



**Education and Registration Standards Committee**  
**12 March 2015**  
**Professionalism**

<b>Classification</b>	Public
<b>Purpose</b>	For noting
<b>Issue</b>	An update on our professionalism work.
<b>Recommendation</b>	To note the update on our professionalism work.
<b>Financial and resourcing implications</b>	Costs of the professionalism work are incorporated into our existing budgets.
<b>Equality and diversity implications</b>	Consideration of equality and diversity issues are being incorporated into our professionalism work streams.
<b>Communications implications</b>	None
<b>Annex</b>	Professionalism Working Group Draft Terms of Reference.
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## Background

1. The General Osteopathic Council (GOsC) Corporate Plan 2013 to 2016 outlines our goal 'to ensure that initial education and training is of high-quality and is fit for purpose in an evolving healthcare and higher education environment.' It states that 'we will support high standards of professional behaviours in students through student fitness to practise guidance, evaluation and ongoing activity.'
2. The Corporate Plan also outlines our goal 'to embed the role of the *Osteopathic Practice Standards* as the core principles and values for good osteopathic practice and high standards of professionalism.'
3. The 2014-15 Business Plan states that we will:
  - Continue collecting data for undergraduate professionalism surveys in partnership with the osteopathic educational institutions.
  - Feedback findings to osteopathic educational institutions either through data analysis or data analysis and feedback seminar in partnership with osteopathic educational institutions.
  - Evaluate outcomes from professionalism in osteopathy project and identify key findings for incorporation into other work streams, including guidance on pre-registration osteopathic education, continuing fitness to practise proposals and related activities.
  - Work in partnership with OEIs to support identification of good practice in relation to teaching and learning of professional behaviours and support sharing of knowledge about student fitness to practise.
  - Consider how any learning from our student professionalism project can be incorporated into wider osteopathic practice.
  - Working in partnership with stakeholders, develop appropriate CPD resources through our online support pages to assist in embedding the OPS, drawing on the OPS evaluation strategy.
4. Our 'professionalism in osteopathy' project makes a contribution to all these aims – alongside other aspects of our activity. The project comprises two parts:
  - a. The pre-registration/undergraduate professionalism tools – these tools explore views about lapses of professional behaviour in students and enable students to calibrate their own views about lapses with those of their cohort, osteopathic and medical students in general, patients and faculty. The act of reflecting on the views of others can support students to learn more about factors influencing professional behaviours.
  - b. E-learning tools with automated feedback for the osteopaths – these tools explore a range of short and longer scenarios focussed around

communication and consent as well as other areas of the *Osteopathic Practice Standards*. Osteopaths are asked to identify how unprofessional particular behaviours within the scenario are, identify relevant standards and guidance and then to consider again how unprofessional particular behaviours in the scenario are. The scenarios and questions aim to support awareness and understanding about the application of the *Osteopathic Practice Standards*.

5. This paper explains progress on the professionalism project since the last update to the Committee in October 2014 and outlines planned next steps.

## **Discussion**

### *Undergraduate Professionalism in Osteopathy*

6. Since the Committee meeting in October, we have:
  - Designed and launched Professionalism in Osteopathy surveys to collect comparative data from faculty as well as from students and patients. The surveys were open from 28 October 2014 to 30 December 2014. They were completed by faculty from six OEIs. Data analysis has taken place and highlights have been fed back to osteopathic educational institutions and faculty.
  - Presented comparative data (faculty, students and patients) from the Professionalism in Osteopathy surveys to students from one osteopathic educational institution and facilitated discussion.
  - Presented comparative data (faculty, students and patients) from the Professionalism in Osteopathy surveys to faculty from one osteopathic educational institution.
  - We continue to work with the OEIs to secure dates for facilitating further sessions with both their students and their faculty.
  - The first meeting of the undergraduate professionalism group took place on 11 March 2015. Members will recall that the terms of reference for this work were agreed in 2014, but that the work was delayed pending the completion of the Guidance for Osteopathic Pre-registration Education. The first meeting was an exploratory meeting to explore membership and an approach to working collaboratively. The terms of reference for this work are attached at the annex for information.

### *Feedback about the Professionalism in Osteopathy Surveys*

7. Feedback from patients about the completion of the professionalism surveys has reported no concerns and surveys have been fully completed by 11 patients.
8. Faculty views about the surveys have reported positive feedback including:

- 'Broad range of scenarios'
  - 'Challenging but important topic. The scenarios were realistic.'
  - 'Enjoyed considering the questions posed, many of which have been encountered professionally.'
  - 'It was relatively quick to complete.'
  - 'I liked the breadth of questions to demonstrate that it's not just what happens in clinic that shows professionalism.'
  - 'A useful exercise to complete as a team – students and educators! At the start of a course would help to establish professional values.'
9. Further feedback for consideration included:
- 'There was no opportunity for contextual judgement.'
  - 'Being able to tick more than one option would help. A comment box after each scenario would also be useful.'
  - 'The questions are too vague and could be interpreted in a different way. The sanctions are not realistic and do not fit with university college procedures.'
  - 'A bit long!'
  - 'Some of the questions required more specific information for appropriate sanction selection, e.g. 'sexual harassment' includes a wide variety of things to different people, from banter to more serious complaints'.
10. Feedback from students is also very similar to that of faculty. During the course of the year, it will be appropriate for us to review the feedback and see whether the surveys would benefit from being condensed. There are both advantages and disadvantages to doing this that we need to explore in detail with Sue Roff, the educationalist who originally validated the surveys with medical students.
11. The data itself is beginning to show areas of agreement about lapses in professionalism. Areas of possible dissonance in views appear to be emerging in the areas of dishonesty and boundaries. This is helpful for us to explore these areas further as we work with the OEIs and profession collectively in our work on professionalism. It is our plan to publish this data in an accessible format later in 2015.

