

COST, VALUE AND QUALITY IN PROFESSIONAL LEARNING: PROMOTING ECONOMIC LITERACY IN MEDICAL AND TEACHER EDUCATION

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A report from one of the BERA Research Commissions

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BRITISH EDUCATIONAL RESEARCH ASSOCIATION

RESEARCH COMMISSION



The British Educational Research Association (BERA) is a membership association and learned society that aims to inform educational policy and practice, by promoting high-quality educational research. BERA's Research Commissions are a major initiative, and represent a new departure for the organisation. The aim of the Research Commissions is to identify and address issues that are of current importance for the study and practice of education. Each Research Commission shows how research can respond to the challenges and opportunities created by the changing nature of education, across the four UK jurisdictions.

The Research Commissions provide an evidence base in important areas of educational research, which will help to set BERA's strategic direction, and influence how it engages with other learned societies, with the Research Councils, with the UK Government and with the education community more broadly.

The subjects chosen vary widely, but each Research Commission aimed to develop a community of researchers and practitioners, that will have a lasting impact. BERA intends to support further Research Commissions in the future.

The final reports of the Commissions reflect the views of their authors. While they do not necessarily aim to represent the position of all BERA members or indeed BERA itself, they do identify key issues for debate, and develop arguments on the basis of a wide range of excellent research evidence which is documented in the full reports. BERA is grateful for the hard work and efforts of all those involved in the Commission's work.

INTRODUCTION

The BERA Research Commission brought together academics responsible for the initial and continuing professional development of teachers and medical and allied health professionals to examine the problem of understanding the cost, value and quality of university based provision. We began with the assumption that we had enough in common in terms of current debate on the role of universities in professional formation and the emergence of alternative models of provision in a neoliberal 'knowledge economy'. The BERA Research Commission was also influenced by debate following the 2014 REF, in which the research outputs of teacher educators and medical educators were reviewed by the same panel, on opportunities for learning across the professions. They recommended that not only were meaningful interdisciplinary collaborations possible but they were likely to have, '...enormous potential benefits for researchers and for the beneficiaries of the more holistic research that is more likely to be produced' (Rees et al., 2015: 448). The leading medical educator Tim Dornan posted a BERA blog in June 2015 advocating resistance to the simplistic measurement of outcomes in the prevailing culture of performativity through joint research into practice based learning rooted in authentic activity:

There was never a better time for schoolteachers and doctors to put their heads together, achieve some clarity about the fate of our times, and resist the exercise of political power, which threatens to de-professionalise two of society's most cherished practices.

<https://www.bera.ac.uk/blog/medical-education-where-are-we-now-and-where-are-we-going>

ESTABLISHING THE BERA RESEARCH COMMISSION COMMUNITY OF INQUIRY

The first phase of the BERA Research Commission consisted of two seminars held at the University of Exeter. Invited participants included representation from the BERA Practitioner Research SIG, the Association for the Study of Medical Education, the British Medical Journal and Universities' Council for the Education of Teachers and from 3 of the 4 jurisdictions of the UK. The first seminar was held on the 11th February 2016 and focused on 'Using evidence to inform policy and practice in teacher education and medical education' and the second seminar on the 25th April 2016 focused on 'Understanding Cost, Value and Quality in professional education'. The seminars were recorded and working papers to accompany the seminar series were produced. The recordings and working papers are available on the project website: <http://socialsciences.exeter.ac.uk/education/research/projects/projectlinks/beracommissionprofessionallearning/>

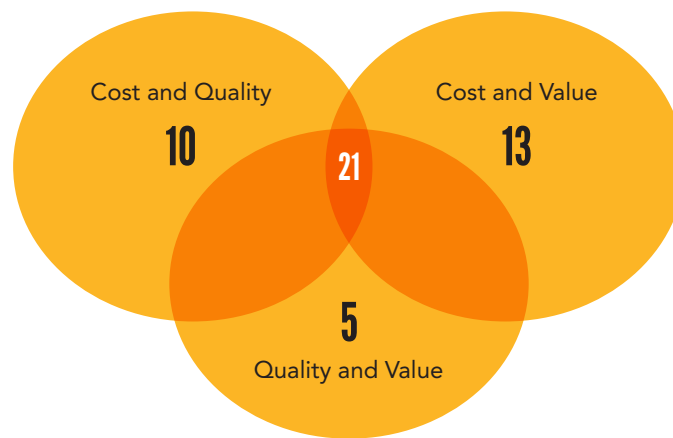
The Commission adopted the structure of a parliamentary select committee by calling upon expert witnesses to outline a case illustrating their approach to the management of questions of cost, value and quality in professional learning. The two seminars were designed to promote the presentation and interrogation of evidence from alternating perspectives; Seminar 1 focused on cases presented by expert witnesses with a background in education and Seminar 2 on cases presented by witnesses with expertise in the economics of education. Each seminar included cases drawn from teacher education and medical education in the four jurisdictions of the UK and questions to each expert witness fled to a community of inquiry involving all participants. The outcomes of the first seminar were captured by mapping the issues and themes and this map was used to guide the proceedings in the second seminar and continues to be used as a reference point for the Community of Inquiry (see Appendix 1). The second seminar concluded with the identification of important areas for further collaborative research and these are shaping the formation of collaborative partnerships and activity in the next phase of the Commission:

