

*JANUARY 2005*

**PART B**  
**GUIDELINES**  
**FOR**  
**IFOMPT**  
**INTERNATIONAL MONITORING**  
**OF**  
**MEMBER ORGANISATIONS AND OMT**  
**PROGRAMMES**

# Background

As the international organisation representing orthopaedic manipulative physiotherapy (OMT), IFOMPT is committed to the promotion and ongoing development of this area of clinical specialisation. A major function of IFOMPT is to ensure the quality of postgraduate training in orthopaedic manipulative physiotherapy. The qualities of a programme that concern IFOMPT relate to both generic and professional skills that are essential for the graduate to perform in the field of OMT.

The IFOMPT Educational Standards document provides a detailed guide to the standards of education for postgraduate programmes that are considered acceptable to IFOMPT. This process of IFOMPT international monitoring, accepted at the AGM in Cape Town, March 2004 introduces a process to ensure that educational programmes accepted by IFOMPT are satisfying these education standards and producing physiotherapists who are able to deliver a high standard of patient care in the area of orthopaedic manipulative physiotherapy.

The process will focus on the professional and generic skills identified in the IFOMPT Educational Standards. IFOMPT recognises the diversity in OMT programmes throughout the world. The process that has been formulated in this document is considered the most appropriate method for determining standards whilst allowing programmes to preserve their individuality.

The process for evaluation of educational standards to IFOMPT will be administered and implemented by the Standards Committee of IFOMPT. The committee members will independently review the submission from the Member Organisation (MO). Their recommendations will be collated by the Chair of the Standards Committee (SC) to be discussed at a planned meeting. Once a decision has been agreed, a report will be written making recommendation to the IFOMPT Executive.

## Educational standards

The quality of education has received increased attention in recent years, in particular through external factors reflecting the developing educational, political and economic contexts (Stuart, 1994). The nature of quality in education has been debated (Doherty, 1994), but there is agreement that improving quality needs to focus on learning, teaching and the establishment of an effective framework within which these activities can occur (Preedy et al, 1997). Quality can be considered as possessing two distinct components:

1. Quality assurance - related to 'feed-forward' mechanisms aimed at developing the ongoing quality of a course. This encompasses systems to determine strengths, weaknesses and problems (e.g. planning and running a course) and ensure that outcomes are achieved (i.e. matching aims and outcomes).
2. Quality control - related to 'feedback' mechanisms aimed at checking outcomes after the educational processes have occurred to identify strengths, weaknesses and problems (Preedy et al, 1997).

most educational systems have typically placed emphasis on quality control of their output (Cuttance,1997). This commonly takes the form of inspection or external examining and monitoring processes. For educational standards to be effective therefore, it can be argued that both quality components are important and that any model that aims to maintain educational standards should encompass both.

The model adopted here places emphasis on quality assurance for the individual courses and their working with the MO. In addition, quality control is central to the MO's monitoring of standards, and this international monitoring by the SC of IFOMPT.

#### International monitoring of existing member organisations

This document forms part of the Standards Document, so that new members will have a built-in system for monitoring their educational programme. This is a quality control mechanism that will evaluate outcomes and progress. In addition, it will take the MO's through a development process. Each MO will demonstrate achievement of the following processes through its mechanisms of quality control.

#### Process of monitoring for an existing MO:

1. Evaluation of an educational programme may take many different forms, ranging from verbal to more extensive written reports. There are guidelines regarding good practice in relation to programme structure and development (Appendix A). Each educational programme of an MO will demonstrate its processes of evaluation to the satisfaction of the MO.
2. An External Assessor will be appointed to each educational programme, who will work to the specifications of the guidelines, to look at the quality of the ongoing educational programme and the processes of programme evaluation that are already taking place. See guidelines for the criteria for External Assessors (Appendix B). The External Assessor must be independent of the course, to enable them to fulfil their role (Appendix C) e.g. Ann Moore who is based at the University of Brighton, is the External Assessor for the University of Birmingham educational programme in the UK (2004/5). The name and CV of the appointed External Assessor should be forwarded to the MO at the time of appointment to the programme, for the MO's endorsement of the quality and the impartiality of the appointed Assessor.  
The External Assessor has access to all material for example, programme documentation and student assessment, and specifically will observe the clinical assessment and sample the students' written assessments. This ensures quality but also continuous development of the educational programme. The External Assessor writes a report every 3 years as a minimum to the MO (Appendix D), indicating whether the educational programme is achieving its aims (and therefore the IFOMPT standards).
3. The External Assessor's report goes to the MO for consideration. This is to ensure that the educational programme is of a standard to lead to membership to that MO. By implication, the educational programme will therefore meet IFOMPT standards. The EA therefore monitors programmes for the MO on a 3-yearly basis as a minimum.

