ENHANCING THE OXFORD BROOKES HEALTH AND SOCIAL CARE
PRE-REGISTRATION FITNESS TO PRACTISE GOVERNANCE WITH
E-LEARNING TOOLS FOR PROFESSIONALISM
The current focus on professionalism and ethical, compassionate behaviour demands exploring further how pre-qualifying health and social care students should be best taught professionalism. There is a lack of a contemporary evidence base for this.

Brookes University has a well developed student Fitness to Practise (F2P) preparation for placement in pre-qualifying Health and Social Care programmes. We are beginning to implement a e-learning activity into this process using the Dundee Polyprofessionalism tools designed to engage students in learning professionalism through the activity itself and subsequent classroom dialogue, utilising cohort specific data.

The ultimate goal of this project is to prepare learners for employability with demonstrated understanding and awareness of professional standards that must be maintained in the work place in the team delivery of health and social care in the UK.

We invite HSC colleagues to appraise this introduction of this e-learning activity into the preparation for practice F2P process as an aid to learning professionalism by creating a community of learning between student and academic teams through effective student engagement.
EFFECTIVE GOVERNANCE OF PRE-REQUISITES FOR PRACTICE: through Fitness to Practise ID badge process

In order to be entitled to start placement learning, students must comply with the Fitness to Practise for Pre-registration Students requirements. Students will only be issued with a Fitness to Practise identity badge, once they have met all preparation for practice requirements for their year of study: examples of such requirements include:

- Occupational Health and Disclosure and Barring Service clearances
- NHS mandatory training for health care students,
- Insurance for osteopathy students
- Successful completion of preparation for practice modules for social work students
- Confirmation that the student has read and will be bound by the Faculty Standards of Conduct: Fitness to Practise (achieved through digital consent through secure student login to the Practice Education Management System (PEMS) ). Without this, students will not be permitted to practise.

The Fitness to Practise ID badge provides evidence of governance of agreed pre-requisites, authorises access to placement areas and allows students to participate in health and social care placement learning.
Fitness to Practise:

Status: Missing eCSIS flags  Change the student’s status
Student has submitted form? NO
Student has satisfied all FtP Requirements? NO
Current Requirement Set FTP-Osteo-Y4
FtP Forms send date No date set
Override FtP Workflow Date Check

eCSIS requirements
eCSIS XPOL (CRB Check):
YES - 01/09/2011

eCSIS XDCC (Rehabilitation of Offenders Form):
YES - 01/09/2011
eCSIS XMED (Occupational Health clearance [NB for SW = Suitability Form]):
NO

Student declarations
I have read and understood the current version of the Standards of Conduct document (PDF) and letter of Fitness to Practise (PDF), which are posted on the School’s internet pages. I accept their terms and conditions:

I confirm that I have not been disqualified* from regulated activity with children or adults in the United Kingdom and have not committed any criminal offence or other act in the UK or abroad which would lead to me being disqualified in the future.

*For further information see www.homeoffice.co.uk/crbischanging or phone 0870 90 90 811:

I declare that my Occupational Health status has remained the same since my admission to the course:

I have watched the student fire safety video (QuickTime movie):

Administrative requirements
Standard precautions (Yr4):
Completed on:  

PEMS ADMINISTRATOR F2P EXAMPLE LOGIN PAGE
EFFECTIVE GOVERNANCE OF PRE-REQUISITES FOR PRACTICE: inclusion of the Dundee Polyprofessionalism e-learning tools in the student preparation for practice (F2P) process - 1

- Inclusion of initial learning of professional behaviour as part of preparation for practice with associated governance of the Fitness to Practise identity badge is designed to strengthen student preparation for practice especially with the current focus on professionalism of health care professionals and related quality of care.

- The Dundee Polyprofessionalism e-learning tool for Academic Integrity (Roff et al. 2011) and Early Clinical Learning (Roff and Dherwani 2011) is being introduced for completion by pilot groups of pre-qualifying undergraduate health and social care students.

- The tool facilitates reflective learning utilising the four principles of feedback recommended by Sargeant et al (2009). The cycle of response and feedback will engage students in re-shaping assessment and feedback in classroom dialogue.

- Data analysis will allow us to investigate stages of professionalism learning, and delineate the learning curve of respondents to provide an evidence base for teaching and learning professionalism, which we anticipate will be useful for all UK HEI health care professions programmes.

- This data will also guide student Fitness to Practise panels and aid consistency in decision-making related to lapses of student professionalism.