- Institutional allocation of academic staff workload hours as a possible way of 'costing up' teaching activities, modules and programmes.
- In terms of recruitment crises and fast track teacher-training programmes, is it possible to evaluate the cost, value and quality of these different routes into training? In other words, to understand the evidence base for political decisions - is it just time taken or particular components of the training? (note literature on development of expertise)

- Understanding the choices people make about training e.g. teachers – why school-based rather than university-based programmes; medical? doctors - why choose particular specialties / career paths?
- What are the benefits of specific instructional methods such as problem based learning beyond satisfaction (which we know increases for problem based learning)? What about 'softer' skills? What about longer term outcomes? Do students continue to be influenced by training e.g. more questioning/reflective, more likely to continue to develop? This is relevant for teachers and doctors.
- What do early career doctors and teacher value (or not value) about their transition into practice.
- How do working conditions of medical students and foundation doctors and trainee teachers have an effect on their decisions to remain in the profession after qualification?
- Possibility of choice-based analysis as a research method – could be retrospective, components of choices – could be research/evidence-based.
- Outcome measures and 'proxy measures' – which are suitable for use? the dangers of relying on those that are easiest to measure! 'Entrustability' between trainer and trainee, as a possible outcome measure.
- Economic modelling allows assumptions to be made, thereby making a complicated situation more manageable/researchable.

WHAT DO WE KNOW ABOUT COST, VALUE AND QUALITY IN PROFESSIONAL LEARNING?

The evidence for the expert witnesses and the deliberations of the Community of Inquiry is supported by a literature search to map current research on cost, quality and value in Professional Learning (see Appendix 2 for search strategy).



The search resulted in 21 references for articles, reports and newspaper articles focusing on cost, quality and value; 13 for cost and value; 10 for cost and quality and 5 for quality and value. The database of references can be accessed on the project website: <http://socialsciences.exeter.ac.uk/education/research/projects/projectlinks/beracommissionprofessionallearning/>

The literature on cost, quality and value emphasises the importance of understanding the influence of the external pressures of accountability and cost efficiency in determining the context in which the three concepts intercept. The leadership in HEIs are required to make decisions in a climate of uncertainty verging on financial catastrophe whilst still delivering high quality education at lower costs. Coping with the global pressure to provide mass Higher Education and meet the needs of the 'knowledge economy' are putting a strain on the system and demand the re-imagining of the idea of the university, which has implications for the provision for professional learning. It is a situation that constitutes both an opportunity and a challenge as 'business as usual' is not considered to be an option. Discussion of what needs to be done can be found in the literature on leadership and management in Higher Education although, as the literature search revealed, it is only rarely that professional education is the focus. Reflexivity, the capacity to subject our own values to scrutiny and expose some of the myths about quality and effectiveness, is necessary. At the same time, we should acknowledge that the social values of HEIs (and the professions) go beyond narrow definitions of value in

the prevailing paradigm of economic rationalism. Any intervention in the process of policy formation and institutional decision making about the role of the university in professional education requires a holistic approach; we need to convince by winning hearts and minds. 'Negative capability' has been suggested as an essential quality for leaders in contemporary HEIs, it is defined as the ability, "...to resist the 'false necessity' of deterministic solutions in building staff trust to cope pro-actively with ambiguity and change." (Jameson, 2012:391). The conclusions reached in dialogue with the expert witnesses from Teacher Education, Medical Education and Economics was that a combination of fine-grained analysis of defined 'cases' and sophisticated modelling could get inside the 'black box' to see the connections between inputs and outputs and inform decisions about provision for professional learning. The task can, and did at times within our Community of Inquiry, appear overwhelming but the literature confirms the conclusion of the BERA Research Commission that we should begin by seeking greater clarity regarding different ways of calculating cost and the criteria for evaluating quality in order to demonstrate value.

