

Transforming OET to better meet the needs of the healthcare sector



October 2013

New ownership in 2013

OET



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge



BOX HILL
INSTITUTE

Global Educators™

70%



30%

Cambridge
Boxhill
Language
Assessment
Pty Ltd (CBLA)

Vision



To establish OET as the market leading international English language test for healthcare professionals



Transforming OET



Review stakeholder (including candidate) values and perceptions.

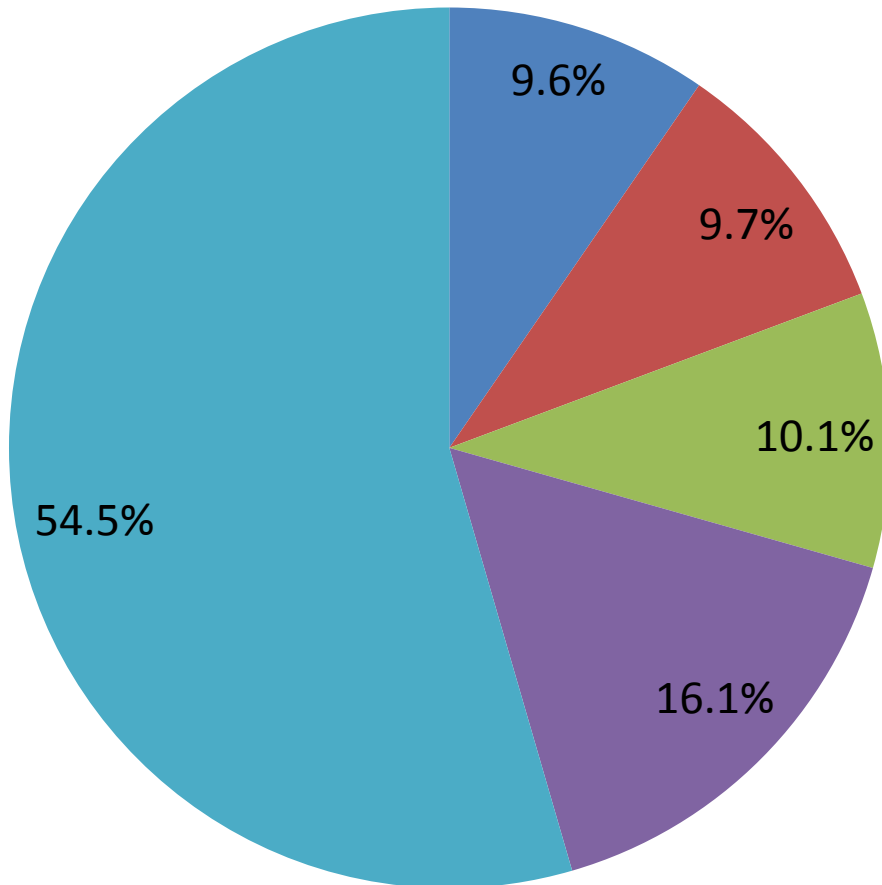


Implement a proactive strategy to better meet the needs of stakeholders and candidates.

Review stakeholder values and perceptions



Candidate Research – Drivers of satisfaction



- Registration Process
- Seeking Information
- Test Preparation
- Research Process
- Test Day Experience

Candidate Research – Reasons for taking OET



I have taken OET... <i>(more than one option can be selected)</i>	Number of responses
...for the purposes of professional registration	540 (78%)
...for employment purposes	121 (18%)
...to enrol at a University	10 (1%)
Other (immigration or permanent residency application)	17 (2%)
Total	688 (100%)

Perception Study – Ability of OET test takers to use English in a health-related workplace



The employees/colleagues who have taken OET...	Percentage agreement
... use English effectively in their health-related workplace.	93%
... communicate well with their patients.	68%
... communicate well with their colleagues.	83%
... understand well what they are told by their colleagues.	83%
... understand well what they are told by their patients.	65%
... perform well at the writing tasks in their health-related workplace.	83%
... understand well what they read in their health-related workplace.	80%

Candidate Comments



‘OET helped me in gaining communication skills with patients and other health professionals. Now I can use some expressions in calming patients, showing empathy which I knew but never used before’.

