open approaches in the documentation requested by the AoME to become a Fellow, Member or Associate Member was not mentioned, however there is plenty of scope for an applicant to write about OER in their working life.

The nomination form for the honorary fellowship is attached in Annex: Honorary Fellowship nomination form on page 14.

Recommendations

16. AoME to discuss the inclusion of additional open approaches criterion for all types of membership applications.

Conclusion

As a membership based organisation, AoME asked different questions to publically funded organisations. Answers would have a direct influence on future benefit to subscribing members and would need to involve wide ranging and frank discussions. To begin the process of becoming more open this case study identified necessary changes to the internal processes currently operating across the organisation. In combination with the enhancement of their internal processes AoME would also need to review/write new policies for the organisation and website.

As a member-based organisation working closely with, and for the benefit of, medical educators AoME also has potential to influence practicing academics. Their engagement with open approaches would promote increased understanding and awareness across the UK and further afield.
Annex: President’s Medal nomination form

Nominations for the President’s Medal (2012)
Applications must be received no later than 20 July 2012

1. The Award
The President’s Medal is presented to an individual who has made an exceptional and sustained contribution to medical education and who will usually not have achieved recognition previously by other medical education organisations.
This award is one of the highest conferred by the Academy of Medical Educators. It comprises a silver medal and a certificate. The recipient(s) of the Medal will be invited to receive their award at the annual Calman Lecture, which will be held on 24 October 2012.
Nominations will be considered by the Prizes and Awards Sub-Committee of the Academy of Medical Educators and a recommendation made to Council.

2. Criteria
Nominations for the President’s Medal will be considered against the criteria set out within the Academy’s Professional Standards. The recipient will not normally have been recognised by another medical education organisation. In particular, the President’s Medal will only be awarded to individuals who:
- demonstrate the values of a medical educator and promote the aims and objectives of the Academy;
- have made an outstanding and sustained contribution to medical education through at least one of the following: educational scholarship, teaching and supporting learners, assessment and feedback to learners, design and planning of learning activities, and/or educational management and leadership; and
- have not yet been recognised by other medical educational organisations at a national or international level
Nominees do not have to be existing members of the Academy.

3. Nominations 2012
The Proposer and Seconder for nominations must be Fellows, Members, Honorary Fellows or Foundation Members of the Academy. The proposer and supporter must be in good standing (i.e. be up to date in their payment of subscriptions) at the time of making the nomination. Applications must be received no later than 20 July 2012.

4. The Prizes and Awards Sub-Committee
The Prizes and Awards Sub-Committee will:
1. consider all nominations against the criteria for the award of the President’s Medal;
2. identify those nominations which it deems suitable to endorse;
3. submit a shortlist to Council for approval.
If approved by Council, the recipient(s) will be invited to attend the annual Awards Ceremony at which a citation will be read and the Medal conferred. The Academy reserves the right not to award the Medal if the Prizes and Awards Sub-committee considers that no suitable nominee has been put forward in any one year.

5. General Guidance

1. Wherever possible, nominations for Academy awards should be made without the knowledge of the candidate.
2. It is not appropriate to self-nominate or to canvass for any award of the Academy.
3. The Prizes and Awards Sub-Committee may recommend a different award if this would be more applicable. The proposer would be contacted in this instance.
4. The information given on applications will be used solely for the purpose of supporting the objectives of the Academy in the administration of its awards. All data will be stored and processed in accordance with the Data Protection Act 1998. A copy of the Academy’s Data Protection Policy is available on the website.

6. Submitting the Nomination Form

Download the nomination form from the Academy of Medical Educators’ website (www.medicaleducators.org).

- Enter the data in Microsoft Word using the Tab key to navigate about the table/cells.
- Save the completed form to your computer.
- Email the completed form to awards@medicaleducators.org as an attachment.
- The nominee’s curriculum vitae (maximum two pages) should be included to support this nomination.
- Applications must be received by 24:00 BST on Friday 20 July 2012.

For further information please contact info@medicaleducators.org

Academy of Medical Educators, c/o ASME 12 Queen Street, Edinburgh EH2 1JE Charity no: 1128988 Company no: 5965178 www.medicaleducators.org

PRESIDENT’S MEDAL NOMINATION FORM (2012) Details of the Nominee

Name
Current post
Current institution
Address
Postcode
Country
Telephone
Fax
Mobile
Email

Details of the Proposer

Name:
Fellow Member Honorary Fellow Foundation Member
Address
Postcode
Contact No.
Email
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Annex: Honorary Fellowship nomination form

Nominations for Honorary Fellowship (2012)
Applications must be received no later than 20 July 2012

1. The Award
Honorary Fellowship is the highest award of the Academy of Medical Educators. The award is intended for exceptional individuals whose contributions are often internationally recognised and who have made a significant contribution to medical education.

Honorary Fellows are members of the Academy of Medical Educators. They are expected to uphold the values of medical educators as described in the Professional Standards and to actively support the work of the Academy. Recipients are permitted to use the post-nominal letters: HonFAcadMEd. Honorary Fellowship is a lifetime award. The Academy does not require Honorary Fellows to pay an annual subscription. The recipient(s) of the fellowship will be invited to receive their award at the annual Calman Lecture, which will be held on 24 October 2012.

Nominations will be considered by the Prizes and Awards Sub-Committee of the Academy of Medical Educators and a recommendation made to Council.

2. Criteria
Nominations for Honorary Fellowship will be considered against the criteria set out within the Academy’s Professional Standards. In particular, Honorary Fellowships will only be awarded to individuals who:

- demonstrate the values of a medical educator and promote the aims and objectives of the Academy;
- have made an outstanding and sustained contribution to medical education through at least one of the following: educational scholarship, teaching and supporting learners, assessment and feedback to learners, design and planning of learning activities, and/or educational management and leadership; and
- have been recognised nationally or internationally as a leader in medical education

Nominees do not have to be existing members of the Academy.

3. Nominations 2012
The Proposer and Seconder for nominations must be Fellows, Members, Honorary Fellows or Foundation Members of the Academy. The proposer and supporter must be in good standing (i.e. be up to date in their payment of subscriptions) at the time of making the nomination. Applications must be received no later than 20 July 2012.
4. The Prizes and Awards Sub-Committee

The Prizes and Awards Sub-Committee will:
1. consider all nominations against the criteria for the award of Honorary Fellowship;
2. identify those nominations which it deems suitable to endorse;
3. submit a shortlist of no more than six names to Council for approval.

If approved by Council, successful nominees will be invited to attend an Award Ceremony at which a citation will be made and Honorary Fellowship conferred.

5. General Guidance

1. Wherever possible, nominations for Academy awards should be made without the knowledge of the candidate.
2. It is not appropriate to self-nominate or to canvass for any award of the Academy.
3. The Prizes and Awards Sub-Committee may recommend a different award if this would be more applicable. The proposer would be contacted in this instance.
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- Email the completed form to awards@medicaleducators.org as an attachment.
- The nominee’s curriculum vitae (maximum two pages) should be included to support this nomination.
- Applications must be received by 24:00 BST on Friday 20 July 2012.

For further information please contact info@medicaleducators.org Academy of Medical Educators, c/o ASME, 12 Queen Street, Edinburgh EH2 1JE Charity no: 1128988 Company no: 5965178 www.medicaleducators.org

HONORARY FELLOWSHIP NOMINATION FORM (2012) Details of the Nominee

Name
Current post
Current Institution
Address
Postcode
Country
Telephone
Fax
Mobile
Email

Details of the Proposer

Name:
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<th>Fellow</th>
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<th>Foundation Member</th>
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**Details of the Supporter**

**Name:**

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