The structure of Medical Education in Europe:

Implementing Bologna- on the way to a European success story?

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Workshop 2
Organization of medical examinations and quality assurance: best practice

(best we can)

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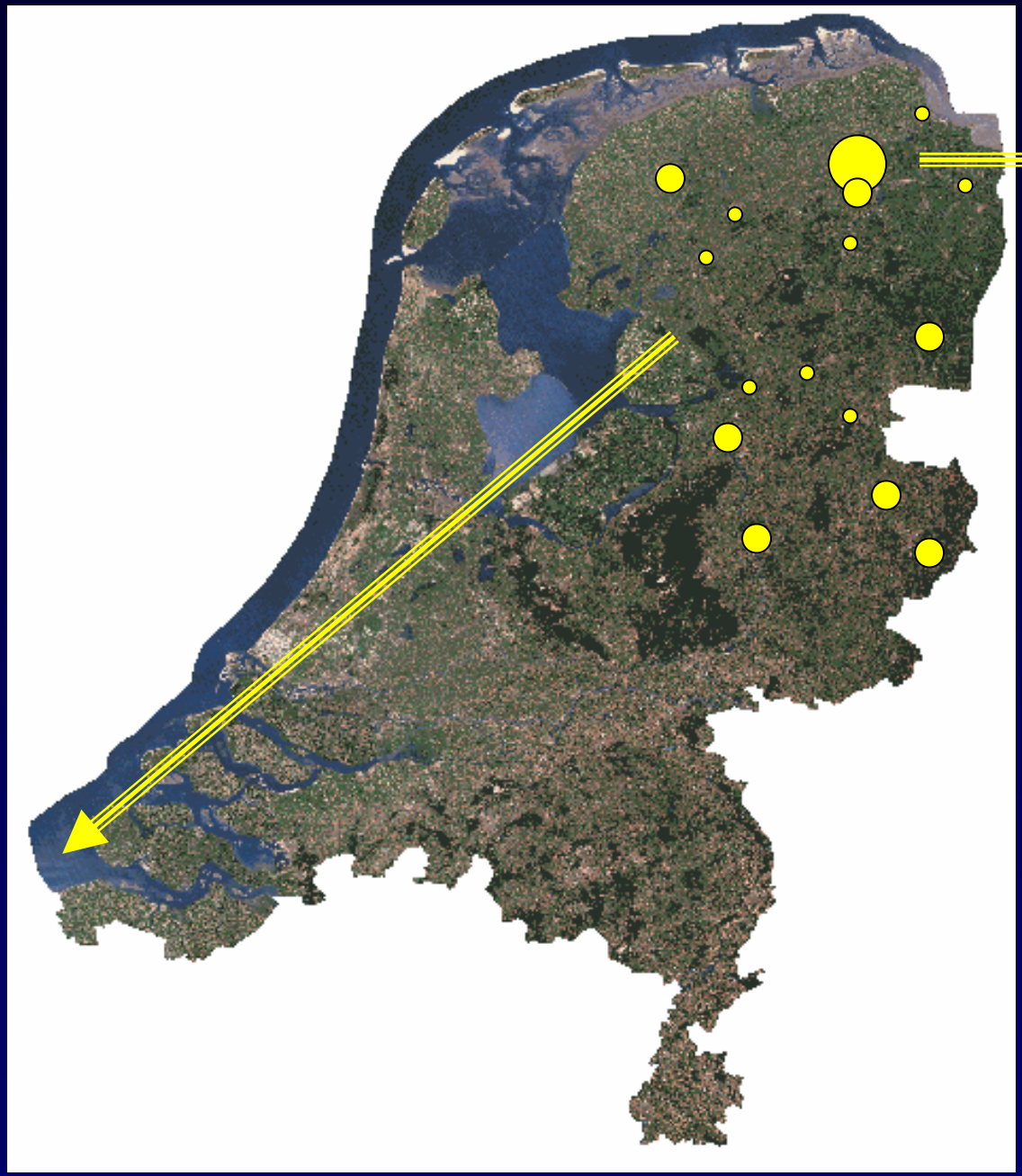
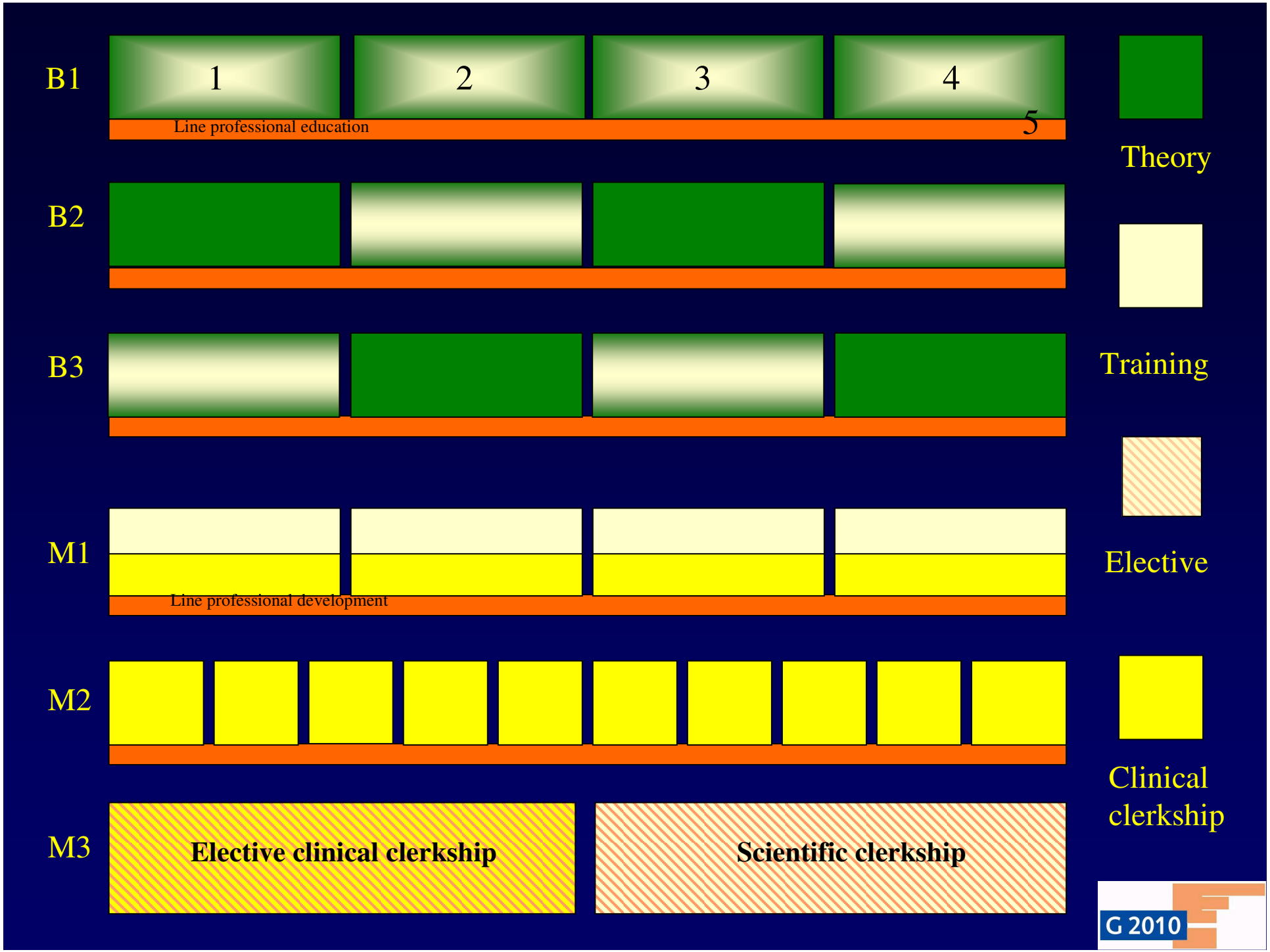



