

IFOMPT Standards Workshop

ROLE OF THE EXTERNAL ASSESSOR WITHIN THE IFOMPT
INTERNATIONAL MONITORING PROCESS



IFOMPT Glasgow – 4-8 July 2016

Objectives

1. To summarise the role of the External Assessor within the International Monitoring process
2. To understand the External Assessors' perceived benefits and challenges of the External Assessor role
3. To discuss the role of the Member Organisation in supporting the External Assessor's role
4. To discuss best practice for the quality of the External Assessor report
5. To understand the facilitators and barriers to preparing the External Assessors report
6. To explore innovative ways to evaluate the quality of the Mentored Clinical Practice (MCP) component of programmes
7. To discuss the feed-forward and feed-backward processes regarding the External Assessors' reports and their use within the Member Organisation

Background

- The process of IFOMPT international monitoring was accepted at the General Meeting in Cape Town, March 2004
- It implemented a process called for from Member Organisations of IFOMPT to ensure:
 - IFOMPT approved educational programmes continue to satisfy the IFOMPT Standards
 - Physiotherapists are able to deliver a high standard of patient care in the area of orthopaedic manipulative physiotherapy
 - To enable reciprocal recognition between Member Organisations longer term



External Assessor

- An External Assessor is appointed to each educational programme
- The External Assessor assesses the ongoing quality of the educational programme and the processes of programme evaluation that are already taking place
- The External Assessor will have access to all material related to a programme and its assessments
- The External Assessor will sample the students' assessments, as well as meeting with students
- This ensures quality but also continuous development of the educational programme
- The External Assessor writes a report every 3 years as a minimum which is sent to the Member Organisation, indicating whether the educational programme is achieving its aims (and therefore the IFOMPT standards)



Member Organisation management of External Assessor's report

- The External Assessor's report goes to the Member Organisation for consideration
 - To ensure that the educational programme is of a standard to lead to membership of that Member Organisation
 - By implication, the educational programme will therefore meet IFOMPT standards
 - **The External Assessor therefore monitors programmes for the Member Organisation on a 3 yearly basis as a minimum**
- The IFOMPT Standards Committee receives an International Monitoring submission from the Member Organisation, on a 6 yearly basis
- The Standards Committee evaluates the submission
- The Standards Committee reports to the IFOMPT Executive
- **The Standards Committee therefore monitors the working of the Member Organisation on a 6 yearly basis**



Member Organisation's International Monitoring submission – every 6 years

Includes:

- Overview of Member Organisation structure, educational programmes, and the previous 6 years of activity relating to the Member Organisation
- External Assessor reports for each educational provider for the previous 6 years
- Excerpts from the minutes of the meeting(s) of the Member Organisation when the External Assessors' reports were considered / actioned



Resources to support External Assessors

1. Standards Document part B
 - ❖ Guidelines for good practice of educational programmes
 - ❖ Criteria for External Assessors
 - ❖ Role of the External Assessor
 - ❖ Guidelines for External Assessor regarding their annual report to the Member Organisation
2. IFOMPT website
 - ❖ IFOMPT guidance for External Assessor reports
3. Member Organisation
4. Standards Committee



Criteria for External Assessors

Be a member of the Member Organisation

Have an understanding of the requirements of IFOMPT and the Standards Document

Hold a higher degree of an equivalent level or higher to the programme being assessed

Have teaching and examining experience in OMT, ideally at the same level as the programme

Have some experience of programme development, and in committee work within an educational establishment, or as a programme team member

Have some experience as a clinical mentor or examiner of OMT



Role of External Assessor

To ensure the theoretical and clinical standards of the educational programme are satisfactory

They will monitor:

- Standards of any written work
- Organisation of the clinical placement
- Quality of the clinical placement experience
- Suitability of the Clinical Mentor
- Standard of the clinical examination
- Overall quality of the educational programme
- Quality of the educational experience



Perceptions of the External Assessor (EA)

A short survey was sent to the Member Organisations to send to their EAs

EAs were asked to identify;

- Three BENEFITS of EA role
- Three CHALLENGES of EA role
- Three comments about the support received from Member Organisation
- Three comments about the support received from IFOMPT
(website and documentation)
- Anything that IFOMPT can do to further support EA role?
- Any other comments?