#### *Professionalism tools for osteopaths*

12. We have launched all our professionalism tools for osteopaths which are now available for osteopaths to access on the ● zone. These tools are a refresher about the Osteopathic Practice Standards and e-learning modules which enable

osteopaths to review a particular scenario, review the standards and then review a scenario again.

13. There are now four e-learning tools. Publicising of the tools and analysis of data remains ongoing – this is because of delays in access to the data following staff changes. Further activities to publicise the tools are due to take place shortly.
14. However, the emerging feedback that we do have, suggests that the tools do support awareness of the standards, but that changes to the platform used may be required to utilise the full benefit of the learning opportunities.
15. We have also been able to use the undergraduate professionalism data and views of faculty and patients to facilitate discussions with registrants about differences in views about lapses of professionalism. Early pilots have been positive, generating useful discussion particularly in the understanding how to exercise professional judgement and in the area of boundaries. We are hoping to roll this work out further over the course of 2015.

#### *Reports about student fitness to practise*

16. Understanding reports about actual lapses in professionalism are also important in order to inform our work on professionalism.
17. The National Council for Osteopathic Research have recently published a report, Types of concerns raised about osteopaths and osteopathic services in 2013 available at: <http://www.osteopathy.org.uk/news-and-resources/document-library/research-and-surveys/types-of-concerns-raised-raised-about-osteopaths-and/>
18. We presented this work to the OEIs at our GOsC/OEI meeting on 11 March 2015 with a view to exploring the possibility of using common terminology across both student and registrant concerns reported by OEIs, the insurers and to the GOsC.
19. We have received reports student fitness to practise findings concerns this year from the OEIs and these are being fed into our professionalism work.

#### *Next steps*

20. The professionalism work is an important strategy to achieve our goal of patient safety and enhancement of the quality of care. The professionalism work comprises a range of different tools including continued collection of empirical data, development of targeted guidance, and mechanisms supporting peer learning and discourse around areas of dissonance in views highlighted through reported concerns as well as through our empirical data.
21. Thus, we are continuing to work with Sue Roff on the development of our survey tools and analysis of data.

22. We are also continuing to collect survey data from student, faculty and patients and to use this to facilitate discussions with cohorts – students, faculty and registrants with a view to supporting peer learning around professionalism.
23. We are also continuing our work developing guidance and facilitating sessions to continue to discuss these issues and to support learning from peers.
24. The work is beginning to dovetail with our work on values and we will explore connections as we begin to scope the review of the *Osteopathic Practice Standards* over the course of 2015.

**Recommendation:** to note the update on our professionalism work.

### Professionalism Working Group: draft terms of reference

#### *Purpose and role*

The purpose of the Professionalism working group is to advise the General Osteopathic Council (GOsC) Education and Registration Standards Committee about how to describe and embed professionalism throughout osteopathic educational institutions from student to tutor, to manager to principal to support excellent care.

#### *Terms of Reference*

1. To advise on the ways in which the professionalism may be embedded more clearly in osteopathic education. This might include:
  - Specific guidance and advice about implementation about the duty candour for students and osteopaths
  - Specific guidance and advice about implementation about raising concerns for students and osteopaths
  - Specific guidance and advice about implementation about defining boundaries between tutors and students
  - Specific guidance and advice about implementation about ways of enhancing of educational expertise and professional role modelling.
  - Specific guidance and advice about implementation about ways of increasing patient involvement in osteopathic education
2. To develop a work plan taking into account work undertaken in these areas by other regulators and other relevant bodies, for example, the Professional Standards Authority and also osteopathic educational institutions as well as bodies in the wider health care environment.
3. To implement the work plan.
4. To ensure that public protection and person centred care are at the heart of all matters relating to professionalism.
5. To ensure that equality and diversity matters are considered and integrated in the course of the work undertaken by the Group.

#### *Method of delivery*

We anticipate that the Group will meet on the GOsC/OEI Meeting dates.

#### *Membership*

- The group will be chaired by the Chair of the Education Committee. Other members will include:

- a. Osteopaths from different educational institutions.
- b. Osteopaths at different levels within institutions, including recently recruited academic and clinical tutors, heads of clinics and members of senior management teams.
- c. Osteopaths not involved in education
- d. Students
- e. Patients and the public
- f. Educators or regulators involved in health professional education outside osteopathy.

### *Co-option*

The group will be able to co-opt expertise as it sees fit.

### *Quorum*

To be confirmed.

### *Reporting and Accountability*

The Professionalism working group is accountable to the General Osteopathic Council's Education and Registration Standards Committee.

The Group shall present a progress report to the Education and Registration Standards Committee on a regular basis.