For the purposes of this report, annotated abstracts are provided here to highlight key issues and illustrate links to the emerging themes from the Community of Inquiry.

1. The need to develop criteria for judging the social impact of professional learning, who benefits and how, in the long run as well as in the short term. Evaluation of quality requires linking such outcomes to the educational provision for professional learning and this is a significant gap in current research.

2014J. Boulet and M. Zanten; Ensuring high-quality patient care: the role of accreditation, licensure, speciality certification and revalidation in medicine [Medical Education](#) 48:75-86

Given the perceived importance placed by the public and other stakeholders on oversight in medicine, both at the medical school and individual practitioner levels, it is important to document and discuss the regulatory practices employed throughout the world. This paper describes current issues in regulation, provides a brief summary of research in the field, and discusses the need for further investigations to better quantify relationships among regulatory activities and improved patient outcomes. Although there is some evidence to support the value of medical school accreditation, the direct impact of this quality assurance initiative on patient care is not yet known. For both licensure and revalidation, some investigations have linked specific processes to quality indicators; however, additional evaluations should be conducted across the medical education and practice continuum to better elucidate the relationships among regulatory activities and patient outcomes. More importantly, the value of accreditation, licensure and revalidation programmes around the world, including the effectiveness of specific protocols employed in these diverse systems, needs to be better quantified and disseminated.

2. Achieving value requires attention to be paid to values and will lead to tangible cost benefits and improve quality for all stakeholders with an interest in professional learning.

2014 S. Š. Āžiček, M. Mulej, S. Treven and M. Vaner; Well-being of all stakeholders in higher education - from knowledge management to knowledge-cum-values management [International Journal of Management in Education](#) 8:225-243

Application of one's knowledge depends on one's values. Tendency to see knowledge separated from values prevents the requisite holism in higher education (HE); one-sidedness causes oversights diminishing the success and well-being of humans. HE should view humans' multilayered attributes. Success depends on their subjective well-being as this increases creativity and innovation of employees in HE; it improves educational and research quality, which improves income and lowers costs of organisations due to values. Knowledge management requires holistic knowledge-cum-values-management.

3. Practitioners and educators need to develop economic literacy in order to engage in a more productive and robust dialogue with policy makers and HE administrators. Curricular and pedagogical decisions need to take account of arguments couched in terms of a Return on Investment (ROI) if they are to be convincing.

2013 S. L. Burton, D. Bessette, K. L. Brown-Jackson and Y. W. White;
ROI: Drilling Down on Cost-Benefit Components Journal of Applied Learning Technology
3:16-25

Learning effectiveness with reduced cost continues to drive distance education programs. Academicians and business professionals want to know cost-savings, cost-benefits, and cost efficiencies of e-learning. Learners are seeking new knowledge, skills, abilities, and competencies in a briskly transforming and very technical climate. The information and digital age is intertwined in networked substructures within working environments. Online learning is pushing the rules regarding the return-on-investment (ROI) because it necessitates more planned programs and investments, as it corresponds to online business enterprises. While historic data can be used to reposition ideas, new information needs to be reviewed for continued process improvements. This paper reviews (1) aligning training with business objectives, (2) tracking and evaluating business results and (3) the value of an online investment in terminology for training professionals. Also, learners will better understand why business values should be attached to organizational learning capabilities. Practitioners will increase their knowledge of the components needed to calculate ROI

4. The potential pitfalls of attempts to measure cost-effectiveness if this results in the correlation of narrow definitions of what counts as a desired outcome. Measuring and standardising need to be treated with caution but economic modelling can be the basis for fielding more sophisticated counter-arguments.

2009 S. S. Yeh and J. Ritter; The Cost-Effectiveness of Replacing the Bottom Quartile of Novice Teachers through Value-Added Teacher Assessment Journal of Education Finance 34:426-451

A cost-effectiveness analysis was conducted of Gordon, Kane, and Staiger's (2006) proposal to raise student achievement by identifying and replacing the bottom quartile of novice teachers, using value-added assessment of teacher performance. The cost effectiveness of this proposal was compared to the cost effectiveness of voucher programs, charter schools, a 10% increase in per pupil expenditure, increased educational accountability (defined as the implementation of high school exit exams), comprehensive school reform, class size reduction, high-quality preschool, and rapid assessment, where student performance in math and reading is rapidly assessed 2-5 times per week. The most cost-effective approach for raising student achievement

is rapid assessment, which is approximately one magnitude (10 times) more cost effective than comprehensive school reform, two magnitudes more cost effective than class size reduction or a 10% increase in per pupil expenditure or Gordon et al.'s (2006) proposal or increased educational accountability, three magnitudes more cost effective than voucher programs or high-quality preschool, and four magnitudes more cost effective than charter schools.