Responses from EAs in 18 Member Organisations

IFOMPT Standards Workshop, Glasgow – 7 July 2016



Benefits of External Assessor role (examples)

Provides a global and external perspective

- An objective external view on the programme development to meet the IFOMPT standards
- Enables programmes to be “internationally recognised”

Enhances the quality of the programme

- Identifies strengths and weaknesses and how to improve the programme, weaknesses are addressed and changes/improvements have enhanced the excellence of the programmes with particular focus on
 - curriculum review processes
 - mentorship
 - research
 - documentation amended/rewritten
- Discussion and sharing of good practice



Continued.....

Added value of the EA

- Input helps to provide evidence of specific requirements to meet the standards (e.g. for a University)
- An EA can promote self confidence in addressing challenges
- Specific individual for the programme leads to contact



Challenges of External Assessor role

On a personal level

- Responsibility of accurate and fair report to help programme develop as well as meeting standards
- To be polite, constructive and not too negative
- To be able to express yourself in such a way that critique is valuable
- staying impartial
- To be concrete in a gentle and communicative way
- Role of EA was not embraced by the university - feel like a watchdog
- To not intimidate programme or get intimidated



Challenges...

University regulations

- IFOMPT requirements and university “rules” clash
- University programme regulated by university, difficult to modify to IFOMPT requirement
- Duplication of EA and external examiner
- USA - number of programmes (26) to review great burden on Member

Organisation

- Problem with translation of university docs for EA and IFOMPT

Gathering information

- Gathering sufficient info to get a proper overview of educational programme
- To find all the necessary info in all the files
- Difficult and too extensive
- Documentation not in English



Challenges...

Time and cost

- Time to review programme and obtain student feedback limited
- How long should it take?
- Time consuming, resource intensive, with financial implications - expensive
- To do it well will take more time than given by MO
- Remuneration should better reflect the service
- Takes lots of time to review an educational programme

The external assessor

- Lack of training of new EA
- Consistency between assessors
- Appointment and retention of appropriate EA
- EA feel need for direct link to IFOMPT rather than through the MO
- Forum for international sharing (electronically)



Summary of categories of challenges

- ❖ Personal
- ❖ University regulations
- ❖ Gathering information
- ❖ Time and cost
- ❖ The External Assessor

- ❖ How have we / do we overcome these challenges?



Support from Member Organisation

PROS

- Organising meetings
- Feedback
- Supportive
- Support regarding procedures
- Answering specific questions
- They pay!
- Crystal clear
- No pros

CONS

- No support from Member Organisation
- No information from general meetings
- Role of EA not clear, autonomy issues
- Workload - more EAs needed in a country with multiple programmes
- No cons



Preparation of the EA report

FACILITATORS

Physical resources

- The website is helpful for documents and templates for the report
- EA template is very useful in guiding the process
- Guidelines in the Standards Document

Human resources

- Very supportive organisation
- Assignment of Standards Committee members to Member Organisations
- Sharing assessment partnership between EAs
- Assignment of mentors to EAs



Continued.....

BARRIERS

Clarity of documentation

- Not always clear about some of the standards (particularly related to research - initially)
- Clearer expectations for reports
- Clearer documents / templates for assessing
- Update from IFOMPT (does not feel consistent)
- To find all the necessary information in all the files provided by the educational programme

Expectations

- To ensure an accurate interpretation of documents / issues
- How to get wiser and do processes more smartly – learning from experience
- Staying impartial

Support

- I did not feel much support from IFOMPT



Possible strategies to
address barriers?

Wish list from data

More exchange of monitoring report information between Member Organisations

Database of all monitoring processes

A tutorial for the EA outlining the process and running through any practical documents would be useful.....