‘As an employee (nurse) in a hospital you are expected to function a hundred percent from day one; meaning that you are expected to understand both patients and staff, the latter often speaking very fast and with lots of abbreviations. Preparing for OET helped a lot’.

Meeting stakeholder needs



Improving test accessibility – over 50 test venues in 26 countries



Australia

- Navitas English Test Centres in Sydney, Melbourne, Brisbane, Adelaide and Perth
- UNSW Institute of Languages, Sydney
- ACU International, Brisbane
- Central Institute of Technology, Perth
- IELI Flinders University, Adelaide
- La Trobe, Melbourne
- Charles Darwin University, Darwin

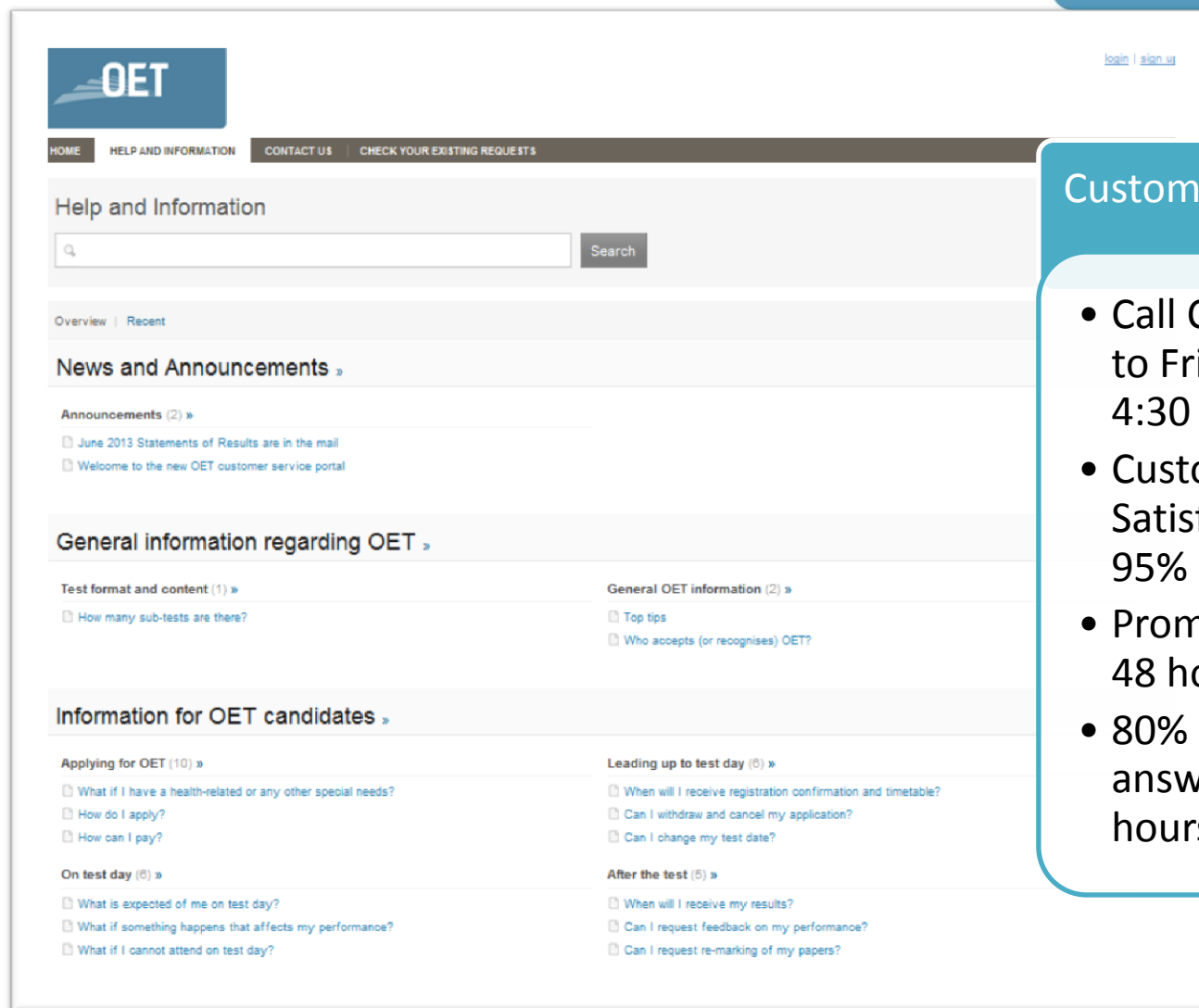
Accessibility



Increased test dates - 10 times in 2014,
12 times in 2015

Fee reduced to AUD \$580 worldwide

New customer support website



Customer Service desk

- Call Centre - Mon to Fri, 10:30 am – 4:30 pm (AEDT)
- Customer Service Satisfaction Rating = 95%
- Promise response in 48 hours
- 80% queries answered within 24 hours

Enhanced stakeholder engagement



- Advisory Committee
- Annual Forum
- Seminars – agents, teachers, test venues
- Newsletter
- Website
- Customer Satisfaction Surveys

Communication

OET



Occupational English Test (OET)

Helping you select international healthcare professionals with the right level of English

INFORMATION FOR HEALTH PROFESSIONAL AUTHORITIES,
EMPLOYERS AND EDUCATORS



Authorised Centre

This is to certify that

is a Cambridge Boxhill Language

Michael Williams

Dr M. Williams
OET Examiner
Cambridge Boxhill Language Assessment

Occupational English Test (OET)

www.occupationalenglishtest.org

Selecting international healthcare professionals with the right level of English

OET is an international English language test that assesses the language and communication skills of healthcare professionals who seek to register and practice in an English-speaking environment.

It provides a valid and reliable assessment of all four language skills - listening, reading, writing and speaking - with an emphasis on communication in medical and health professional settings.

OET tests international health practitioners in the following 12 professions:

- Dentistry
- Dietetics
- Medicine
- Nursing
- Occupational Therapy
- Optometry
- Pharmacy
- Physiotherapy
- Podiatry
- Radiography
- Speech Pathology
- Veterinary Sciences

