Education and Training Committee, 5 June 2014

Interprofessional education research

Executive summary and recommendations

Introduction

The standards of education and training (SETs) were last re-published in 2009 and are now due to be reviewed. The Executive is considering the scope, content and timetable for the review and plans to bring a paper to the Committee's meeting in September 2014.

At this stage it is anticipated that the review may follow a similar format to the ongoing review of the standards of conduct, performance and ethics. This review is being conducted on a staged basis over approximately three years (from start date to re-pubplication). The review comprises a range of research activities to gather the views of stakeholders; a Professional Liaison Group (PLG) to discuss changes to the standards; and a full public consultation.

The Executive has identified interprofessional education (IPE) as a topic on which further consideration is required. The existing guidance supporting SET 4.9 notes the value of IPE (students learning with, from and about each other). However, the existing standard does not make a positive requirement that IPE must be included in all programmes. IPE was a topic of debate when the standards were last reviewed, and was raised by participants at the recent ETC stakeholder event – with general consensus that a more positive requirement should be made.

The Executive proposes that research should be commissioned to look at this issue and to inform future amendments to the standards of education and training and supporting guidance as part of the forthcoming review. A similar approach was previously taken when (outside of the periodic review cycle) we considered requiring service user and carer involvement as part of the SETs. The findings of commissioned research informed the consultation proposals and undoubtedly improved the quality of the standard and guidance agreed as a result.

The Executive is seeking approval of this brief now in advance of the September 2014 paper which will look at the review overall. This will make best use of the available research budget for 2014-2015 and available resources and would allow the commissioning process to start as soon as possible. The Executive anticipates making further provision in the research budget in 2015-2016 for research to support the review.

Decision

The Committee is invited to approve the attached research brief (subject to amendments agreed at this meeting and any minor editing amendments).

Background information

None

Resource implications

- Commissioning the research.

- Attendance at research advisory board meetings.

- Supporting the research team (e.g. by sending out information to participants).

The resource implications are accounted for in planning for the 2014-2015 financial year and will be accounted for in the 2015-2016 financial year.

Financial implications

- We anticipate a budget of up to £30,000 for the research (inclusive of all costs).

This cost is accounted for in the Policy and Standards budget for 2014-2015 and will be included in the budget for the 2015-2016 financial year.

Appendices

None

Date of paper

27 May 2014

INVITATION FOR RESEARCH PROPOSALS

Interprofessional education (IPE) in education and training programmes approved by the Health and Care Professions Council (HCPC).

1. Purpose and research aims

1.1   This project is about exploring interprofessional education (IPE) in programmes approved by the Health and Care Professions Council (HCPC). The purpose is to assist the HCPC in reaching conclusions about making a positive requirement for IPE as part of HCPC's standards of education and training.

1.2   The research aims are as follows.

- To draw on learning from the relevant literature on IPE.

- To gain improved understanding of the extent and nature of IPE in the education and training programmes approved by the HCPC.

- To identify and analyse the different types of IPE activities undertaken by approved education providers.

1.3   We expect as core components that the research will include the following.

- A literature review.

- Research with HCPC approved education providers.

- A final report analysing the findings of the research and providing recommendations about possible changes to the standards and supporting guidance.

1.4   A budget of up to **£30,000** is available for this work (depending on the scope of the research). The deadline for proposals is **8 August 2014**.

2.   About the HCPC

2.1   The Health and Care Professions Council (HCPC) is an independent professional regulator set up to protect the public. We register the members of 16 different professions. We set and maintain standards which cover education and training, behaviour, professional skills and health; approve and monitor educational programmes which lead to registration; maintain a register of people that successfully pass those programmes; and take action if a registrant's fitness to practise falls below our standards.

2.2   We were set up in 2002 and now regulate 16 health and care professions (c. 320,000 registrants), including, for example, dietitians, practitioner psychologists and speech and language therapists. 15 of these professions are regulated UK-wide. Social workers are regulated on an England only basis, with separate regulators in the other UK countries.

3. Our role in quality assurance of education and training programmes

3.1   We currently approve **[x]** programmes delivered by **[x]** education providers. Although most programmes are delivered or validated by a Higher Education Institution (HEI), we also approve programmes delivered by other providers including by employers and professional bodies.

3.2   The majority of approved programmes are pre-registration programmes and are approved against our standards of education and training, which are common across all the professions that we register. These standards cover areas such as admissions; curricula; programme management and resources; and assessment.