B1
1
2
3
4
Line professional education
5
B2
B3
M1
Line professional development
M2
M3
Elective clinical clerkship
Scientific clerkship
Theory
Training
Elective
Clinical clerkship
G 2010

Professional Education Bachelor

Coach groups

- 10 students
- 1 coach
- 6-8 meetings/year
- attendance at 2 consultations of the coach
- visit at home of a patient from the coach his practice
- working out tasks related to several competencies

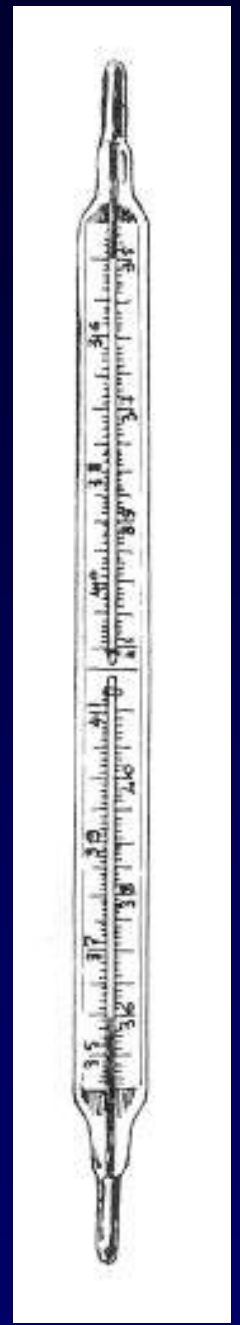
Coach

Year 1
General Practitioner

Year 2
Clinical consultant

Year 3
Social Health care specialist

- Organization of internal and external assurance processes in medical education.
- Does this help to improve the educational process?
- How is the question of examinations addressed in quality assurance?
- How do exams link to competences?



Disclaimer

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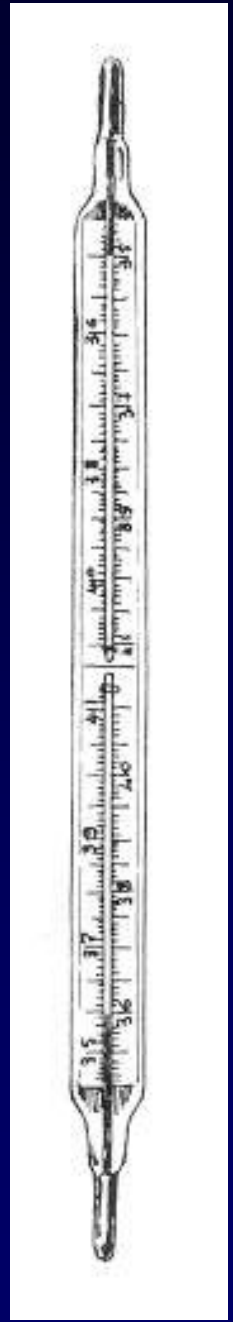
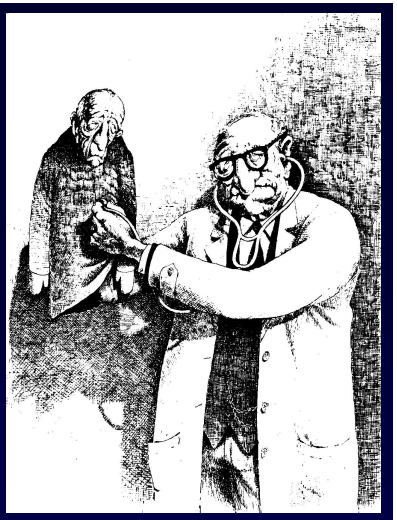
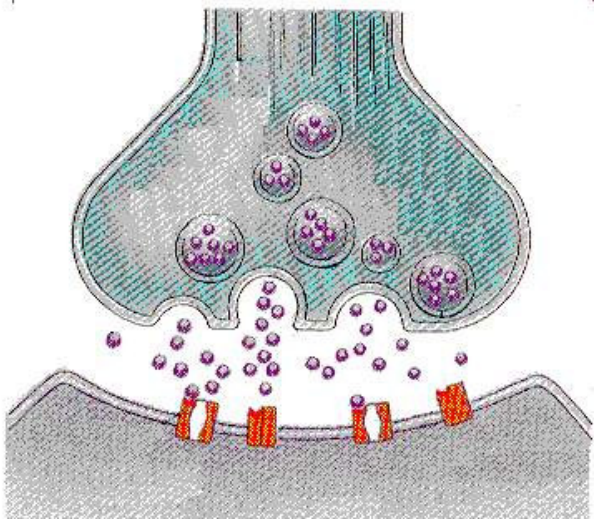


Input



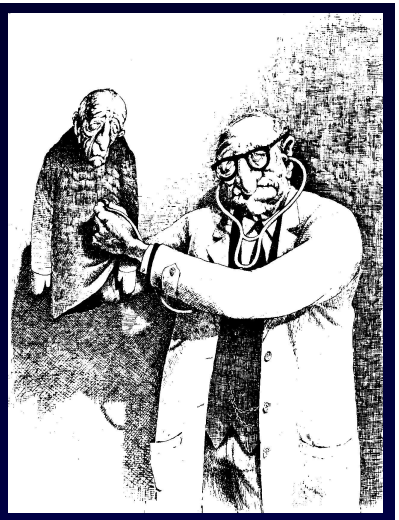


Educational Transmission Process

Output

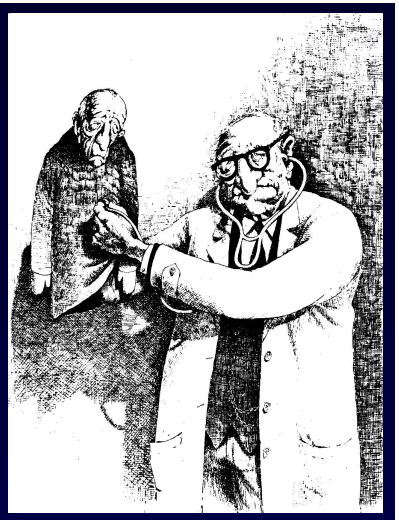
Servo-system

Output



- Subjective Satisfaction
  - Teachers
  - Students
- Meeting Goals
  - Blueprint
  - Exam results
  - Long term yield