It is recognised and trusted by over 20 regulatory healthcare bodies and councils in Australia, New Zealand and Singapore. Many organisations, including hospitals, universities and colleges, are using OET as proof of a candidate's ability to communicate effectively in a demanding healthcare environment.

In addition, OET is one of only two English language tests recognised by the Australian Department of Immigration and Citizenship (DIAC), with a value of 25 points for a number of skilled immigration visas.*

Visit www.immigration.gov.au for more details.



OET is owned by Cambridge Boxhill Language Assessment Pty Ltd, a joint venture between Cambridge English Language Assessment and Box Hill Institute in Australia.

Information correct at time of printing, June 2011.
* The test will be available up to ten times a year in 2016.



Issue
August 2011

ATEST FROM OCCUPATIONAL ENGLISH TEST

I already notified to centres in June, Cambridge Assessment is working partnership with the University of Oxford to administer the above degraduate admissions tests taking place on 2nd November 2011. a most important change is in the candidate registration process for a above test. Candidates need to be entered for the History Aptitude test (OET) and then the History Aptitude test (OET) on Friday 2nd November 2011.

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assessment is working under the above situation process for the History Aptitude test (OET) on Friday 2nd November 2011.

Enhanced stakeholder documentation and policies

OET



1. INTRODUCTION	
1.1. Definitions	
1.2. Important note	
2. GENERAL REGULATIONS AND CONDITIONS	
3. APPLY FOR OET	
4. LEADING UP TO TEST DAY	
4.1. Registration confirmation and timetable	
4.2. Deferral to a future test date	
4.3. Withdrawal	
4.4. Changing venue location	
5. TEST DAY	
5.1. Reporting at the venue on test day	
5.2. ID discrepancy	
5.3. ID discrepancy process	
5.4. Rescheduled tests	
5.5. Serious illness on test day	
5.6. Failure to attend on test day	
5.7. During the test	



Notice to Candidates

(part of OET Test Regulations 2013)

This notice contains important rules and regulations for the day of the test. Invigilators have the power to enforce these rules and regulations and have the right to ask you to leave the test room immediately. Any instruction they give must be followed carefully and quickly.

RULES AND REGULATIONS

YOU MUST bring to the test the ID document you used when you applied for this test. Your ID document must be current and the details must match exactly the details you provided otherwise you will not be allowed to sit the test.