3.3   We assess programmes against the standards of education and training at approval visits. The assessment is carried out by 'visitors', registrants in each of the professions we regulate, who make recommendations about approval to our Education and Training Committee. (In the near future, visit teams will also include lay people.) This may include recommending that certain conditions should be set before approval is granted. We grant open-ended approval subject to on-going checks to ensure that our standards continue to be met through the 'Annual monitoring' and 'Major change' processes.

3.4   A programme that successfully meets the standards of education and training will allow a student by completion to meet the standards of proficiency, the threshold standards for safe and effective practice in each profession. If a student completes successfully an approved programme they are eligible to apply for registration, subject to health and character checks and payment of the registration fee.

3.5   We also approve a small number of post-registration programmes, some of which lead to an entry in the Register being 'annotated' (marked). These include programmes which allow certain professions to train to act as supplementary and independent prescribers. We also approve programmes which allow certain professions to train to become Approved Mental Health Professionals (AMHP).

3.6   We publish separate standards for use in approving these programmes. These standards are not directly within the scope of this research. However, the findings of this research may inform future changes to these standards.

4. Interprofessional education (IPE)

4.1   This section provides background information which informs the context of the research.

Terminology

4.2   A variety of different terms are sometimes used to refer to students from different programmes and professions learning with, from and about each other. The existing standard of education and training which is relevant to this area uses the term 'interprofessional learning'. This brief uses the term 'interprofessional education' and adopts the definition put forward by the Centre for the Advancement of Inter-professional Education (CAIPE).

'Interprofessional Education occurs when two or more professions learn with, from and about each other to improve collaboration and the quality of care.' (CAIPE 2002, cited in CAIPE 2012, p.3)

Review of the standards of education and training

4.3   This research forms part of a forthcoming review of the HCPC's standards of education and training. The standards of education and training were last re-published in 2009 and are reviewed approximately every five years to ensure that they remain up-to-date and fit for purpose. The scope, content and timetable for the forthcoming review are currently under discussion.

4.4   In 2013, we agreed that we would introduce from the 2014-2015 academic year a new standard which requires education providers to involve service users and carers in their programmes. This decision was informed by commissioned research conducted by Kingston University and St George's University of London (Chambers and Hickey, 2012) and a public consultation. We anticipate that this research will similarly inform proposals to amend the standards of education and training, but as one part of a more thorough periodic review.

Existing standard

4.5   The topic of IPE was the subject of debate by the working group (known as a 'Professional Liaison Group' (PLG)) convened when the standards of education and training were last reviewed. At that time, the Group agreed to strengthen the guidance that supports the standards to be more positive about the value of 'interprofessional learning'.

4.6   However, the Group considered that it would not be appropriate to go beyond encouragement to mandate interprofessional learning in approved programmes, principally owing to concerns about whether all approved programmes could meet such a requirement.

4.7   The existing standard sits within the curriculum standards. The following gives the standard, and an excerpt of the supporting guidance.

SET 4.9: When there is interprofessional learning the profession-specific skills and knowledge of each professional group must be adequately addressed.

'Successful interprofessional learning can develop students' ability to communicate and work with other professionals, potentially improving the environment for service users and professionals, Where you provide interprofessional learning, you must make sure that it does not prevent each professional group from learning skills and knowledge specific to their profession.

We appreciate that you may not be able to offer interprofessional learning because of factors beyond your direct control. As a result, we do not make it a requirement. However, interprofessional working is included in the standards of proficiency and the standards of conduct, performance and ethics.'

4.8   As noted above, although they are not directly the subject of this research, HCPC's other standards have content which is relevant to interprofessional working. The standards of proficiency for each profession in particular include a number of standards which relate to working effectively as part of a multi-disciplinary team and in partnership with service users, professionals and others.

4.9   We recently held a workshop to inform the planning of the review of the standards of education and training, which was attended by our education stakeholders. This identified a number of potential points for consideration when the existing IPE standard is reviewed. They included the following views from participants.

- A more positive and encouraging position on interprofessional learning is required.

- The standard needs to reflect that professions no longer work in isolation and that interprofessional learning is important and necessary.

- The standard and guidance need to be realigned so language and intent is the same.

- There is a need to acknowledge the difficulties/practicalities in organising interprofessional learning.