Output



- Subjective Satisfaction
  - Teachers
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- Meeting Goals
  - Blueprint
  - Exam results
  - Long term yield

Program

Teachers

Process

Students

Evaluation

Report

Dept of Education

Students

Board of Education

Students

Control

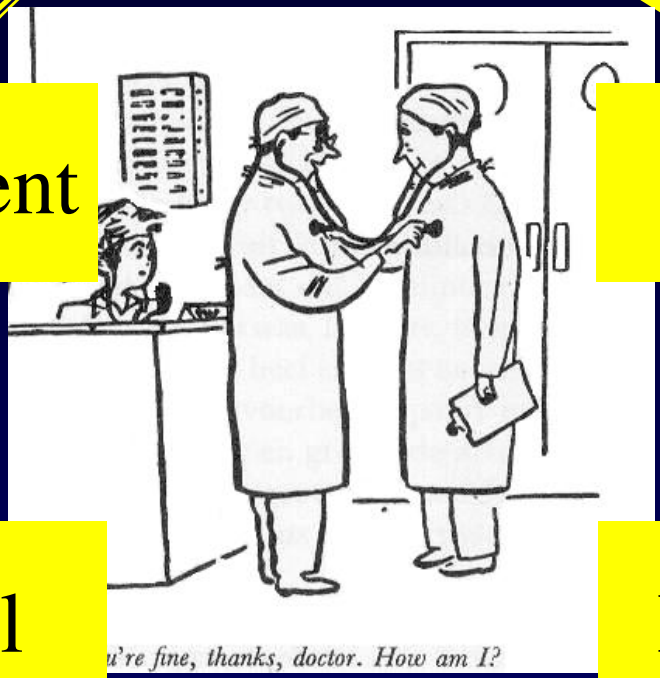
Students

Curriculum Director

Adjustment

Core Teachers

Students



Internal Quality Assurance Process

Program

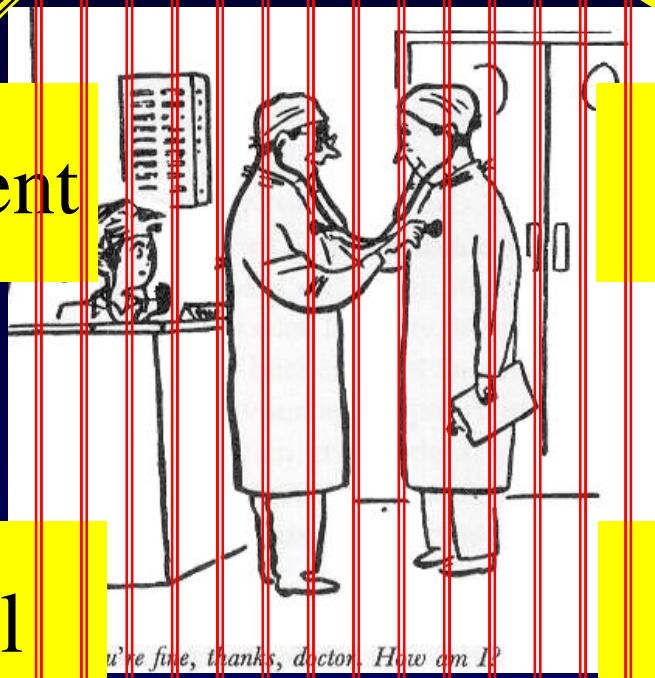
Process

Evaluation

Report

Control

Adjustment



External Quality Assurance Process

Questions to be dealt with in the external quality assurance process

Blueprint and philosophy the learning program

Examinations

Yields and outputs

Learning concept learning tools

Facilities

Appreciation of the program (students, teachers)

