

Education Committee
27 February 2013
Student Fitness to Practise

Classification	Public
Purpose	For noting
Issues	An update about the progress of the Professionalism in Osteopathy Research Group Pilot and thinking about evaluation.
Recommendations	To note the progress of the Professionalism in Osteopathy Research Project Pilot and the emerging evaluation framework.
Financial and resourcing implications	The project is now moving into the development of a significant range of tools as part of the Osteopathic Practice Strategy and this budget of a further £12 000 is funding this work throughout the course of the 2013/2014 financial year.
Equality and diversity implications	None at present.
Communications implications	None at present.
Annexes	
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Background

1. In March 2012, the Education Committee endorsed a programme of work 'Professionalism in Osteopathy' and agreed the following specification:
 - a. A customised elearning / assessing / measuring programme for OEIs (fully owned by GOsC) to use for individual / progress/ longitudinal / comparative teaching and monitoring of professionalism.
 - b. A customised elearning / assessing / measuring programme for osteopaths (fully owned by GOsC) to use for individual monitoring of professionalism.
 - c. Customised scenarios for registered osteopaths to explore how the values learned at undergraduate level endure in registered osteopaths.
 - d. Papers sufficient for submitting for publication on, for example the learning curve of osteopathic students / trainees for submission to publications.
 - e. A report evaluating the costs and benefits of the process for stakeholders to feed into future thinking and development in this area.
2. Since then the Committee has received a regular update on the progress of the work.
3. The 2012 / 2013 Business Plan required us to develop mechanisms for implementation of the Student Fitness to Practise Guidance by December 2012 and also to develop a framework for evaluation during 2013. The 2013 / 2014 draft Business Plan proposes that an evaluation will commence in September 2013.
4. This paper provides an update on the progress of the projects.

Discussion

Professionalism in osteopathy - undergraduate

5. Student fitness to practise cases are relatively rare within osteopathic education with no more than five reported each year as part of the Annual Reports.
6. Therefore, as part of the implementation of the guidance – which requires the teaching and learning of professional behaviours, we have been working in partnership with the OEIs and Sue Roff to develop e-learning tools which provide a teaching and learning opportunity for OEIs, but also provide intelligence about strengths and potential gaps in compliance with the standards and the demonstration of appropriate professional behaviour.
7. Over the course of the year, the following activities have been undertaken to achieve this aim:

Date	Activity
January 2012 to May 2012	Project commences and first draft inventories developed using consensus methods.
1 June to 4 Sept 2012	First phase data collection – 16 respondents (1 OEI)
August 2012	Presentation to the Association of Medical Education in Europe
11 Sept to 20 Dec 2012	Second phase data collection – 101 respondents (5 OEIs)
January 2013	First joint article ready for submission to Academic Journal.
14 January to 31 March 2013	Third phase data collection – 74 respondents (4 OEIs) Aggregate data analysis of second phase data collection being undertaken.

8. Data analysis for phases 2 is being undertaken now and data analysis for phase 3 will be undertaken in summer 2013.
9. We have also agreed to undertake a short costs and benefits survey with the OEIs in spring 2013 to explore the impact that participating on the project has had for the OEIs. Interim feedback from the pilot has been that the data provided has been very interesting and useful.
10. We have submitted one article to the International Journal of Osteopathic Medicine which outlines the findings of the pilot first phase of data collection.
11. Full data analysis will take place later on this year.
12. Already we envisage that the tools may be useful learning tools for the individuals taking part when they compare their results to those of their cohorts and we will explore this further as we undertake the costs and benefits analysis later this year.

Professionalism in Osteopathy – post-registration

13. As part of this work a team comprising the Professional Standards Manager, the Regulation Officer and the Regulation Manager and the Head of Professional Standards have been working with Susanne Roff to develop a range of scenarios designed to help implement the Osteopathic Practice Standards, but also, to enable us to understand views about potential gaps in compliance with the standards generically (the tools themselves collect data completely anonymously).
14. A number of e-learning programmes have been developed drawing on these scenarios, involving both standards and fitness to practise expertise. These programmes include a combination of written scenarios and videos of varying lengths, accompanied by quizzes based on the principles of Situational Judgement

Tests. Formative learning providing feedback in a 4-step process is incorporated into these tools in different formats. In order to enhance dialogic learning – Likert scales have been included to allow data to be collected and reviewed against similar data from experts and role models to identify models of congruence and dissonance between learners and experts or role models.

15. It is hoped that the programmes will be able to provide a useful learning opportunity for osteopaths enabling them to become more familiar with the Osteopathic Practice Standards and their application in practice as well as supporting the identification of targeted learning for GOsC, OEIs and special interest groups and others to take forward in due course.
16. Again poster abstracts of this work have been submitted both to the Association for the Study of Medical Education 2013 Conference and also the Association for Medical Education in Europe 2013 Conference to enable academic rigour to be applied to this work and also to highlight the work being undertaken in osteopathy to implement standards.

Evaluation Framework

17. In developing an evaluation framework we will want to know answers to the following questions:
 - a. Have the pre-registration tools supported the students to learn more about professional behaviours?
 - b. Have the results from the data analysis informed OEIs about any strengths or gaps in standards that they were not previously aware of?
 - c. What benefits have the OEIs found from using the tools and the data collected?
 - d. What have been the costs to the OEIs as part of the undertaking of the projects?
 - e. How would the OEIs like to take forward?
 - f. Have the OEIs referred to the student fitness to practise guidance since publication?
 - g. Have students referred to the student fitness to practise guidance since publication?
 - h. What use has been made of the guidance in student fitness to practise cases?
 - i. What works well in the guidance?
 - j. How could the guidance be improved?
 - k. Are there any gaps in the inventories that should be developed following experience with the Student Fitness to Practise guidance?
18. The pre-registration inventories have been piloted but are currently in the process of being tested for validity. This will depend on the numbers of responses and we hope to increase responses during the existing data collection. The analysis of the aggregate data will help us to inform views about the evaluation. We envisage

using a range of surveys, focus groups and interviews along with information that is reported to us annually from the OEIs to complete an evaluation and we will put together a detailed plan when both tools and data collections are completed later in 2013.

19. The post-registration tools will be piloted during March and their evaluation will take place as part of the implementation of the Osteopathic Practice Standards project.

Recommendation

- A. To note the progress of the Professionalism in Osteopathy Research Project Pilot and the emerging evaluation framework.