- The emphasis needs to be on learning to work interprofesionally, as opposed to learning about the work of other professions.

- There is a need to be sure of the outcomes. How does interprofessional learning enhance practice and benefit the service user?

Other standards and reference points

4.10   Amongst the other UK regulators of health and care professions, interprofessional education is often a specific requirement for programme approval. For example:

'Medical schools must ensure that students work with and learn from other health and social care professions and students.' (General Medical Council, 2009)

'Programme providers must ensure that students have the opportunity to learn with, and from, other health and social care professionals.' (Nursing and Midwifery Council, 2010)

4.11   A number of different organisations have advanced what they see as the benefits of IPE. For example:

CAIPE has published a set of recommendations for commissioners and regulators of education, setting out what it considers are the conditions for effective IPE, which they argue : '…develops and reinforces collaborative competence, employing interactive learning methods to enhance mutual understanding of each other's roles and responsibilities. Students explore wyas in which their professions can work together to respond more fully, more effectively and more economically to the multiple and complex needs presented by individuals, families and communities in contemporary society.' (CAIPE, 2012)

The World Health Professions Alliance (WHPA) has published a statement on inteprofessional collaborative practice (ICP). The statement argues that in order to achieve collaborative practice between different professional groups, education providers should 'adopt a philosophy of ICP and include opportunities for joint and person-centred, problem-oriented learning and professional socialisation, in both clinical and academic environments.' They argue that this should be supported through arrangements for the accreditation of education (WHPA, 2013).

5. Scope of proposed research

5.1   This section outlines the scope of the proposed research.

5.2   The existing standard is 'negatively framed' in that it currently focuses on ensuring that IPE does not take place to the detriment of profession-specific skills. There is no standard that requires in absolute terms that IPE must take place. The guidance is positive about the benefits of these activities but this is not currently the focus of the standard itself.

5.3   Our initial view (subject to future public consultation) is that it is appropriate to consider amending this standard to make a much more positive requirement for IPE in approved programmes.[1] The purpose of this research is therefore to understand more about what the literature says about effective IPE, and about the nature and extent of IPE on HCPC approved programmes, in order to inform the text of the standard that should be required in the future, and its supporting guidance.

5.4   We welcome all proposals which will meet the research aims outlined in this brief. We expect the research will include, but will not necessarily be limited to, the following.

Literature review

5.5   The literature review will inform the primary data collection. We anticipate that this is likely to include (but may not be limited to) the following content.

- Types of IPE.

- 'Good practice' in achieving effective IPE.

- Appropriate terminology in this area.

- Benefits of IPE for professionals and service users.

5.6   Although we anticipate that most literature is likely to concern IPE in health and social care education in relation to other professions, or more generally, we would particularly be interested in any literature which specifically pertains to the professions regulated by the HCPC and/or to the regulation or external quality assurance of education.

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[1] For the avoidance of any doubt, IPE on approved programmes need not be confined only to learning with, from and about HCPC regulated professions.

Research with education providers

5.7   We anticipate that the research with education providers will include both qualitative and quantitative data collection. We would be particularly interested in the following.

- The frequency and types of activities undertaken by education providers.

- Examples of particularly 'good' or 'notable' practice (i.e. in order to provide illustrative examples / vignettes).

- The drivers and rationale for existing IPE activities.

- The (perceived) benefits and impact of IPE.

- The (potential) limitations of or barriers to IPE.

- Any trends within or between different professions and different models of education delivery.

5.8   This phase of the research should ensure that all the 16 professions regulated by the HCPC are included in some way.

5.9   We will work with the appointed researcher(s) / research team to facilitate the research with education providers as necessary (e.g. by sending out information to programme leaders).

Research governance

5.10 We expect the appointed researcher(s) / research team to convene a research advisory board or its equivalent, with representation from the HCPC, to oversee the conduct of the work.

5.11 We expect that all relevant stakeholders, such as service users and carers, should be involved in the conduct of HCPC commissioned research, wherever appropriate. We recognise, however, that the nature and extent of involvement may vary depending on the context of the research. Proposals should clearly outline how the involvement of relevant stakeholders will be addressed during the research process.

Final report

5.12 The report of the completed research will be used by the HCPC to consider changes to the standards of education and training and supporting guidance.

5.13   The final report is likely to include the following.

- Information about the research methodologies adopted.

- Findings from the literature review and research with education providers.