5. The importance of recognising the impact of the wider economic and political context on the capacity of HEIs to be judicious in the formulation of responses to change. We need to broaden the evidence base to inform decision making about provision for professional learning and the definition of stakeholders to include the community and the wider public. Dialogic processes can support the productive challenging of vested interests (including those of teacher educators and medical educators themselves).

2009 P. J. Edelson; Quality University Decision-Making in Times of Crisis: Advice to Continuing Educators Journal of Continuing Higher Education 57:117-119

The subject of decision-making within a context of financial catastrophe is now of singular importance as public colleges and universities are confronting budget deficits of previously unimaginable scale. Because of the historic magnitude of budgetary shortfalls, campus leaders are without comparable prior experience which would help them to confidently address the crisis. They are operating within climates of great uncertainty and cannot accurately foresee outcomes. There are important variables that have traditionally been out of bounds, thus limiting available cost reduction options. These include defined faculty work-loads and priority campus missions. The imagined and not inaccurate, anticipated difficulty of achieving broad consensus, restricts decisions to a small group sharing the same values. This narrow clique rarely incorporates any sensitivity to the needs of part-time students and the bureaus that serve them. In this article, the author describes how continuing education leaders can act to both protect and advance the interests of their clients and divisions.

6. One of our expert witnesses was Steve Higgins who designed the Teacher Tool-kit for the Sutton Trust/EEF and the Community of Inquiry discussions proposed the development of a similar tool-kit to support decision making in professional education. Comparison with existing projects such as the one described here and the development of a tool-kit is one of activities identified for the next phase of the BERA Research Commission.

2009 A. Cohen and R. Nachmias; Implementing a Cost Effectiveness Analyzer for Web-Supported Academic Instruction: A Campus Wide Analysis European Journal of Open, Distance and E-Learning

The paper presents the cost effectiveness analysis of Tel Aviv University campus. Cost and benefit of 3,453 courses were analyzed, exemplifying campus-wide analysis. These courses represent large-scale Web-supported academic instruction processes throughout the campus. The findings were described, referring to students, instructors and university from both the economical and educational perspectives. The cost effectiveness values resulting from the calculations were summarized in four "coins" (efficiency coins=\$; quality coins; affective coins; and knowledge management coins) for each of the three actors (students, instructors and university). In order to examine the distribution of those values throughout the campus

assessment scales were created on the basis of descriptive statistics. The described analyzer can be implemented in other institutions very easily and almost automatically. This enables us to quantify the costs and benefits of Web-supported instruction on both the single-course and the campus-wide levels.

7. The importance of linking professional education directly with social impact and improvement in the quality of the experience of the beneficiaries was a key strand in the discussions within the Community of Inquiry. The reimagining of school-university partnerships in Teacher Education could provide the basis for such close coupling of inputs-processes-outputs. Comparison of the role of practising teachers and clinicians in provision for Teacher Education and Medical Education highlighted the effect of the differential in status on their integration into HE. The Community of Inquiry also discussed the different funding models for practice placements for trainee teachers and medical students, highlighting the fact that the key question is not simply the cost as who pays - the student, the provider, the recipient, central government directly? In the context of Teacher Education this issue is highlighted in recent analysis of the different routes in teaching in England. Determining the focus of research in Health Care through prioritisation based on public consultation was cited as an example that could be applied in both medical and teacher education.

2009 J. G. Cibulka ; The Redesign of Accreditation to Inform the Simultaneous Transformation of Educator Preparation and P-12 Schools. Quality Teaching. Volume 18, Issue 2, Spring 2009

Accountability and improvement within educator preparation have increasingly focused on candidate performance and its impact on P-12 student learning, through performance-based accreditation. Despite this focus, national and state data show weaknesses in all areas of the teacher quality system, including preparation, entry, and professional development. The National Council for Accreditation of Teacher Education (NCATE) is engaging in a bold redesign of its processes to address these challenges. Educator preparation programs must be transformed alongside the simultaneous transformation of P-12 schools, both with a clear focus on enhancing all facets of P-12 student learning. Strategies that NCATE will employ to achieve this goal include: (1) using the concept of continuous improvement of preparation programs toward higher levels of performance; (2) increased efficiency and cost-effectiveness in the process; and (3) reaccreditation processes that engage programs in transformation initiatives which are sharply focused on factors related to increasing P-12 student learning.