Efficiency/heaviness program

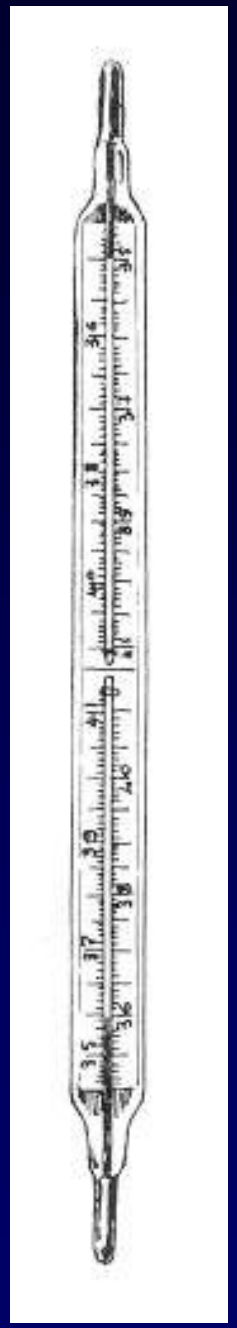
Quality of the graduates

Internal quality assurance

International contacts

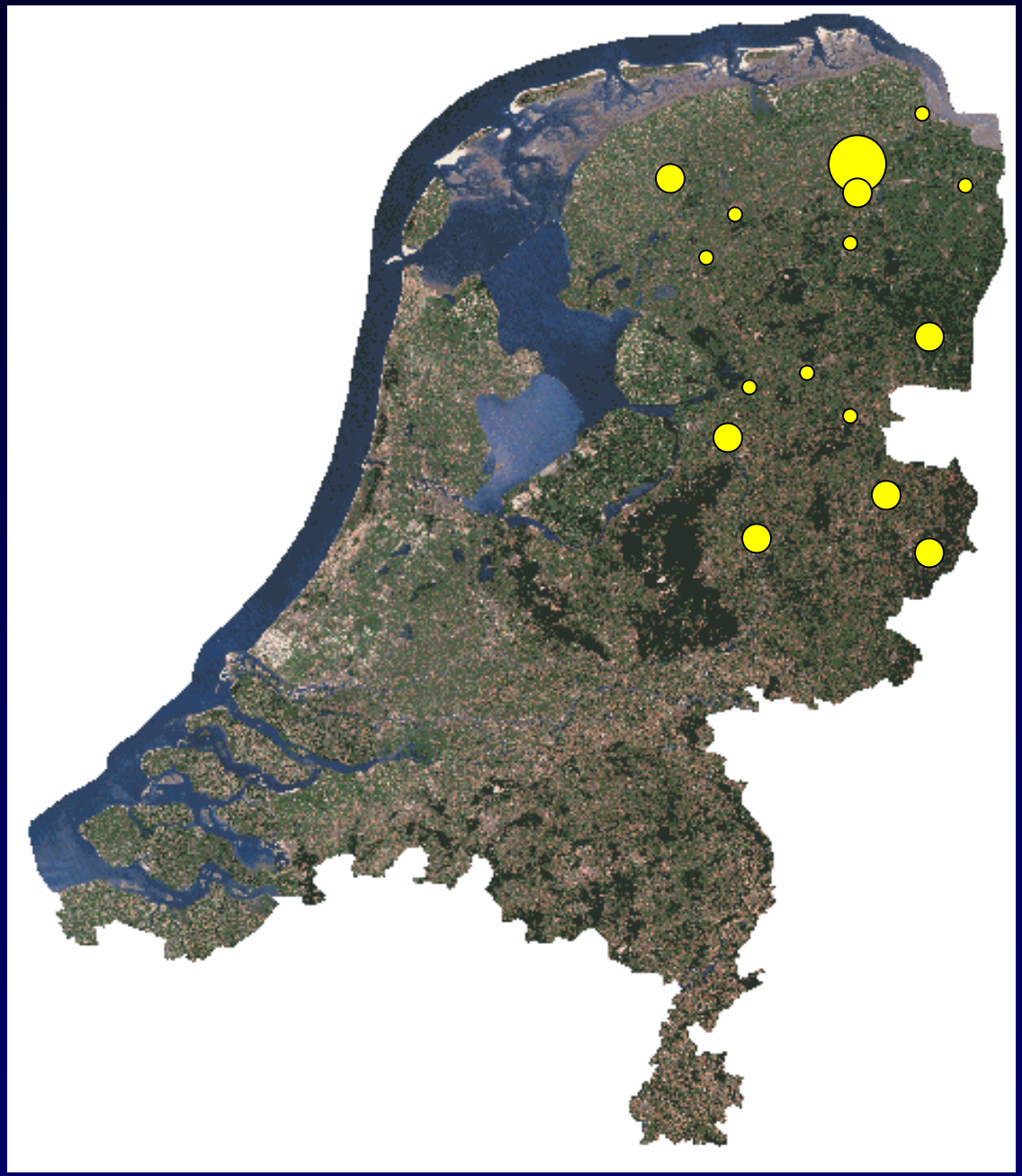
Organization

- Organization of internal and external assurance processes in medical education.
- Does this help to improve the educational process?
- How is the question of examinations addressed in quality assurance?
- How do exams link to competences?



+	−
• Drive for optimal performance (curriculum organization)	• Lots of time and paper
• Justification for demands on efforts of departments	• Frustration for those who make the best of it and are not well-understood
• Support of requests to the hospital and faculty	

Internal audits in affiliated hospitals



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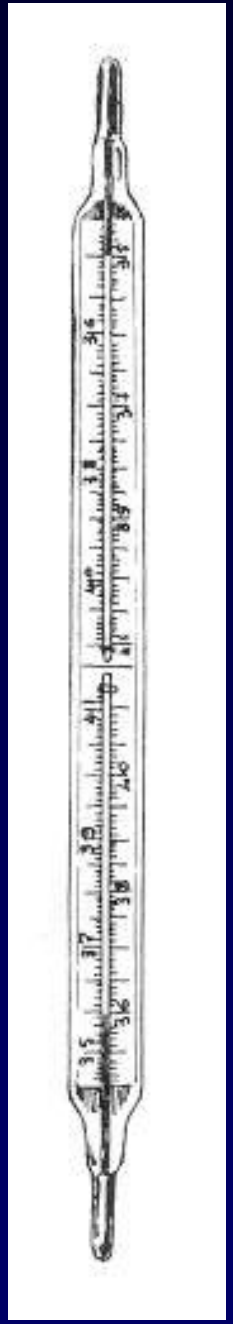
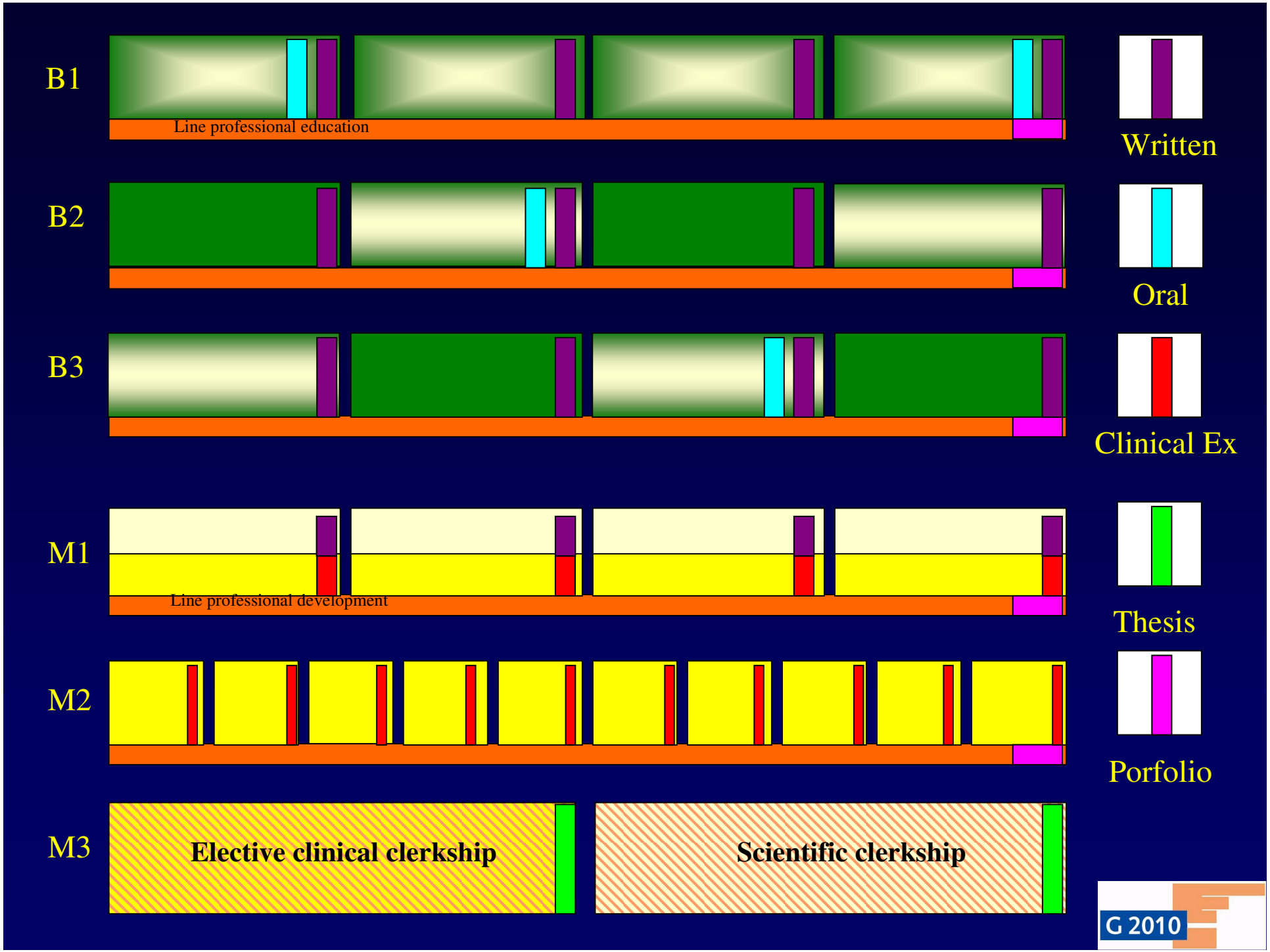


Exams

- Take many samples with many raters
- Try to validate the system
- Offer a large variety