- In Australia: you must provide your current passport as proof of identity.
- Outside Australia: you must provide your current passport or if you hold an official National Identity Card for the country in which you are sitting the test, you may use your current card as your ID document.
- You **MUST** bring your candidate number. It is not necessary to bring any printouts. Note – a 'hall ticket' is not provided.
- YOU **MUST** only take into the test room what you need to complete the test. You may bring:
 - pens, pencils, erasers, a pencil sharpener, a small bottle of water in a clear plastic bottle and your identification document.
- YOU **MUST** disable any alarms on your mobile phone or other electronic items, then switch them off before handing them over with your personal belongings at registration.
- YOU **MUST** stop writing immediately when told to do so.
- YOU **MUST** make sure your name and candidate number are on each book/sheet you have used. Wait until the invigilator has collected your question paper and answer sheet(s) before you leave the test room.
- YOU **MUST** be on time – if you are not in the test room at the start of the test you will not be allowed to take the test.
- DO **NOT** cheat, copy, give anything to, take anything from, or talk to another candidate. You will be held responsible if your test papers are exposed so that other candidates can copy them.
- DO **NOT** talk to or disturb other candidates during the test.
- DO **NOT** bring into the test room any bags, notes, study materials, dictionary, electronic items such as mobile phones, digital sound recorders, MP3 players, cameras, highlighters, pens, mechanical pencils, scrap paper, correction fluid or tape.
- DO **NOT** attempt to record or reproduce any part of the test.
- DO **NOT** smoke, eat or drink in the test room, apart from drinking water in a plastic bottle.
- DO **NOT** take any question papers, answer sheets or rough paper out of the test room.
- DO **NOT** make any noise near the test room.
- DO **NOT** leave the test room for any reason without the permission of the invigilator. You are not allowed to leave the test room during the following times:
 - between the subtests
 - during the Listening sub-test
 - during Reading Part A
 - during the Speaking sub-tests, or
 - in the last 10 minutes of the Reading Part B and Writing sub-tests.

At all other times you must be accompanied by an invigilator and will not be admitted back into the test room if you have not been accompanied. No additional time allowance will be given if you choose to leave the room.