8. The economists who were expert witnesses to the BERA Research Commission introduced a range of tools to support analysis to inform negotiations within the university regarding the cost, value and quality of professional education programmes and improve decision making. This article could be discouraging given how little progress has been made to achieve such analysis but our expert witnesses from University Finance lent support for its potential. The Finance Director for the College of Social Sciences at the University of Exeter has just initiated a review of taught post-graduate programmes using similar metrics, which could be extended to include professional education provision. We have also had expressions of interest in developing comparisons across the Medical Schools and Schools of Education in Scotland, which will be pursued through the BERA Research Commission. One of the proposals made in the Community of Inquiry was for the closer engagement of economists in 'value-analysis teams' to augment the traditional committee structures for making decisions about programmes.

1982 C. E. Hopkins and M. M. Sullivan; Cost vs. Value: Academic Qualifiers to Traditional Institutional Measures of Productivity. SAIR Conference Paper

An analysis of college programs that extends beyond cost comparisons and that may improve academic decision-making is described. The framework is based on the program cost elements presented by Gonyea and Harper (1978). A hypothetical college of urban affairs is used to illustrate the program cost elements. The program includes four constants: program, students, faculty, and costs. If the four constants are translated into categories of values, emphasis may be directed to the following four academic qualifiers: programs with special meaning, programs with potential for growth, programs with regional/national prestige, and programs with "valued" faculty. A continuum is presented that describes each program by the average credit hours taught by full-time faculty. When this continuum is balanced with a program distribution that considers actual program costs, a different pattern emerges. It is concluded that there is a need to augment traditional criteria and cost measures with "value need" assessments, since budgetary decisions and program continuance are at issue. Program decisions involve the following principles: a creative approach to evaluating the role of the institution as it relates to community need; a subject weighting of quality and potential; and the institutional role in motivating both the community and the institution to address needs that might improve the quality of life in the community.

9. This study highlights the potential of developing economic modelling to engage with issues of cost, quality and value but also the challenges in the context of professional education where deciding on the unit of analysis is problematic. As our discussant at the BERA Symposium highlighted, deciding on the 'case' is an enduring problem in educational research. It is, however, something that we can and should consider further in the dialogue between teacher educators and medical educators.

2015 M. G. Tolsgaard, A. Tabor, M. E. Madsen, C. B. Wulff, L. Dyre, C. Ringsted and L. N. Nørgaard; Linking quality of care and training costs: cost-effectiveness in health professions education Medical Education 49: 1263-1271

The objective was to provide a model for conducting cost-effectiveness analyses in medical education. The model was based on a randomised trial examining the effects of training midwives to perform cervical length measurement (CLM) as compared with obstetricians on patients' waiting times. The model included four steps: (i) gathering data on training outcomes, (ii) assessing total costs and effects, (iii) calculating the incremental cost-effectiveness ratio (ICER) and (iv) estimating cost-effectiveness probability for different willingness to pay (WTP) values. Over a period of 6 months, waiting times from arrival to admission or discharge were recorded and outcomes for women managed by intervention and control-group participants were compared. These data were then used for the remaining steps of the cost-effectiveness model. We concluded that cost-effectiveness models can be used to link quality of care to training costs. The example used in the present study demonstrated that different training strategies could be recommended as the most cost-effective depending on administrators' willingness to pay per unit of the outcome variable.

10. One of the points of divergence discussed in the Community of Inquiry has been the role of independent accrediting bodies in the development of and support for university-based

professional education. The contrast between England and Scotland with regard to Teacher Education, for example, is stark and has featured in recent reviews using Home-International studies perspectives. The potential for Teacher Education across the UK to benefit from a link with an independent body was considered and the BERA Research Commission is taking account of the impact of the newly constituted Chartered College of Teaching.

2012 T. L. Rhodes; Show Me the Learning: Value, Accreditation, and the Quality of the Degree Planning for Higher Education 40 36-42

In higher education, professional and regional accreditation agencies have traditionally been the standard setters for academic programme quality. Accrediting agencies describe the areas of learning that institutions and programmes should provide in order to be recognized as meeting minimal standards in the preparation of their graduates. The challenge is that the measures of student learning readily available to capture and report at the institutional or programme level typically have been restricted to a very small set of outcomes. The efforts by accrediting bodies to require clearly articulated learning outcomes have changed the lexicon of higher education, and there are signs that they are changing the practices as well. Accreditors remain key driving forces for learning improvement and are now positioned to truly engage with faculty to create a mutually beneficial process that places the quality of the degree and the education it represents at the centre of higher education operations.