Quality of the External Assessor Reports

- A Member Organisation will receive feedback from the Standards Committee
- This may include a **Prospective Condition** regarding the need to “improve the quality of their EA report”



Quality of the report

- Why is the quality of the EA report important for the Member Organisation?
 1. To improve the quality of the educational programmes
 2. The Member Organisation can understand quality issues within their educational programmes in order to be able to take action as required
 3. The Member Organisation can thereby summarise issues and actions taken or to be taken to the Standards Committee in order to provide evidence of their robust quality processes

External Assessor's Template

This template is provided to assist Member Organisations (MO) in establishing the content of an External Assessor's (EA) report. The report of the EA is provided to the National Educational Committee / Board of the MO of IFOMPT or equivalent, according to their timescales. Use of this template is not compulsory for all MOs as it is recognised that many MOs have already developed this resource.

Aim of the template

To further guide MOs in the national processes of Quality Control and Quality Management. Please read alongside Appendix D of the IFOMPT Standards Document: Part B regarding IM.

Introduction

The report must include a declaration of the independence of the EA.

The EA report is required for a maximum period of 2 years (agreed as of June 2011).

In order to be able to make a valid judgement on the programme, the EA report must include:

1. An evaluation of the curriculum including progress compared to previous reports
2. Conclusions of correspondence, review and on-site visits with evaluations of teaching, examinations, written assignments, organisational aspects of the course provider as well as student feedback

Note: Individual students must not be named.

- The Programme Leader is obliged to support the EA in sampling material, course work, and data regarding the programme.
- If there is more than one educational programme in an MO, an EA report must be completed for each programme.
- For geographical reasons, the means of evaluation by the EA can be varied e.g. an unedited / live video may be a means of observing assessment processes.

Sections required in the External Assessor's report:

1. General data
2. The curriculum, theory modules, assessments
3. Clinical instructions
4. Mentored clinical practice
5. Clinical examinations
6. Quality of the Educational Experience
7. Conclusions

The 7 sections must be completed by answering Yes or No in the middle column. The completion of the right hand column can either a) cross reference to further files (and attach to this report), or b) provide full explanation and evidence within the column. All questions must be completed.

Report of External Assessor

1. General data

	Question	Detail from External Assessor
1.1	Name of External Assessor	
1.2	Date of Report	
1.3	Name and location of educational programme	
1.4	Name of Programme Leader	
1.5	Level of Approval (MSc or Postgraduate Diploma) Title of any exit awards	
1.6	Academic Year(s) that the report covers	
1.7	Years as External Assessor for this programme	
1.8	Explain your involvement in this course over the last two years (visits, reviewing marking, meetings with students, observing examinations)	
1.9	Can you confirm you have remained independent as External Assessor? Yes / No. If no, explain:	

2. Evaluation of curriculum relating to theory modules and assessments

	Question	Yes or No	Remark [To include any cross referencing to attached documents]
2.7	Have there been any changes to the programme organisation, structure, delivery or curricula? If yes, do these changes still enable the programme to meet the requirements of the Standards Document?	Yes	

5. Evaluation of clinical examinations

	Question	Yes or No	Remarks
5.2	If yes to Q5.1, was the organisation and standard of clinical examinations of patient assessment and management satisfactory?	No	Attention required.

➤ Required action and/or direction of action for Member Organisation?

2. Evaluation of curriculum relating to theory modules and assessments

	Question	Yes or No	Remark [To include any cross referencing to attached documents]
2.7	Have there been any changes to the programme organisation, structure, delivery or curricula? If yes, do these changes still enable the programme to meet the requirements of the Standards Document?	Yes	<p>Based on the 2014 EA Report - regarding the lack of Psychosocial evaluation of the patient within the curriculum:</p> <p>An effort is being made since 2015 through to the present time to include more of the psychosocial aspect of patient assessment in to the programme through the theoretical education and usage of Patient Reported Outcome Measures (PROMs). This is evident in a specific course on PROMs as well as inclusion of this aspect of the assessment in the Clinical Mentored Practice Reports and Examination (Also see EA Report 3.3 and 5.2)</p> <p>Evidence:</p> <ol style="list-style-type: none">1. Curriculum Document page 104 Section 5.32. 2017 EA Report pg 21 - Appendix C: Copy of Clinical Examination Form

