



wellcome^{trust}

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Developing SHIP Online Resources for Researchers

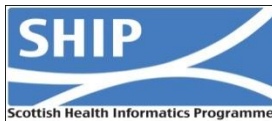
Nayha Sethi



Arts & Humanities
Research Council

Overview

- **Team Members**
- **Process**
- **Future**



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SHIP: Information Governance Module and Toolkit Development Team

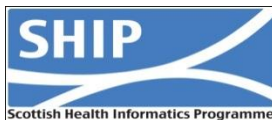
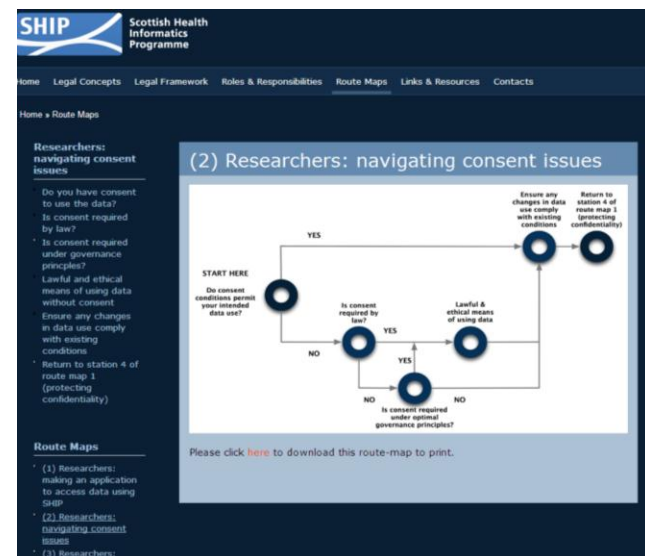
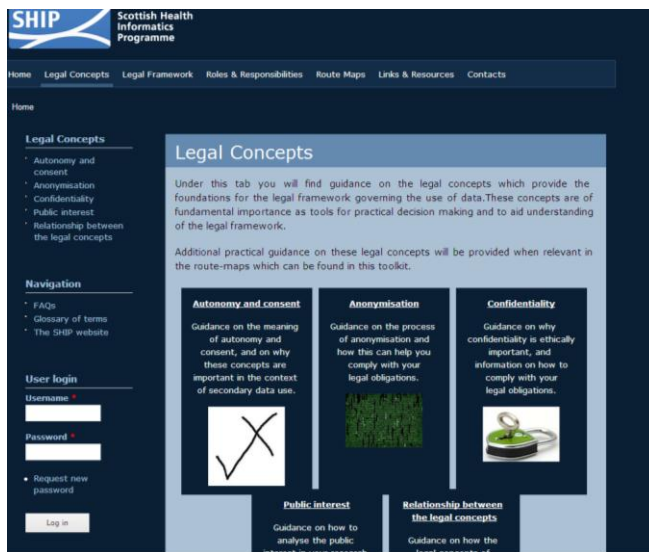
- **Graeme Laurie**
- **Nayha Sethi**
- **Sarah Sutherland (DLM Content Developer)**
- **Emily Postan (Toolkit Content Developer)**
- **Erin Jackson (Distance Learning Manager)**
- **John Lockhart (Technical Development)**
- **Stuart Cromar (LTS)**
- **Ross Ward (LTS)**



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Preliminary Note

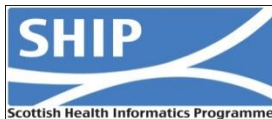
- SHIP Toolkit and Distance Learning Module (DLM) developed together.
- Online Toolkit – a one-stop resource, a need to know basis, links to other useful resources



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Preliminary Note

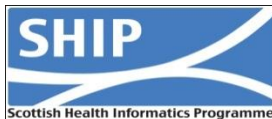
DLM – much more detail than
Toolkit, including assessments and
certification upon completion



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Step 1: Scoping Exercise

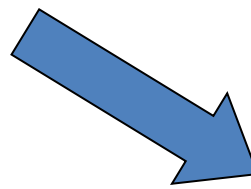
- Resources already available?
- Assessment of these resources?
 - What is our added value?



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Step 2: Creating a brief

- Development of an outline of content (tabs for the Toolkit and Sessions for the DLM)



About the 'SHIP Information Governance' Course

- Session overview
- About SHIP
- Course aims & outcomes
- Course assessment

Legal Concepts

- Legal Framework
- 'Safe Projects'
- 'Safe Data'
- 'Safe Settings'
- 'Safe Outputs'

Consent

Consent is a central issue in contemporary medical jurisprudence, both in practice and in law. It is relevant both in terms of making decisions as to patient treatment, as well as to decisions in the context of medical research.