11. The duration and structure of Teacher Education and Medical Education was discussed by the Community of Inquiry and the implications of this for the support for work-place learning considered. The limited scope of the 1 year PGCE to facilitate integrated professional learning and the need to merge initial and continuing professional learning and development acknowledged. One of the points of divergence between Teacher Education and Medical Education was the relationship with the foundation disciplines and the implications of this for relationships with academics across the university community. Whilst these relationships are not ideal in the context of Medical Education, they do ensure connections beyond the confines of the Medical School.

2007 G. Philipp and R. Felix; Exploring innovative apprenticeship: quality and costs Education + Training 49: 431-446

The paper challenges the classical economics of the German apprenticeship model to demonstrate how the quality of learning can be increased without raising costs under certain conditions. "Grounded" indicators of quality in apprenticeship are formulated:

- learning in productive work processes;
- sequential logic;
- a high degree of autonomy;
- embedded into the business process;
- client satisfaction provides an important quality benchmark;
- professional competence is the ultimate goal of learning.

The study proposes an intensified integration of apprenticeship training into productive work processes. In order to turn this into quality learning the complexity of tasks needs to be

increased over the course of apprenticeship.

Our search reveals a lack of connection between the literature conceptualising professional learning and analysis of cost, quality and value and bridging this gap is a priority. The conceptualisation of professional learning predicates not only what needs to be learned but also how and where learning takes place. Research has tended to focus on theories of learning in the professions and less on considering the optimal location for such learning. Justification for a role for university-based professional education requires a more robust evidence base to demonstrate its benefits as a location for learning. The work of researchers such as Eraut and more recently Winch (Winch 2016) provides a foundation on which to develop an analysis of the dynamics of professional learning that goes beyond simplistic theory/practice dichotomies and support the re-imagining of the role of the university in professional education.

WEBINAR SERIES

We have established a webinar series to continue the work of the BERA Research Commission by providing an opportunity for our members to reconvene as a virtual community of inquiry and develop the themes from the seminars. The webinars are recorded and can be found on the Centre for Research in Professional Learning website: <http://socialsciences.exeter.ac.uk/education/research/projects/projectlinks/beracommissionprofessionallearning/>

Evaluating Curriculum Change through Cost and Value Analysis

Professor Dragan Illic from the Medical Education Research and Quality Unit (MERQ) at the School of Public Health and Preventive Medicine, Monash University, Australia was our first presenter. Dragan led the discussion with an account of his experience in conducting a cost-effectiveness analysis of changing from a didactic to a blended learning model of teaching evidence based medicine to medical students. The starting point for the webinar was the knowledge that educators have the option of adopting a variety of different delivery modes, including face to face, online or blended, when implementing the curriculum. Yet many studies will often neglect to consider the cost associated with change. Dragan described how incorporating an economic evaluation provided additional information with respect to the value for money associated with change and was influential in supporting the adoption of new pedagogical approaches.

Learning across the professions: medical educators and teacher educators in dialogue

The second webinar is a joint presentation to reflect the alliance with the Association for the Study of Medical Education, which is one of the outcomes of the work of the BERA Research Commission. Two questions are addressed in this webinar:

What is gained and lost in the translation of approaches to learning to promote evidence based practice across the teacher education and medical education communities?

Can inter-professional dialogue on the costs and benefits of curriculum development support the education of teachers and doctors now and in the future?

It forms part of the Association of Medical Education Europe (AMEE) MedEd World Spring 2017 Webinar Series.

Details of forthcoming webinars are circulated through the Exeter Professional Learning and Inquiry Network (ExPLAIN) which includes the participants in the two seminars and a growing network of people with an interest in learning across the professions. socialsciences.exeter.ac.uk/education/research/centres/crpl/explain/

CONFERENCE PRESENTATIONS

ASME 2016

Cost, Value and Quality in Professional Learning: promoting economic literacy in medical and teacher education.

We presented the rationale for the BERA Research Commission and reported on the outcomes from the two seminars in which 'expert witnesses', represented a range of perspectives on the evidence used to evaluate the relationship between the cost of provision for professional learning and impact on the value and quality of education. We invited members of ASME to collaborate in establishing an observatory to support the sharing of information, strategies and experiences in responding to issues of cost, value and quality in professional learning. In addition to the presentation, we distributed postcards publicising the BERA Research Commission initiative and discussed further opportunities for collaboration between BERA and ASME. We established a link with the Dean of Medical Education at the University of Aberdeen who has joined the Community of Inquiry and proposed a meeting with Deans of Medical Education in the Scottish University Medical Schools to promote further collaboration on exploring the issue of cost, quality and value in Professional Education.

BERA 2016 Symposium

Understanding Cost, Value and Quality in Professional Learning: what can teacher educators, medical educators and legal educators learn through co-inquiry?