Types of examinations

- Written examinations
- Oral examinations
- Portfolio
- Skill tests
- Clinical exams
- Theses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Written
Oral
Clinical Ex
Thesis
Porfolio
G 2010

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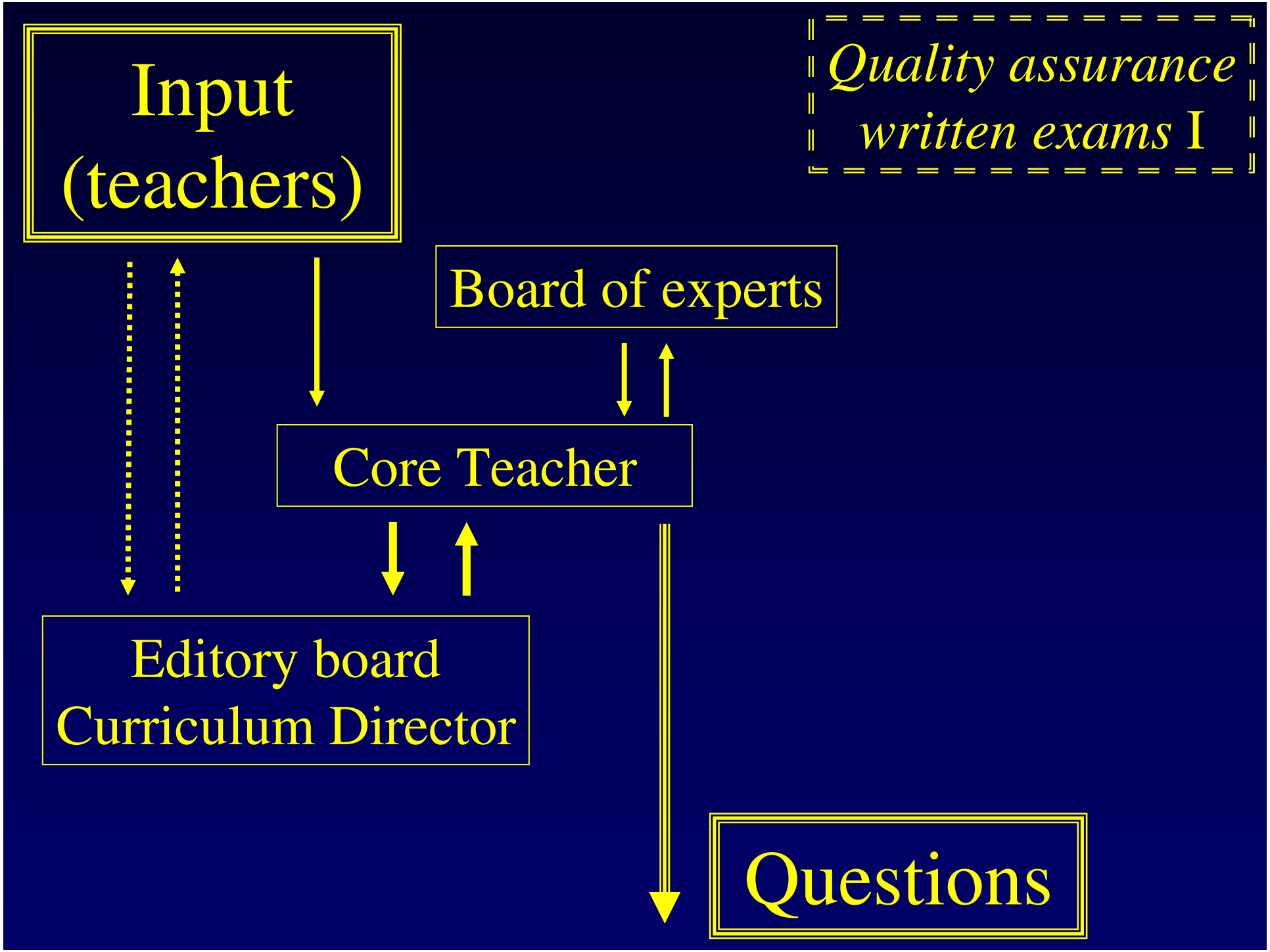
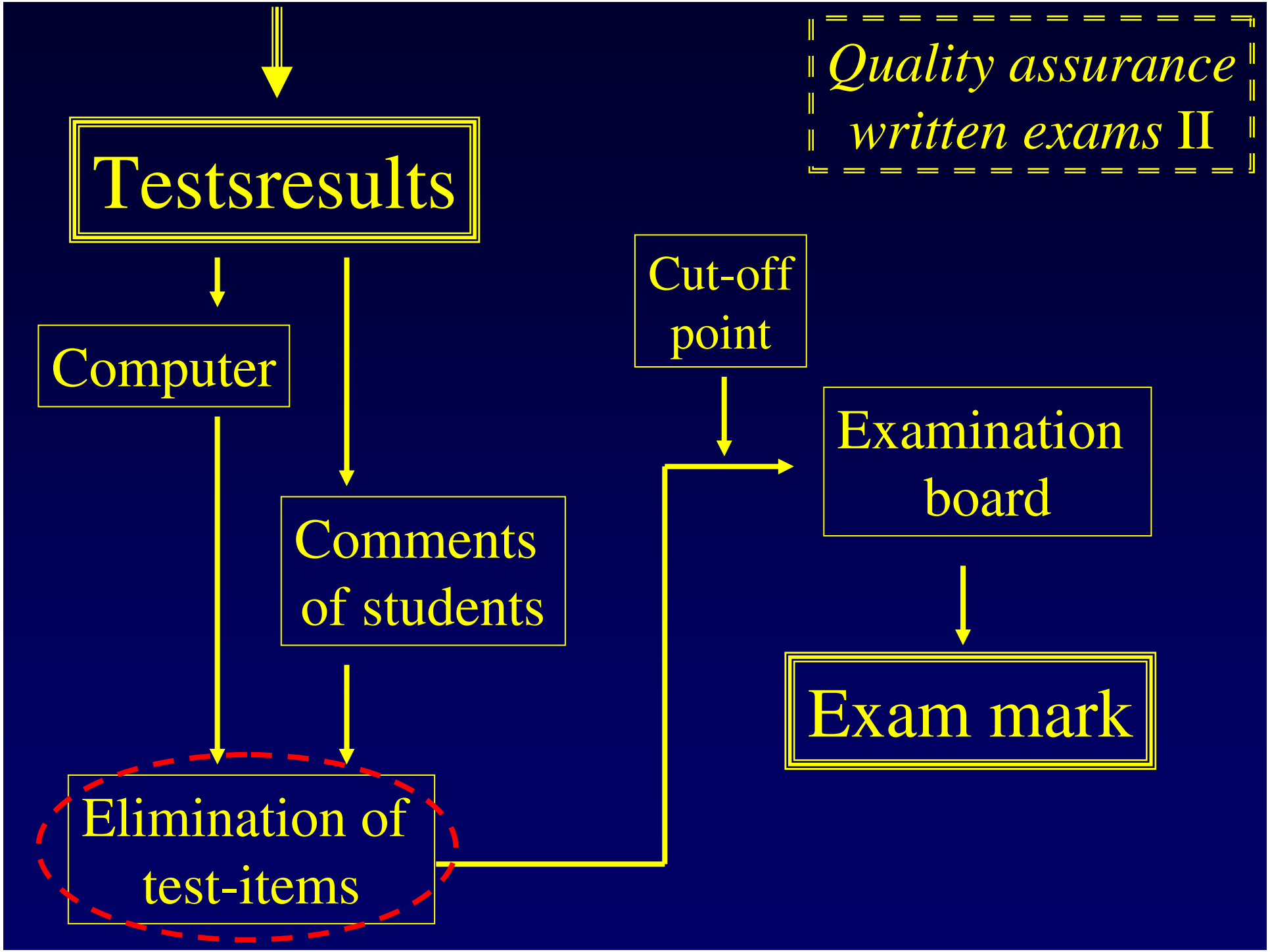
To test knowledge
Always MCQ´s