- Advice and recommendations to the HCPC in light of the research findings.

5.14   The researcher(s) / research team will be required to present their findings to the HCPC's Education and Training Committee in June 2015 (date TBC).

6. Next steps and anticipated timescale

6.1   Proposals for this work should be submitted by email to Nicole Casey, Policy Manager, by no later than **8 August 2014**.

Email: nicole.casey@hcpc-uk.org

Tel: 020 7840 9168

6.2   There is no prescribed format for submitting research proposals. However, they should include the following.

- A proposal for how the research would be conducted.

- An outline timescale including key milestones.

- Any ethical considerations or approval needed.

- Arrangements for research governance, including the involvement of relevant stakeholders.

- The researcher(s) CV(s).

- A breakdown of costs.

6.3   We anticipate the following timescales for this work. Please note, in the event that the number of proposals received delays the process of appointing the researcher(s) / research team to carry out this work, these dates may change.

Action	Timetable
Invitation for proposals issued	16 June 2014
Deadline for proposals	8 August 2014
Shortlisting	By 29 August 2014
Interviews / meetings with shortlisted researcher(s) / research team(s) (if required)	By 12 September 2014
Researcher(s) / research team appointed	By 19 September 2014
Deadline for final report	Target date for completion is **8 May 2015** (with a draft report available for comment prior to this date). Deadline will be agreed with the appointed researcher(s) / research team based on what is considered to be feasible.

6.4 We anticipate a budget of up to **£30,000** (depending on the scope of the research). This budget is inclusive of all costs, including VAT (if applicable).

Shortlisting criteria

6.5 Our decision to shortlist or appoint will be based on the research brief, and on an overall assessment of how far the proposal has addressed the HCPC's needs. We will particularly assess research proposals as to the extent to which they meet or exceed the following indicative criteria.

- The proposal demonstrates understanding of the role of the HCPC as a regulator.

- The proposal demonstrates understanding of the stated research aims and the purpose of the HCPC's standards and guidance.

- The proposal describes an appropriate methodology which is consistent with the research aims.

- The scope of the proposed research includes an appropriate range of HCPC regulated professions.

- The proposal demonstrates that the researcher(s) / research team have proven experience and expertise in fields relevant to the subject of the research.

- The proposal represents value for money.

7. References

Approval of education and training programmes

Health and Care Professions Council (2013). Approval criteria for approved mental health professional (AMHP) programmes.
http://www.hcpc-uk.org/publications/standards/index.asp?id=690

Health and Care Professions Council (2013). Standards for prescribing.
http://www.hcpc-uk.org/publications/standards/index.asp?id=692

Health Professions Council (2009; reprinted 2012), Standards of education and training and Standards of education and training guidance
http://www.hcpc-uk.org/aboutregistration/standards/sets/

Health Professions Council (2009), Standards of education and training and guidance – Responses to our consultation
http://www.hpc-uk.org/aboutus/consultations/closed/index.asp?id=70

Further information about the HCPC's approval process is available here:
http://www.hpc-uk.org/education/downloads/

Other references

Centre for Advancement of Interprofessional Education (2012). Interprofessional education in pre-registration courses. A CAIPE guide for commissioners and regulators of education. (Prepared by Hugh Barr and Helena Low).
http://caipe.org.uk/news/interprofessional-education-in-preregistration-courses-a-caipe--guide-for-commissioners-and-regulators-of-education---/

Chambers, M. and Hickey, G. (2012). Service user involvement in the design and delivery of education and training programmes leading to registration with the Health Professions Council.
http://www.hcpc-uk.org/publications/research/index.asp?id=550

General Medical Council (2009). Tomorrow's doctors.
http://www.gmc-uk.org/education/undergraduate/tomorrows_doctors.asp

Health and Care Professions Council (2013). Consultation on service user involvement in education and training programmes approved by the Health and Care Professions Council (HCPC). Summary of responses to the consultation and our decisions as a result
http://www.hcpc-uk.org/aboutus/consultations/closed/index.asp?id=150

Nursing and Midwifery Council (2010). Standards for pre-registration nursing education
http://standards.nmc-uk.org/PublishedDocuments/Standards%20for%20pre-registration%20nursing%20education%2016082010.pdf

World Health Professions Alliance (2013). WHPA statement on interprofessional collaborative practice.
http://www.whpa.org/WHPA_Statement_collaborative_practice.pdf