The symposium focused on the use of evidence to inform policy and practice in teacher education and medical education and drew extensively on the contributions of our 'expert witnesses' to the two BERA Research Commission seminars. The third paper extended and tested emergent ideas regarding the use of evidence to inform judgements of content, location and the value of professional education in the context of legal education; which faces similar challenges. The discussant highlighted

- Cost - the need to consider types of cost and engage in a more nuanced appraisal of cost benefit and cost effectiveness; particularly in terms of the hidden costs and opportunity costs that are often overlooked.
- Value - reaching any conclusions regarding the value of professional learning is dependent on the timescale and it can be challenging to demonstrate benefits 'in the long run'
- Quality - the need for a better understanding of how to evaluate outcomes so that the importance of expertise can be articulated more clearly

The discussion concluded that there is a need to develop a cumulative framework for research to inform provision for professional learning. The development of such a framework will

support work on determining what can and should constitute a 'case' and so furnish a relevant unit of analysis for comparison across the professions. We also need to develop approaches that take account of the complexity of what is essentially a relational problem and so unlikely to be amenable to simple solutions.

AARE 2016

Learning Across the Professions: exploring the potential for transformation through inter-professional collaboration across the teacher education and medical education communities

We were selected to be the BERA Invited Symposium at the AARE conference in Melbourne in December, 2016. The symposium explored processes of curriculum development in universities to promote evidence-based practice and identify what is gained and lost in the translation of approaches to learning across the teacher education and medical education communities. Case studies drawn from provision for teacher education and medical education in two institutions involved in the BERA Research Commission, the University of Exeter and Monash University, were used to interrogate how the cost associated with curriculum development is considered and whether more sophisticated economic analysis of the relationship with value and quality can assist the adoption of new pedagogical approaches. The symposium addressed the theme of the conference by examining the contribution of inter-professional critical reflection on learning to sustaining 'beneficial holistic research' (Rees et al., 2015) into the education of teachers and doctors now and in the future.

Paper 1: Lost in translation? Sharing knowledge and experiences of curriculum development in teacher education and medical education in the UK. The BERA Research Commission.
Vivienne Marie Baumfield, Centre for Research in Professional Learning, University of Exeter

Paper 2: Teacher Education Effectiveness and Clinical models – a comparative research agenda
Larissa Jane McLean Davies, Associate Dean of Teacher Education Research, School of Education, University of Melbourne

Paper 3: Evaluating curriculum change in medical education through cost and value analysis
Dragan Ilic, Head of the Medical Education Research and Quality Unit, Monash University

Paper 4: Discussion: what are the costs and benefits of curriculum development through inter-professional learning?

Jane Stewart, Director of Innovation and Special Projects, Association for the Study of Medical Education, UK

ASME contributed to the costs of attending AARE and this collaboration indicates the continuation of the steps towards closer integration that began at the BERA Research Commission seminars. As a result of the symposium, the Centre for Research in Professional Learning at the University of Exeter was invited to be an international partner in a bid to the Australian Research Council. The project on 'Maximising the impact of CPD in Higher Education' is in partnership with Monash University, Lund University, Northeastern University Boston and the National University of Singapore. If the bid is successful, it will provide the opportunity to extend and develop the work of the BERA Research Commission.

ASME 2017

A joint ASME-BERA workshop on 'Cost, Value and Quality in Professional Education' is included in the programme for the 2017 conference, which will focus on the development of the BERA Research Commission. The objectives of the workshop are to ensure that attendees will have:

- Gained knowledge about issues of cost, value and quality within professional learning and how these have been applied within medical and teacher education
- Considered how this increased knowledge might be applied within their own professional practice and/or research
- Worked with, and learned from and about, teacher educators, and compared and contrasted the fields of medical and teacher education

INVITED LECTURERS AND WORKSHOPS



Helsinki University, 2016

We had the opportunity to present the work of the BERA Research Commission in a seminar organised by the Centre for Research on Activity, Development and Learning (CRADLE) and will be hosting a return visit by a post-doctoral researcher from CRADLE in 2017.

Newman University, 2016

Lost in translation? Sharing knowledge and experiences of curriculum development in teacher education and medical education in the UK.

The session formed part of a study day for students from a range of professional backgrounds enrolled on the Professional Doctorate in Education programme. The keynote lecture used case studies from the evidence presented to the BERA Research Commission to explore processes of curriculum development in universities to promote evidence-based practice. Reflection on what is gained and lost in the translation of approaches to learning across the teacher education and medical education communities was the focus and the discussion with participants considered the contribution of inter-professional critical reflection on learning to professional education now and in the future.