Input (teachers)
Quality assurance written exams I
Board of experts
Core Teacher
Editory board Curriculum Director
Questions


Quality assurance written exams II
Testsresults
Computer
Comments of students
Cut-off point
Examination board
Exam mark
Elimination of test-items

Types of examinations

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Mostly to test competences

Example of a problem for an oral exam

Clinical vignet with data on clinical history and results of clinical examination.

- Which is the most likely diagnosis?
- Write a letter for referral to a specialist
- Find a therapy and write a prescription
- Explain your findings and your policy to the patient
- Is there a scientific basis for the therapy of your choice?
- Etc…..

How is the question of examinations addressed in quality assurance?

- Pretest control procedure
- Posttest control procedure
- Students are given the opportunity of reclamation
- Results are considered in the light of output

- Organization of internal and external assurance processes in medical education.
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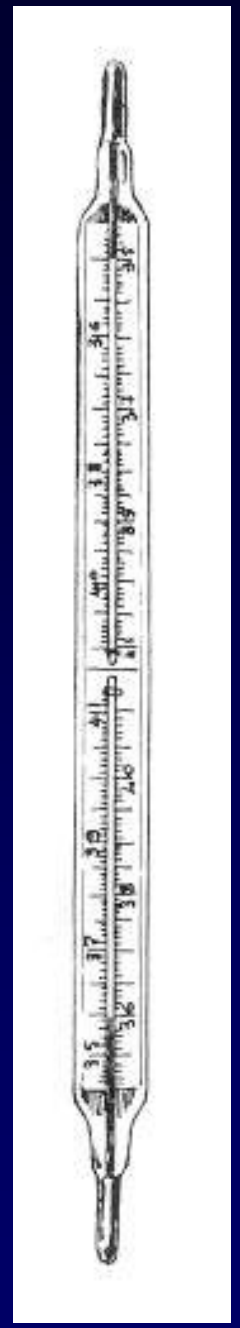
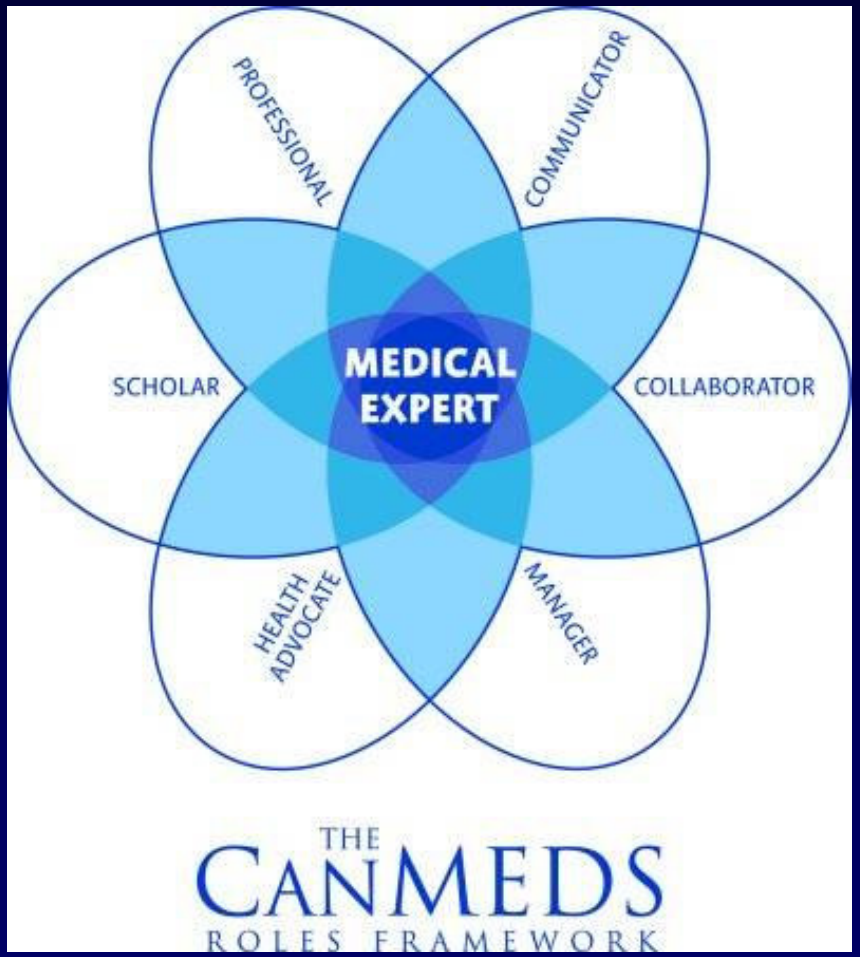
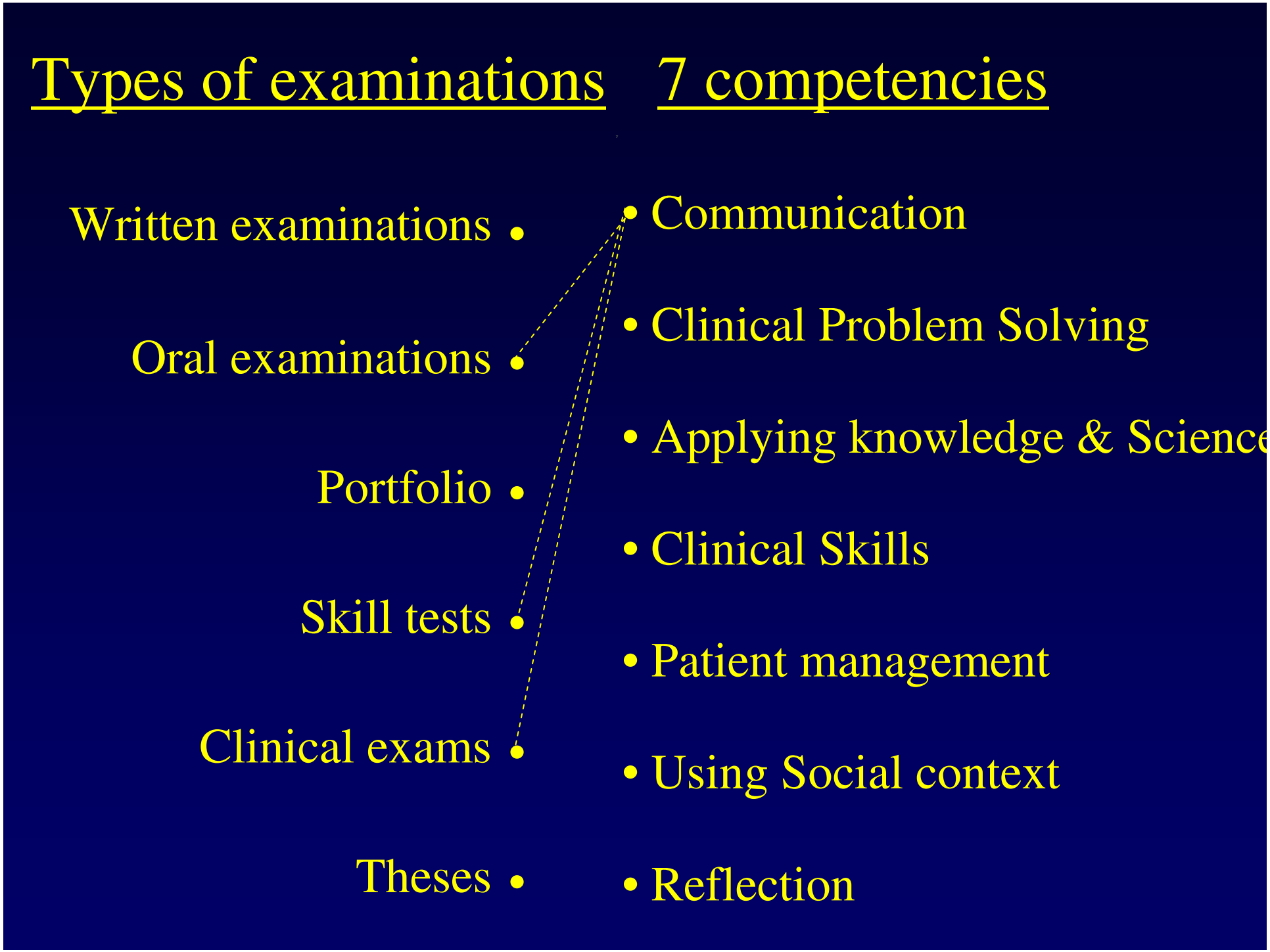