4. The IFOMPT SC will receive the reports from the External Assessors and the minutes of the meetings at which the reports were considered by the MO, on a six-yearly basis. The SC will consider the reports and report to the IFOMPT Executive. The SC therefore monitors the working of the MO on a six-yearly basis.
5. Any submission of a new educational programme within the country of an existing MO, would need to be submitted to the MO for scrutiny and will then go through the process described in points 1-4 on an annual basis. Guidelines for the evaluation of new programmes are provided (Appendix E).

Cost of the process of monitoring:

The costing of this process will be dependent on travel costs. In the UK, for example, there is a flat fee for the year's activity, which is ~£250.00 for an External Assessor. The payment is made on the submission of the written report. Any incurred travel costs will be in addition to the flat fee. The advantage of having an external person is that in the report there will inevitably be suggestions of development. If it is not possible to appoint an External Assessor from the MO's own country, then it is possible to seek an Assessor from a different country. Bringing someone in from another MO country may further benefit any development. The overall cost should not be prohibitive to the process, and will be an investment for the MO. The IFOMPT resource centre has a list of names from MO's of appropriate people to fulfil the role of External Assessor.

International monitoring for incoming manual therapy groups.

The above process will need to be established in the developing stages of new Manual Therapy groups and educational programmes as a prerequisite for membership to IFOMPT. This document will be incorporated into the present Standards Document, as an additional requirement for membership as of January 2005.

## Requirements from member organisations

**(All documentation must be submitted in English)**

1. Title page, to include:
  - Name of Member Organisation
  - Contact person
  - Role of Contact Person within Member Organisation
  - Address
  - Telephone
  - Fax
  - Email address
  - Date of submission
2. Overview of MO process of monitoring educational standards. Maximum of 2000 words to include details of all educational programmes recognised as providing membership of MO.
3. External Assessor reports for each educational provider for the previous 6 years / the maximum time available.
4. Minutes of the meeting(s) of the MO when the External Assessor reports were considered.
5. The completed documentation should be sent to the secretary of IFOMPT by the required date.
6. Appendix F details the pro forma for the review of the submitted documentation by each member of the SC of IFOMPT.
7. Following decision of the SC
  - The MO is sent a copy of the final report and statement regarding the recommendations of the SC
  - The recommendations from the SC will be made to the IFOMPT Executive.
  - In the event the MO is unsuccessful; the MO will be advised on the areas where the MO failed to meet the standards. The report would also recommend any follow-up that would be required by the SC.

# References

Cuttance P (1997). Monitoring educational quality. In: Preedy M, Glatter R, Levacic R (Eds). Educational Management: Strategy, Quality and Resources. Buckingham, Open University Press.

Doherty GD (1994). Developing Quality Systems in Education. London, Routledge.

Preedy M, Glatter R, Levacic R (1997). Introduction: managing quality, resources and strategy. In: Preedy M, Glatter R, Levacic R (Eds). Educational Management: Strategy, Quality and Resources. Buckingham, Open University Press.

Stuart N (1994). Quality in education. In: Ribbins P, Burrige E (Eds). Improving Education: promoting quality in Schools, London, Cassell.

For further information regarding the establishment of a committee as part of the MO to monitor quality, see:

Rushton A, Petty N (2002). The Course Approval Board of the Manipulation Association of Chartered Physiotherapists, Manual Therapy, Vol.7, No.4, pp.222-228.

## Appendices:

### **A. Guidelines for good practice of educational programmes**

The following components of an educational programme are acknowledged as good practice nationally and internationally:

- Clarity of the following components of an educational programme:
  - ✓ Aims
  - ✓ Learning outcomes
  - ✓ Content of the programme
  - ✓ Delivery of the programme
  - ✓ Structure and organisation of the clinical placement
  - ✓ Assessment processes
  - ✓ Assessment criteria
  - ✓ Support for the educational programme e.g. facilities
  - ✓ Student support
  - ✓ Monitoring of quality e.g. evaluation of the programme
- Documentation of all the above components

### **B. Criteria for External Assessors**

Physiotherapists who may be considered to fulfil this role must *normally* fulfil the following requirements:

- Be a member of the Member Organisation
- Have an understanding of the requirements of IFOMPT
- Hold a higher degree of an equivalent level or higher to the programme being assessed, for example an MSc
- Have teaching and examining experience in manipulative physiotherapy, ideally at the same level as the proposed course
- Have some experience of course development, and in committee work within an educational establishment, or as a course team member
- Have some experience as a clinical educator / mentor or examiner of manipulative physiotherapy

### C. Role of the External Assessor

The role of the External Assessor is primarily to ensure the theoretical and clinical standards of the educational programme are satisfactory. They will monitor the:

- a. Standards of any written work
- b. Organisation of the clinical placement
- c. Quality of the clinical placement experience
- d. Suitability of the Clinical Mentor
- e. Standard of the clinical examination
- f. Overall quality of the educational programme
- g. Quality of the educational experience

As an External Assessor you can and should request:

- Full documentation of the course
- Full documentation of the clinical placement
- Curriculum Vitae of all tutors and clinical mentors

You should be invited to observe any practical and clinical examinations. You should have the opportunity to talk to students undertaking the educational programme.

### D. Guidelines for External Assessor regarding their annual report to the MO

Give the name of the educational programme, institution if relevant and the year of the report.

List exactly what you have done this past year, e.g. how many pieces of what written work you have looked at and what examinations have you observed.

For each of the things that you have done, provide your thoughts and opinions. Give your opinion as to the standard of the work. Be as constructive as possible with your comments.

Identify any areas that have been discussed with the programme team and dealt with over the year.

Identify any new areas that you would like the programme team to consider.

Make comment on the following areas within your report, making reference to specific evidence where it is available:

1. The achievement of the published learning outcomes and the continuing appropriateness of these outcomes to the course
2. The performance of the students against accepted standards in manipulative physiotherapy



3. The strengths and weaknesses of the students
4. The quality of the knowledge and skills (both general and subject specific) demonstrated by the students
5. The structure, organisation, design, marking and standards of all assessments
6. The continuing appropriateness of each module/unit examined, including the extent to which assessments afford the opportunity for a student to demonstrate achievement of the learning outcomes
7. The lessons to be learnt from the assessments, curriculum, syllabus, teaching methods and resources
8. Any other recommendations arising from the assessments
9. The conduct and professionalism in the management of the students' marks and progress
10. Whether concerns raised last year have been appropriately considered, where appropriate
11. The experience of the tutors contributing to the theoretical and clinical components of the course

External Assessors are reminded that individual students should not be mentioned by name or implication.

#### **E. Guidelines for the evaluation of new programmes**

- Ensure that the educational programme fulfils the IFOMPT educational standards
- Ensure assessment / examination procedures fulfil IFOMPT's criteria
- Ensure the suitability of those teaching the practical and theoretical aspects of the course
- Ensure that the clinical mentors are members of the MO or recognised as equivalent, and of suitable experience

The educational programme documentation and the Curriculum Vitae of those involved can be used as a basis for this evaluation

F. Review of international monitoring documentation by Standards Committee  
 (Please type and email document to Chair of SC)

**Member Organisation:**

**Reviewer's name:**

**Date of documentation submission:**

**Date of review:**

**Date of Standards Committee meeting for decision:**

<b>Requirement for Educational Standards</b> As evidenced by the MO's process of quality monitoring and the External Examiner / External Assessor annual reports	<b>No evidence</b>	<b>Partial evidence</b>	<b>Full evidence</b>
200 hours of cognitive and scientific study has been / is being provided			
Theoretical course content			
Comments:			
Standards of written work reviewed			
Comments:			
Organisation of the clinical placements			
150 hours of mentored clinical practice			
Quality of the clinical placement experiences			
Suitability of the Clinical Mentors			
Comments:			
Standard of the clinical examinations			
Comments:			
Overall quality of the educational programmes			
Comments:			
Quality of the educational experiences for students			
Comments:			
Processes of quality monitoring and evaluation of educational programmes by MO			
Comments:			
Independent working of the External Assessor(s) for MO			

Comments:			
Educational programmes evaluated as fulfilling IFOMPT standards by MO			
Comments:			

**Recommendation of reviewer (please tick one):**

- Full evidence provided of quality of educational standards of MO
- Partial evidence provided of quality of educational standards of MO
- No evidence provided of quality of educational standards of MO

Comments:

**Signed:** ..... **(Reviewer)**

**Decision of Standards Committee**

**Signed:** ..... **(Chair SC)**  
**Date:** .....