Newcastle University, 2017

What do we mean when we talk about practice?

The lecture and workshop is part of the programme for professional development in the Faculty of Medical Sciences' Unit for Educational Research, Development & Practice. The lecture presents an overview of the work of the BERA Research Commission, followed by a workshop to explore similarities and differences in the way individuals engaged in the promotion and support of professional learning construct 'practice' and the opportunities and challenges this may present for inter-professional learning.

ESRC STUDENTSHIP

A horizontal banner with a solid orange background. On the left, the text 'ESRC STUDENTSHIP' is written in white, bold, uppercase letters. On the right side, there are two overlapping geometric shapes: a white outline of a mountain-like peak and a black diagonal line that crosses the white shape.

Inter-professional learning, support and feedback in early career professionals.

We were successful in supporting a student to apply for an ESRC funded studentship to undertake a comparative study of the early career professional experiences of teachers and doctors. The studentship is for 3 years (2016-2019) and will support in-depth research into the similarities and differences between the formation of doctors and teachers in the years immediately following qualification. The research will make an important contribution to the knowledge base to support provision for Initial and Continuing Professional Education and the work of the BERA Research Commission.

GRANTS



Using data to support evidence informed practice.

Working in partnership with a local Teaching Schools Alliance and funded by the National College for Teaching and Leadership the project involves a comparison between practices in medical and teacher professional education. This bid was funded and in progress, with an inter-disciplinary workshop of doctors and teachers scheduled for Tuesday 21 March 2017.

Developing a model of inter-professional collaboration to educate, empower and expand the role of early-career professionals in raising public awareness of important health and social issues.

The bid to the Wellcome Trust Seed Award in Humanities and Social Sciences with partners from the Medical School and the Graduate School of Education at Exeter University and the Veterinary School at Bristol University was submitted but was not successful. It involved external partners including the Public Health England Unit, The Royal Devon & Exeter NHS Foundation Trust and local schools. One of the aims of the project was to inform initial and continuing professional education programmes of how to equip early-career professionals to fulfil important roles in the wider community by developing viable methods of inter-professional working. We are continuing to work with our partners and looking for alternative sources of funding.

PUBLICATIONS



Mattick, K and Baumfield, V (2016) From Cost to Value in Medical Education. Medical Teacher 38(5): 533

At the beginning of the project we envisaged producing executive summaries targeted at 3 distinct audiences; researchers, policy makers and practitioners. Our current strategy has been influenced by the recognition that progress requires the building of partnerships and we are focusing on developing innovative and interactive ways of inviting participation in an ongoing Community of Inquiry. Publications will be in easily accessible literature that is read by members of all three constituencies and will include short updates and opinion pieces to stimulate interest in debating the issues. The strategy reflects our belief that what is needed is more a case of encouraging connections between silos so that what we already know can be put to better use. We plan to continue to produce working papers and link these to webinars and use the project website as the vehicle for the continuation of the Community of Inquiry.

NEXT STEPS



The BERA Research Commission 'Cost, Value and Quality in Professional Learning' had a two-fold aim; to test the assumption that teacher educators and medical educators could learn from each other and both communities could learn from economists. Engagement between teacher educators and medical educators has been fruitful and the opportunity to learn from the points of divergence as much as from the points of convergence has proven to be productive. Collaborations continue and extend beyond the Centre for Research in Professional Learning to form national and international alliances.

The development of the relationship between BERA and ASME continues to strengthen and the establishing of a BERA SIG seems a logical step. Our application to become a BERA Research Commission referred to the project as the means of testing the viability of establishing an observatory to enable the sharing of ideas and working together to support wider public debate and influence.

Our experience suggests that this is indeed viable and the continuation of the work of the Community of Inquiry fostered by the Commission is the means of securing further support for such an initiative. Engagement with early-career researchers and post-graduate students was also one of our aims and this has been slower to develop. However, the ESRC studentship is an important step in this direction and provides a basis on which to build; this will be a focus for development over the coming year.

Finally, engagement with economists was a highlight of the second seminar when many preconceptions and concerns about broaching questions of cost in the current climate in Higher Education were allayed by the insights into how arguments can and should be formulated to move beyond narrow definitions of cost-cutting. Sustaining engagement with economists is more challenging and the dearth of educational economists should be a concern for the wider educational research community. However, the Commission facilitated links with Health Economists and these relationships continue to be fruitful. We will continue to look for opportunities to build partnerships not only with economists but also with educators involved in professional learning within HEIs in other fields such as Law and Business.

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