7 competencies



- Communication
- Clinical Problem Solving
- Applying knowledge & Science
- Clinical Skills
- Patient management
- Using Social context
- Reflection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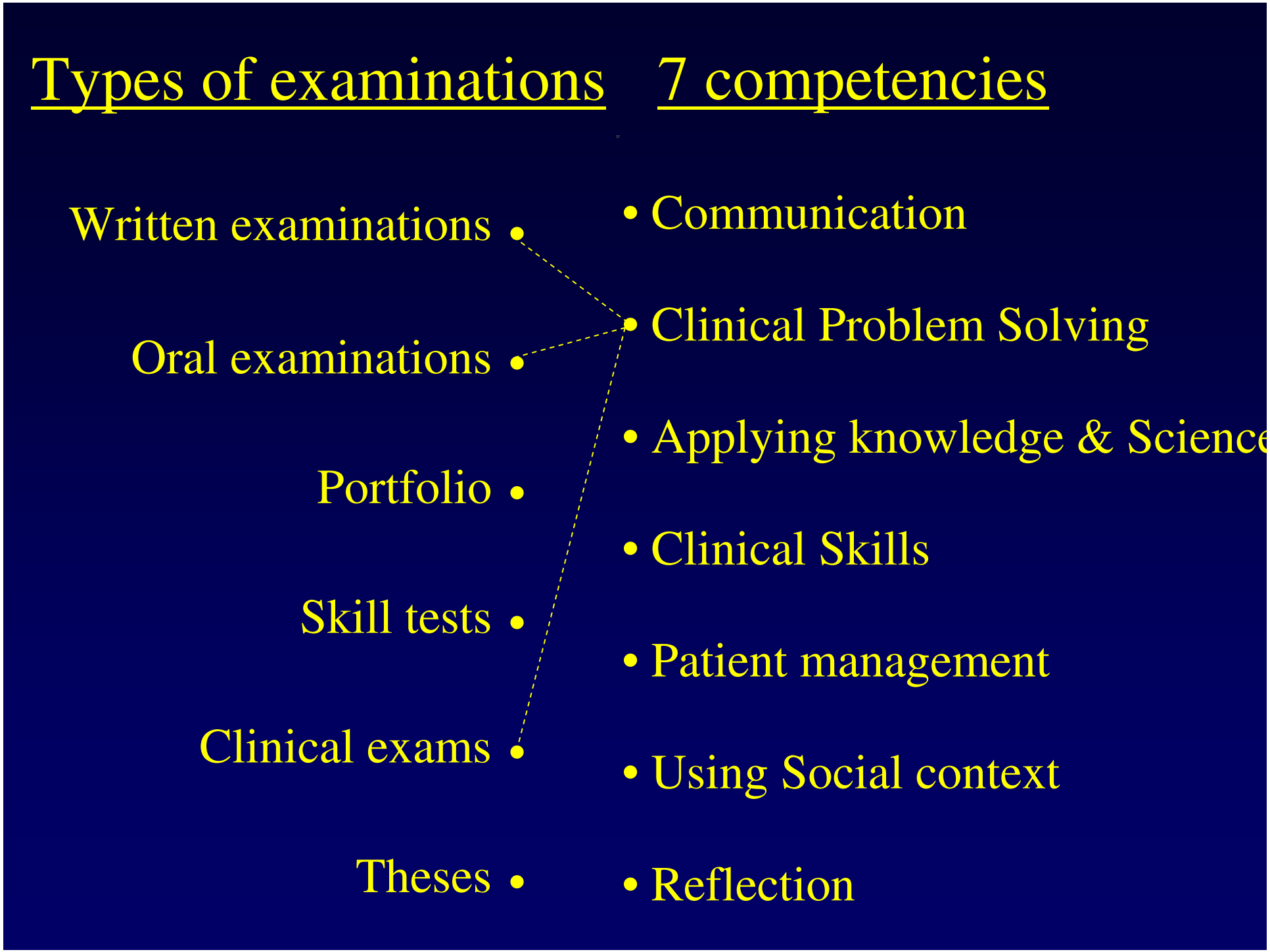
