



**The University of Edinburgh
Principal's Teaching Award Scheme**

Project Final Report

Entrustable Professional Activities – a new way to ensure Edinburgh graduates in medicine are prepared for practice

Team members

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Project Overview

This PTAS-funded project allowed us to investigate the potential of Entrustable Professional Activities (EnPAs) as a means of supporting medical graduates in their transition to the workplace, and also to explore the feasibility of integrating EnPAs into the assessment of final year medical students to promote learning and patient safety.

Outcomes

Systematic Review

We initially undertook a systematic review of the literature relating to EnPAs to gain a better understanding of this emerging form of workplace-based assessment. Most publications we identified were conceptual or descriptive in nature and following extensive consultation with our information librarian and other qualitative researchers within CMVM, we opted to use scoping review methodology to synthesise extracted information. The review is in the process of being written up for publication, but a summary of our main findings is that while a reasonable consensus on methodology for EnPA development exists, there is a lack of published empirical research on EnPAs, particularly studies building on the underlying theoretical framework. In addition, there is currently only limited evidence on the utility of EnPAs as an assessment tool despite their widespread adoption into postgraduate programmes for medical trainees at a variety of stages of training. This review has helped us finalise our own EnPA development process and identified priorities for future research.

Survey

We conducted an online survey of over 400 Foundation trainees and their supervisors in South East Scotland to gather opinions on what the appropriate level of supervision would

be for a number of key clinical tasks that newly qualified doctors perform, and whether the kind of information generated by EnPAs would be thought to be useful. We achieved a reasonable response rate (44% for trainees and 56% for supervisors), with both groups being supportive of the EnPA approach and suggesting similar supervision levels for most tasks. After taking into account free text feedback comments from the survey, we refined and expanded the levels in our proposed EnPA supervision scale. Abstracts based on the survey results have been submitted for poster presentation at the Scottish Medical Education Conference in May 2017 and Association for the Study of Medical Education Annual Conference in June 2017. The survey is currently being written up for publication.

EnPA development meeting

This meeting was held at the end of January 2016 and enabled us to discuss the interim results of our survey with key stakeholders and also reach consensus on plans for further development of EnPAs for final year medical students in Edinburgh. Workshop sessions allowed us to further refine suitable EnPA descriptors and the EnPA supervision scale. External mediation was provided by subject expert Professor Olle ten Cate from the University of Utrecht. Attendees included course organisers, theme leads and student representatives from the MBChB programme; undergraduate leads from hospitals in South East Scotland; and Foundation programme directors and trainee representatives. (The meeting programme is included as an attachment under Other Project Outcomes).

Other Dissemination Activities

Type of Activity	Details	Date
Discussion of outcomes from development meeting	MBChB Programme Committee, Edinburgh Medical School	January 2016
Discussion of outcomes from development meeting	NHS Education for Scotland South East Region Foundation Committee, Edinburgh	May 2016
Poster presentation	Association for Medical Education in Europe Annual Conference, Barcelona	August 2016
Oral presentation	ESCAPE meeting, Centre for Research and Development in Medical Education, UCSF, San Francisco	October 2016
Discussion of project results and plans for EnPA pilots	MBChB Foundation Programme Committee, Edinburgh Medical School	November 2016

Linked Awards

We were successful in obtaining funding from the Scottish Medical Education Research Consortium (SMERC) in September 2015 allowing us to establish a collaborative approach to further EnPA development with the other Scottish medical schools and to work on parallel development of EnPAs for Foundation training that integrate with the undergraduate EnPAs developed through this PTAS project.

Dr Jaap was also awarded a prestigious Winston Churchill Memorial Trust Travelling Fellowship for 2016 and was able to spend six weeks in September/October visiting academic centres of excellence in the field of EnPAs in Utrecht and San Francisco to share ideas and develop collaborations for future research.

Summary and Future Plans

This PTAS project has resulted in plans for significant curriculum innovation in the area of preparation for practice for final year medical students. It is hoped that this will lead to less stress and improved patient safety during the transition from student to junior doctor. The project has also established Edinburgh Medical School as the UK leader in the undergraduate EnPA field. As a next step we are currently validating a revised list of EnPAs and the expanded supervision scale, and also carrying out small-scale feasibility pilots of their usage before proceeding to implementing EnPAs for the whole of final year MBChB during the student assistantship placement between April and June of the current academic year (2016-17). We are also finalising a proposal for further funding to enable us to carry out a qualitative research project investigating the process of entrustment from the student and trainee perspective, and the effects this has on self-efficacy, self-determination and future learning.

Dr Alan Jaap, 12th January 2017