ACP PROGRAMME FUNDING
EDUCATION SUPPORT

APPLICATION REQUIREMENTS & EVALUATION CRITERIA

Objective:

To encourage development of health professions education programmes or initiatives which are sustainable and in line with the SingHealth Duke-NUS Education Masterplan. Health professions education (Frenk et al, 2010) focuses on the education of health professionals in order to achieve positive health outcomes for patients and populations.

General Information:

1. A health professions education programme / initiative (i.e. proposal) that clearly demonstrates alignment with 1 or more of the 5 SingHealth Duke-NUS Academic Medical Centre (AMC) Education Masterplan strategic thrusts (as listed below) is preferred:

    (a) *Develop capacity and capability to achieve education excellence*

    (b) *Build a community of collaborative practice-ready professionals through Interprofessional Practice and Education (IPE)*

    (c) *Enhance education platforms by leveraging innovation and technologies*

    (d) *Streamline and integrate training & development, structures and support services*

    (e) *Foster wellness, resilience & nurture psychologically safe environments in healthcare*

2. Themed proposals *new* will also be introduced for FY2022– please see appendix

Criteria:

3. Proposals will be evaluated based on the following criteria.

    (a) *Meets education needs*

        • *aligned with Education Masterplan, and / or*

        • *address need(s) on the ground*

    (b) *Uses appropriate educational theory / theories and / or conceptual framework(s)*

    (c) *Study design*

        • *Appropriate study design, methods, population, analysis*

- *Defined outcomes that are appropriate, relevant & impactful*

(d) *Innovative, novel*

(e) *Appropriate use of technology (if relevant)*

(f) *Be transferrable and / or scalable (where appropriate) to other contexts within our AMC*

(g) *Sustainability*

4. All application(s) must be completed using the prescribed ACP Programme Funding Application Form. Failure to comply with requirements and / or an incomplete application will result in disqualification from review and funding.

5. Each programme should be budgeted up to a maximum of *S$50,000* in quantum and can be funded for 1-3 years.

6. Each proposal is expected to have clearly defined and measurable outcomes / deliverables.

7. There should not be any duplication or overlap with existing platforms / resources within SingHealth Duke-NUS Academic Medical Centre (e.g. resources from AMEI, SingHealth Academy, SingHealth Graduate Medical Education Office etc).

8. It should be noted that in the budget request, purchase of overseas consultancy service delivered in Singapore will not be supported. This includes inviting of an overseas Educator to Singapore.

9. Overseas travel expenses (e.g. overseas conference, seminars, etc.) are not supported

10. All submitted documents and data therein will be made available to any persons who are reasonably required to review, evaluate, recommend, and approve the award. They shall also subsequently be used to facilitate administration, talent management and development within the SingHealth Duke-NUS Academic Medical Centre.

![SingHealth DukeNUS ACADEMIC MEDICAL CENTRE]

Appendix

NEW for FY2022

JOAM, in collaboration with Group Education, will be updating the format of the ACP Education Programme Grant. We will be introducing themes into the grant calls for FY2022.

Why are we doing this?

This is to improve alignment to the Education Masterplan. Better alignment will ensure that the grants we fund produce results that are strategically beneficial to our AMC. The 3 themes selected are *Technology-Enhanced Learning* (TEL), *Faculty Development*, and *Interprofesssional Education & Collaborative Practice* (IPECP), which dovetail into the Masterplan.

What are these themes?

Theme 1: *Technology-Enhanced Learning*

Broadly defined as the application of information and communication technologies to teaching and learning (Kirkwood and Price 2014), TEL aims to support learning, improve the learner's experience, and maximise knowledge and skills acquisition. Examples include mobile apps, learning management systems, e-learning, Virtual and Augmented Reality, etc. Proposals should emphasize thoughtful, considered application of technology to education, based on well-established education theories or a conceptual framework. They should not merely be about purchase and usage of technology, and seeing whether learners like it or not (Kirkpatrick level 1). They should instead focus on measures of learning and beyond, clearly identifying what aspect(s) of teaching and learning will be enhanced, how will the enhancement(s) be achieved, and how these will be measured.

Theme 2: *Faculty Development*

Faculty development comprises activities aimed at helping faculty members become more effective as educators (Steinert 2008). Examples include workshops, peer coaching and mentoring, using communities of practice, reflection and so on. Education activities that help clinicians become better clinically (e.g. suturing workshop) would not be considered faculty development, however proposals for such activities will be considered under non-themed proposals as part of general health professions education (see below). Activities for patient / caregiver education would not be considered faculty development, nor would they fit into the remit of this grant call for health professions education, and should not be submitted as proposals.

Theme 3: *Interprofessional Education & Collaborative Practice*

We define IPECP using the 2010 WHO definitions. *Interprofessional education* is an experience that occurs when students from two or more professions learn about, from, and with each other. *Collaborative practice* happens when multiple health workers from different professional backgrounds work together with patients, families, carers and communities to deliver the highest quality of care across settings. We are looking for proposals where the WHO ideals stated above are met.

How will this work?

We encourage all of you to submit themed grant proposals related to these 3 themes. Non-themed grant proposals will also be considered.

Whether themed or non-themed, we prefer proposals with appropriate conceptual framework(s), study designs, methodology, analysis and impactful outcomes, especially educational outcomes beyond personal satisfaction (Kirkpatrick Level 1) that are relevant to our AMC. Quantitative and qualitative studies, and mixed-methods studies are all welcome.

Proposals are also not limited to a single theme. Combining themes is perfectly acceptable – e.g. using technology to run a faculty development programme across multiple institutions within our AMC.

You should indicate on the form which theme(s) your proposal falls under, or N/A for non-themed grant proposals. Whether themed or non-themed, all proposals will be judged by the same criteria. Preference will be given to proposals which fulfil the themes.