3. Evaluation of curriculum relating to practical skills and assessment

	Question	Yes or No	Remarks
3.3	Is there a balanced neuro-musculoskeletal approach, recognising different concepts/philosophies?	Yes, partially	<p>The programme has taken a conscious effort to include an eclectic approach to manual therapy, embracing many different approaches for the development of clinical skills and their evaluation. Information about the associated psychometric patient properties as well as evaluation of the same has been woven throughout the framework of the programme since 2015.</p> <p>Based on the 2014 EA Report regarding the lack of psychosocial evaluation of the patient within the curriculum: An effort is being made since 2015 through to the present time to include more of the psychosocial aspect of patient assessment in to the program through the education and integration of usage of Patient Reported Outcome Measures. See EA Report 2.7</p> <p><u>Evidence:</u></p> <ol style="list-style-type: none"> 1. Review of the overall Curriculum: September 2016 2. Review of the Curriculum reference list December 2016 see EA Report 2.3 3. Interview with the Head of the programme: October 21, 2016 4. Interview with two instructors in the programme: October 21-22, 2016 <p><u>Prospective EA Review (2024):</u> Review the content and processes in place for the continued inclusion, usage and elevation of the student's assessment of the psychosocial aspects of the patient.</p>

Based on 2014 EA Report ... lack psychosocial evaluation ... within curriculum: An effort being made since 2015 through to present time to include ... through education and integration ... Patient Reported Outcome Measures. See EA Report 2.7

Evidence:

1. Review Curriculum: Sept 2016
2. Interviews with Head of the Programme: Oct 21, 2016

Prospective EA Review (2024): Review content and processes for continued inclusion, usage and elevation of assessment of psychosocial aspects of patient.

EA's report regarding Mentored Clinical Practice (MCP)

From EA data – it is difficult to observe MCP

MCP is important – 150 hours of a programme

Brief mention of MCP in Eas' reports

On-site visits of EA are not common practice

Hurdles (organisational, financial,)

Action Points in relation to MCP are not commonplace



4. Evaluation of curriculum relating to Mentored Clinical Practice

	Question	Yes or No	Remarks
4.1	Have you observed Mentored Clinical Practice this academic year? [Either directly or through video etc]		If no, confirm whether or not you have observed during your term of office:
4.2	Can you confirm a minimum of 150 hours of supervised / mentored clinical practice?		If no, explain:
4.3	If yes to Q4.1, was the <u>organisation</u> and <u>standard</u> of Mentored Clinical Practice satisfactory (e.g. number and suitability of patients)?		If no, explain:
4.4	If yes to Q4.1, were the Clinical Mentors <u>suitable</u> ?		If no, explain:
4.5	Was the <u>quality</u> of clinical placement experience satisfactory		If no, explain:

& why not....

External Assessors template
January 2012

EA's report of MCP – what else?

4.3 Organisation of Clinical Placement

*e.g. info from programme organiser
info & feedback from on-site organiser
feedback from students
time frame (pre/per/post-sessions)
number of patients, of follow-up sessions*

4.3 Standard of Clinical Placement

*(on-site visit, video)
e.g. suitability of patients
assessment forms
marking criteria
literature access (online)
feedback on assessment*

MCP

4.4. Suitability of Clinical Mentors

(for each stage of the MCP)