- The tool together with the student Fitness to Practise ID process has the potential to be a specific, transferable and pioneering model for learning and teaching professionalism all HEIs running programmes in this sector.
The Dundee e-learning tools include a list of 25-35 profession specific statements for students to consider. A sample of statements developed for Adult Nursing is below:

- Removing an assigned reference book from a shelf in the library in order to prevent other students from gaining access to the information in it
- Signing attendance sheets for absent friends, or asking classmates to sign attendance sheets for you in skills suites labs or lectures/seminars
- Drinking alcohol over lunch and interviewing a patient in the afternoon
- Forging a practice assessor's/mentor's signature on any document (e.g. competency record, patient chart, or time sheet)
- Failure to follow proper infection control procedures
- Threatening or verbally abusing a university employee, fellow student or member of placement staff
- Being late for classes or practice shifts
- Inappropriate posting on social media of photos/videos/texts about peers, class or clinical activities
- Damaging public property e.g. scribbling on desks or chairs, damaging university halls of residence
EFFECTIVE GOVERNANCE OF PRE-REQUISITES FOR PRACTICE: inclusion of the Dundee Polyprofessionalism e-learning tools in the student preparation for practice (F2P) process - 3

The Dundee e-learning tools include a list of 25-35 profession specific statements for students to consider. Most statements seek responses a - e below:

a. Is this wrong? Yes, No, Unsure
b. Do you think your fellow students do this? Yes, No, Unsure
c. Have you ever done this in your present course? Yes, No, Unsure
d. Would you ever do this in your present course? Yes, No, Unsure
e. What level of sanction (1-10) should apply for a first time offence with no mitigating circumstances? (based on Teplitsky (2002))

1 = None
2 = Reprimand (verbal warning)
3 = Reprimand (written warning)
4 = Reprimand, plus mandatory counselling
5 = Reprimand, counselling, extra work assignment
6 = Failure of specific class/remedial work to gain credit
7 = Failure of specific year (repetition allowed)
8 = Expulsion from college (readmission after one year possible)
9 = Expulsion from college (no chance for readmission)
10 = Report to professional regulatory body
EFFECTIVE GOVERNANCE OF PRE-REQUISITES FOR PRACTICE: inclusion of the Dundee Polyprofessionalism e-learning tools in the student preparation for practice (F2P) process - 4

Student engagement - providing a community of learning and practice for students and academic staff

- Reports of cohort specific student responses in the e-learning activity will integrate appropriate assessment and feedback with classroom seminars to inform areas for debate relating to specific student cohort responses. Such integration has been seen to be crucial for student engagement (Trowler 2010).

- The student engagement strategy enhances learning professionalism by connecting students to each other (Krause, 2005) and to subsequent classroom learning and teaching.

- The student learning experience will be enhanced through effective student engagement in learning professionalism. Students will be able to see how their views of professionalism will be used to develop their learning within their own cohorts and know that their views are contributing to evidence-based teaching and Fitness to Practise panel decision-making.
EFFECTIVE GOVERNANCE OF PRE-REQUISITES FOR PRACTICE: implications for Fitness to Practise panel decision-making (pre-registration students)

Student engagement - providing evidence for consistency of decision-making by Fitness to Practice panels within health and social care HEIs

- Data will be analysed to determine student views on level of sanctions to be imposed by Fitness to Practise panels for first time ‘unprofessional behaviours’ with no mitigating circumstances.

- Student views will inform the development of guidance for decision-making of Fitness to Practise panels for undergraduate students to develop consistency across the sector.

- The student learning experience will be enhanced through knowing that student views are contributing to evidence-based Fitness to Practise panel decision-making.
WE WELCOME FEEDBACK ON THIS APPROACH

We think we will have a transferable model for learning and teaching professionalism by the end of this project which we can share widely in the UK and beyond and welcome your views on the following:

- the intended process of student inclusion/engagement in the learning process
- integration of this learning activity within a Fitness to Practise ID badge process
- how decision-making guidance for Fitness to Practise Panels would be best developed, integrating student views arising from this project
- interest in dissemination (including conferences, webinars and social media routes)

Please email Netta Lloyd-Jones, Head of Practice Education on: netta.lloyd-jones@brookes.ac.uk
REFERENCES


Roff, S., Chandratilake, M., Mcalleer, S., & Gibson, J. (2011) Preliminary benchmarking of appropriate sanctions for lapses in undergraduate professionalism in the health professions Medical Teacher Vol. 33, No. 3, Pages 234-238


Teplitsky, P (2002) Perceptions of Canadian Dental Faculty and Students About Appropriate Penalties for Academic Dishonesty Journal of Dental Education April 1, 2002 vol. 66 no. 4 485-506