This topic will examine why consent is important and will look at the core principles and components relating to the basics of consent, including what 'legally valid consent' requires. More practical information on consent in the context of the secondary use of health information will be found in the session on 'Safe Data.'

Links and further reading

Key points you need to know about autonomy and consent.

[Takeaway Toolkit](#)
Consent size=48 KB

Why is consent important?

The imperative to obtain consent is based on the premise that individuals should have the right to determine what happens to them and thus is the most obvious example of the centrality of individual autonomy. In the context of medical research, the notion of consent can be narrowed down to an individual's right to determine what his or her personal identifiable information is used for.

The legal function of consent is that it removes the barriers that the law puts in place to protect competent persons from interference with their physical integrity or privacy against their will. The mechanism of consent allows people such as doctors and researchers to take actions which would otherwise violate the privacy or integrity of the individual concerned.

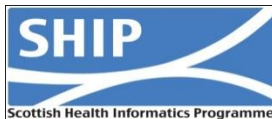
It is important to take note that NHS policy provides that if confidential, identifiable patient information is to be used for research purposes, then it is best practice for the consent of the patient to be obtained.



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Step 3: Market Research

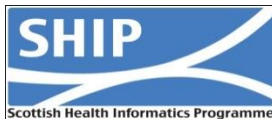
- Liaised with researchers and other key stakeholders
(Key Questions – what do you want us to cover?
How?)
- Discussions with individuals experienced in developing similar training programmes/programmes directed to similar audiences (triumphs and failures, how can the DLM be different from anything else out there?)



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Step 4: Developing Content

- Developing content (using the Toolkit as a spine and the DLM to flesh points out)
 - 6 Sessions in total
 - Session 1 Legal Concepts, Session 2 Legal Framework (sets the context, allows students to familiarise themselves with terminology before they come across the practical aspects in the remaining sessions)




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Step 5: Developing Quizzes

2 types of quiz where developed :

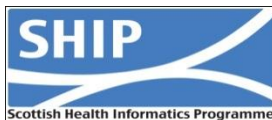
- 1) Self–assessments (mainly scenario based, student tests own knowledge)
- 2) Assessed (10 – 15 Questions, everything the researcher needs to know will be tested)

Requirements for certification – 100% for a pass.



The screenshot shows the 'eScript' Assessment Portfolio page. The header includes the 'eScript' logo, a date/time stamp 'May 30, 17:56 GMT', and links for 'search' and 'log out'. Below the header are tabs for 'My Programme', 'Portfolio', and 'Support'. The 'Portfolio' tab is selected, showing a sidebar with 'Portfolio', 'My Annotations', 'My Discussion Posts', and 'Assessment Portfolio'. The main content area is titled 'Assessment Portfolio' and contains instructions on how to use the page, including a requirement to achieve a score of 100% to pass. Below the instructions is a table titled 'SHIP: Information Governance' with columns for assessment name, status, and attempts.

SHIP: Information Governance		
Legal Concepts Assessment	start	attempts: 0
Legal Framework Assessment	start	attempts: 0
Safe Projects Assessment	start	attempts: 0
Safe Data Assessment	start	attempts: 0
Safe Settings Assessment	start	attempts: 0
Safe Outputs Assessment	start	attempts: 0



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.....Developing Quizzes

eScript - Legal Concepts Session Test

Part 1 of 12

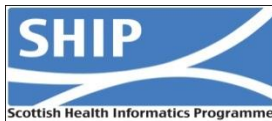
Which three elements are needed in order for consent to be legally valid?

Select two or more options:

- ☐ A. It must be given by someone who is mentally competent.
- ☐ B. The consent must be actively given by the patient.
- ☐ C. It must be in writing.
- ☐ D. It must be given voluntarily.
- ☐ E. It must be informed.
- ☐ F. The giving of consent must be witnessed by a third party.

Reset

Submit



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Next Steps

- Course content - complete and final

- **Self-assessment activities - complete and final

- **Course assessments - design of certificate, and process for issuing certificate being finalised early next week

- **Course web page - complete except for link enabling students to register. Webpage viewable at

<http://www.law.ed.ac.uk/ahrc/teaching/cpd/ship-information-governance/>



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THANK YOU!