*e.g. profile
student evaluation of mentor*

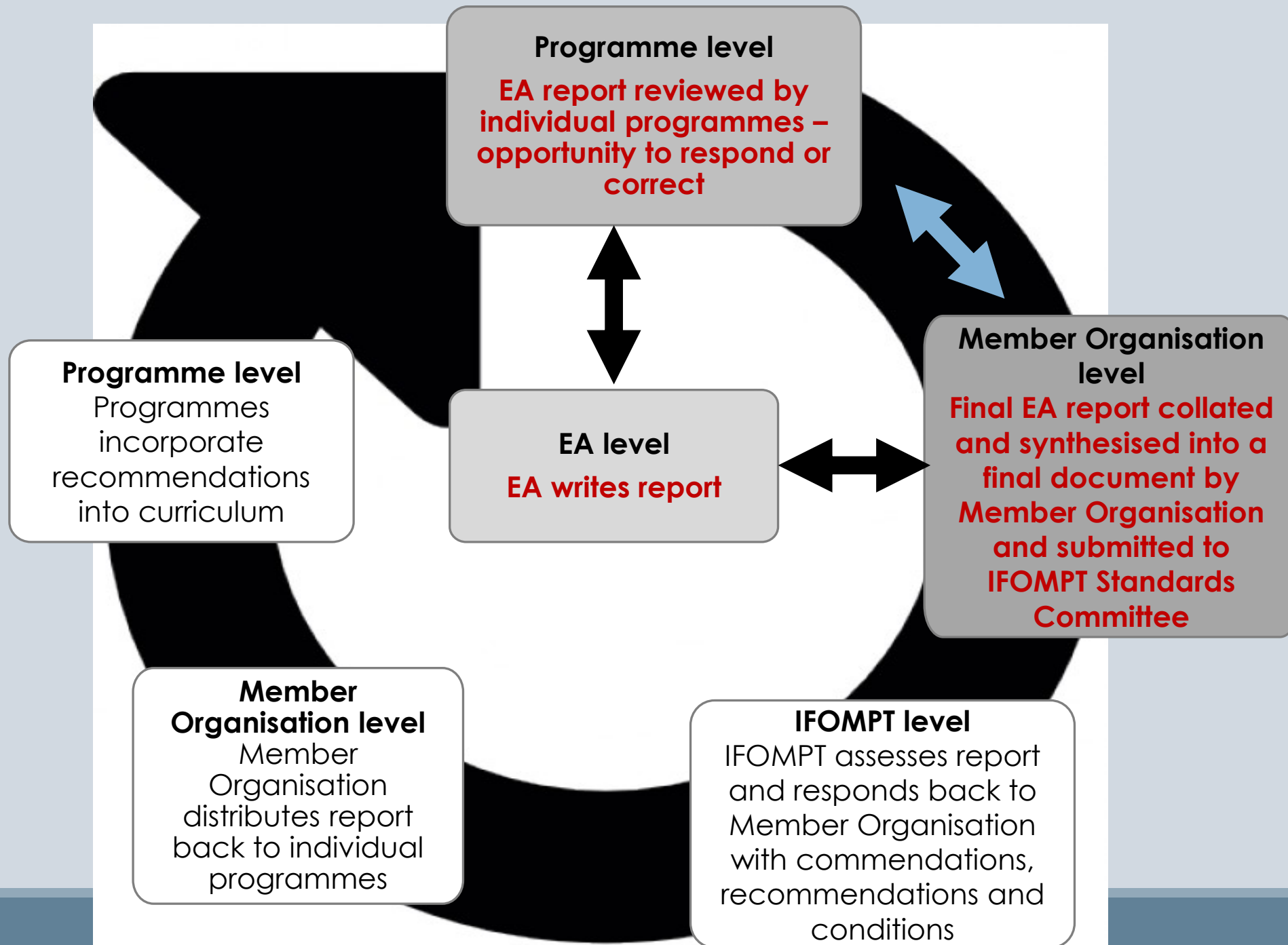
4.5 Quality of Clinical Placement Experience

*e.g. student evaluation forms
(incl. 7 roles, 10 dimensions)
strengths and weaknesses identified
adequate learning steps (different domains)
skype discussion*

Feed-back and feed-forward mechanisms

Draw a diagram for your Member Organisation's process of managing the EA report





Any further experiences
/ issues / suggestions?

Conclusions

- ❖ The External Assessor role is essential to International Monitoring, but also programme quality and development
- ❖ Not without its challenges
- ❖ Range of resources, strategies and solutions available
- ❖ Please use Standards Committee as a resource to assist you
- ❖ Developing a list of External Assessors to enable our greater support