ADVICE AND INFORMATION

Preparation material – support for teachers and candidates



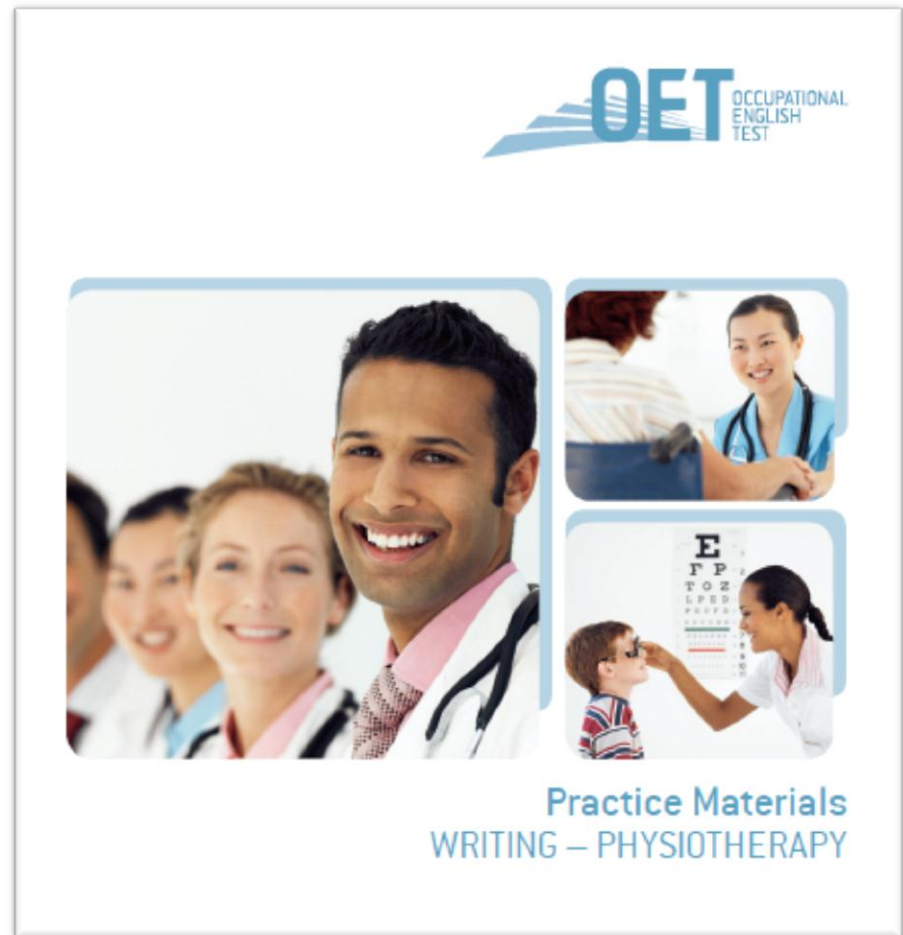
OET teacher pack

OET Handbook for Teachers

Teacher workshops

Online practice and preparation courses

OET course book



Building recognition



Working closely with recognising organisations in Australia, New Zealand, Singapore

Building recognition outside Australia - North America and UK in particular

New recognition – Singapore Pharmacy Council

New recognition - Allied Health Professions Council, Singapore

Thank you

 OET



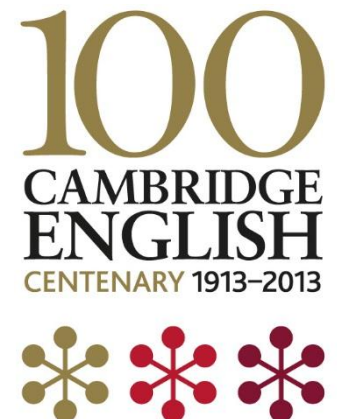


CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Transforming OET to better meet the needs of the healthcare sector

OET Forum

October 29th 2013





Outline

1. Promoting wider use of OET
2. Delivering the test in an international context
3. Operationalising research-based recommendations
4. Future considerations



UK Conference of Postgraduate Medical Deans consensus statement;

“All healthcare professionals require a set of generic attributes to merit the trust of patients that underpins the therapeutic relationship. These qualities include good communication skills, the ability to work as part of a team, non judgemental behaviour, empathy and integrity.”

“The role of the doctor is changing and will continue to change alongside the needs and expectations of patients. Patients are increasingly better informed and act as partners in their own healthcare. The doctor serves as advisor, interpreter and supporter in this endeavour.”



UK Recognition

The Medical Act 1983 (Amendment) (Knowledge of English) Order 2014;

Amendment to section 55 of the Act

- **11.—**(1) Section 55(1) of the Act (interpretation) is amended in accordance with this article. (2) For the definition of “the necessary knowledge of English” substitute—

“the necessary knowledge of English”, in relation to a person means the knowledge of English which, in the interests of himself and his patients, is necessary for the practice of medicine in the United Kingdom;”.



UK Stakeholders

- GMC
- General Pharmaceutical Council
- Health & Care Professions Council
- Pharmaceutical Society of Ireland



CEFR Standard Setting

- Healthcare professionals from medicine, nursing, pharmacy, and physiotherapy
- Four language testing professionals
- Familiarisation with CEFR
- Presentation by Jonathan Silverman on communication skills in a clinical setting
- Familiarisation with OET materials
- Identify levels against CEFR



International cadre of SMEs

- Building an international group of SMEs
- Extending the teams of item writers to reflect an international community
- Extending item and test production QA processes to build on those already in place at LTRC
- Extending the centre network
- Delivering examiner training to a global network of centres



Reviewing and developing the OET

- Research programme with LTRC e.g. for Speaking
 - Formats – e.g. professional to professional
 - Rating scale – new criteria/scoring
 - Comparison of clinician and trained assessor ratings
 - Effect of advance knowledge of task/content
 - Review evidence with stakeholders
 - Timescale for introduction



Looking to the future

- Should OET be delivered as a CBT?
- Would this improve authenticity?
- Should other assessments be offered alongside OET such as non-cognitive tests?
- Can scores be more diagnostic?
- What impact studies can we undertake to show the usefulness of OET for its purpose?