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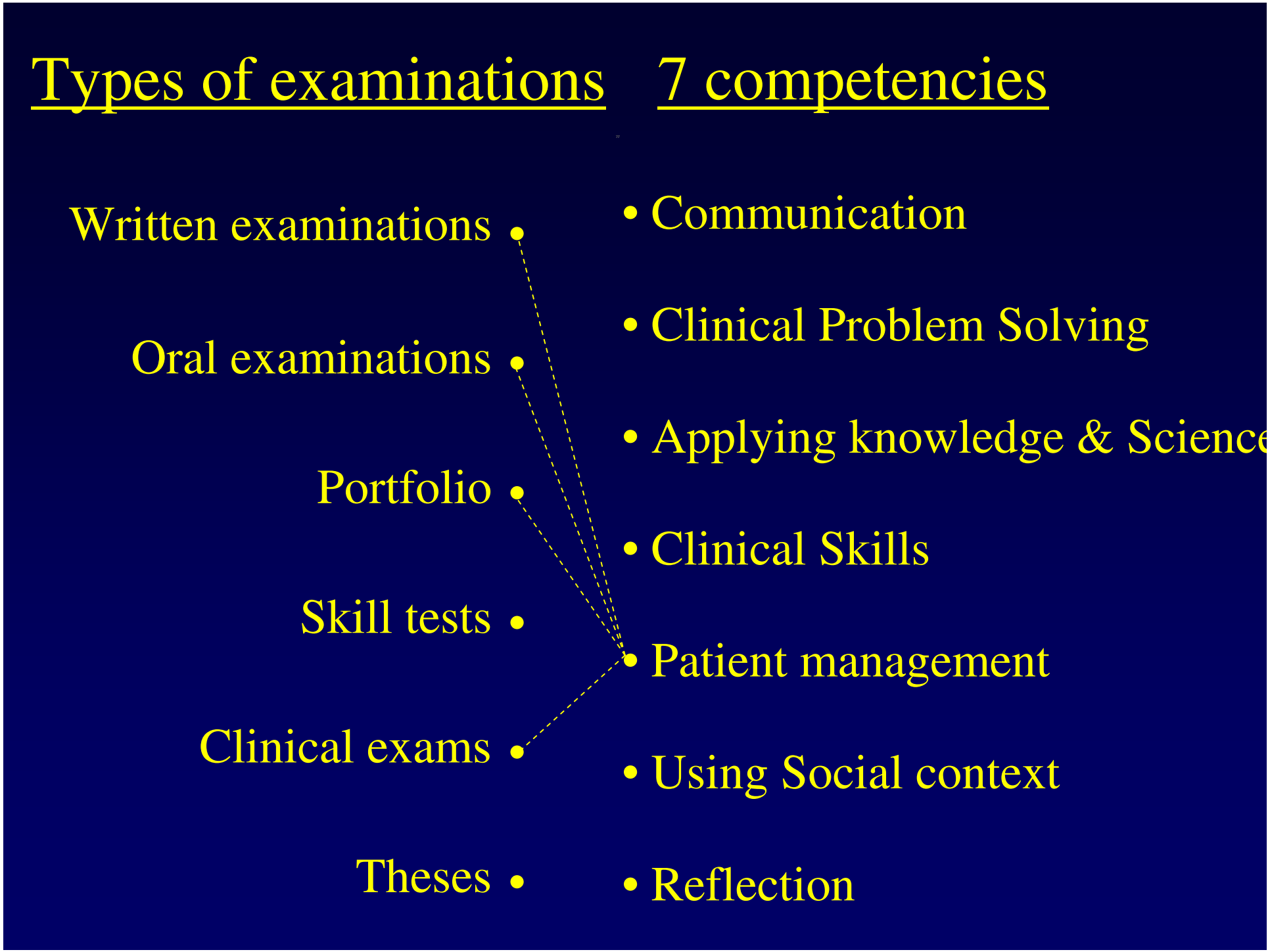
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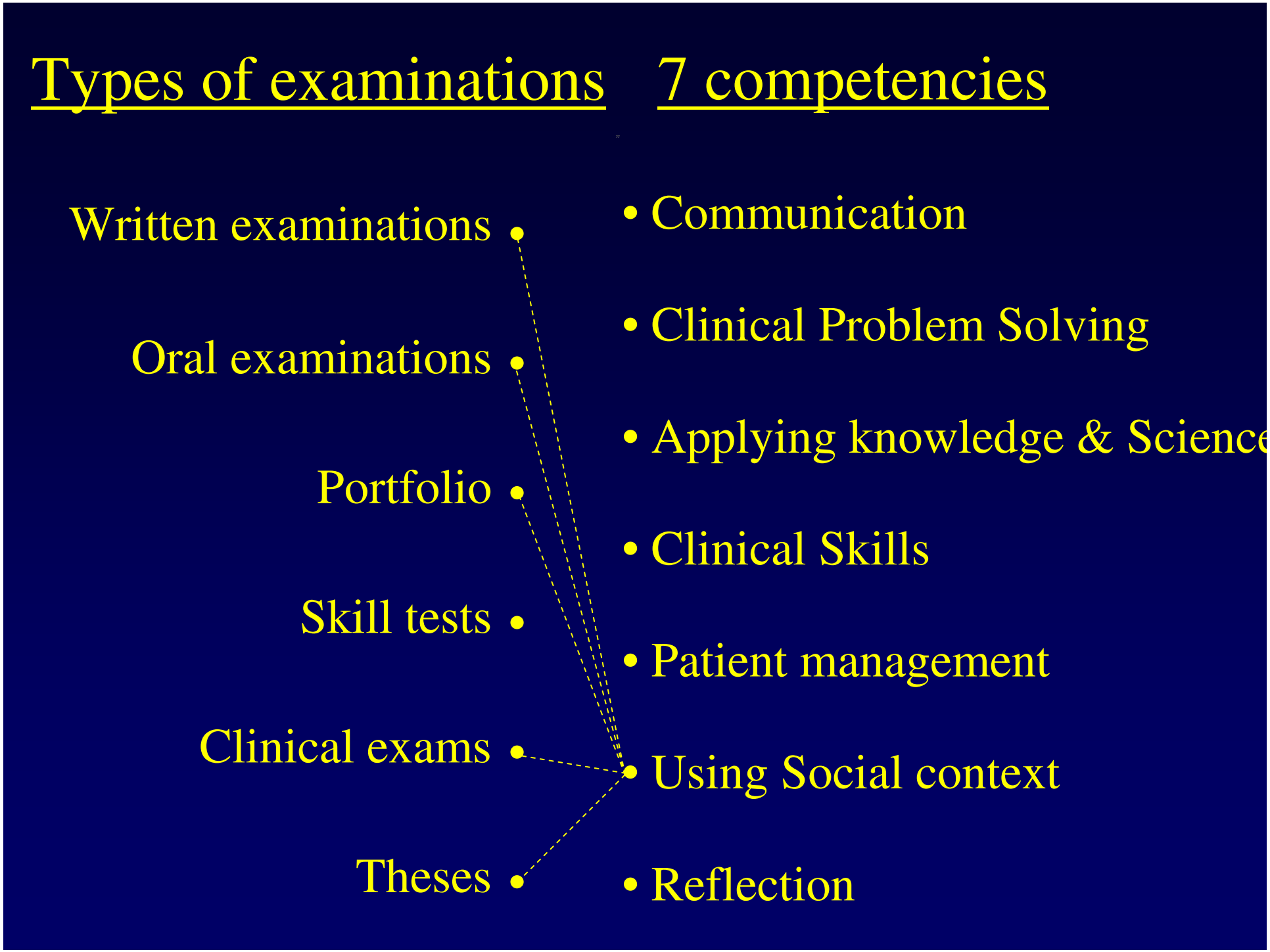
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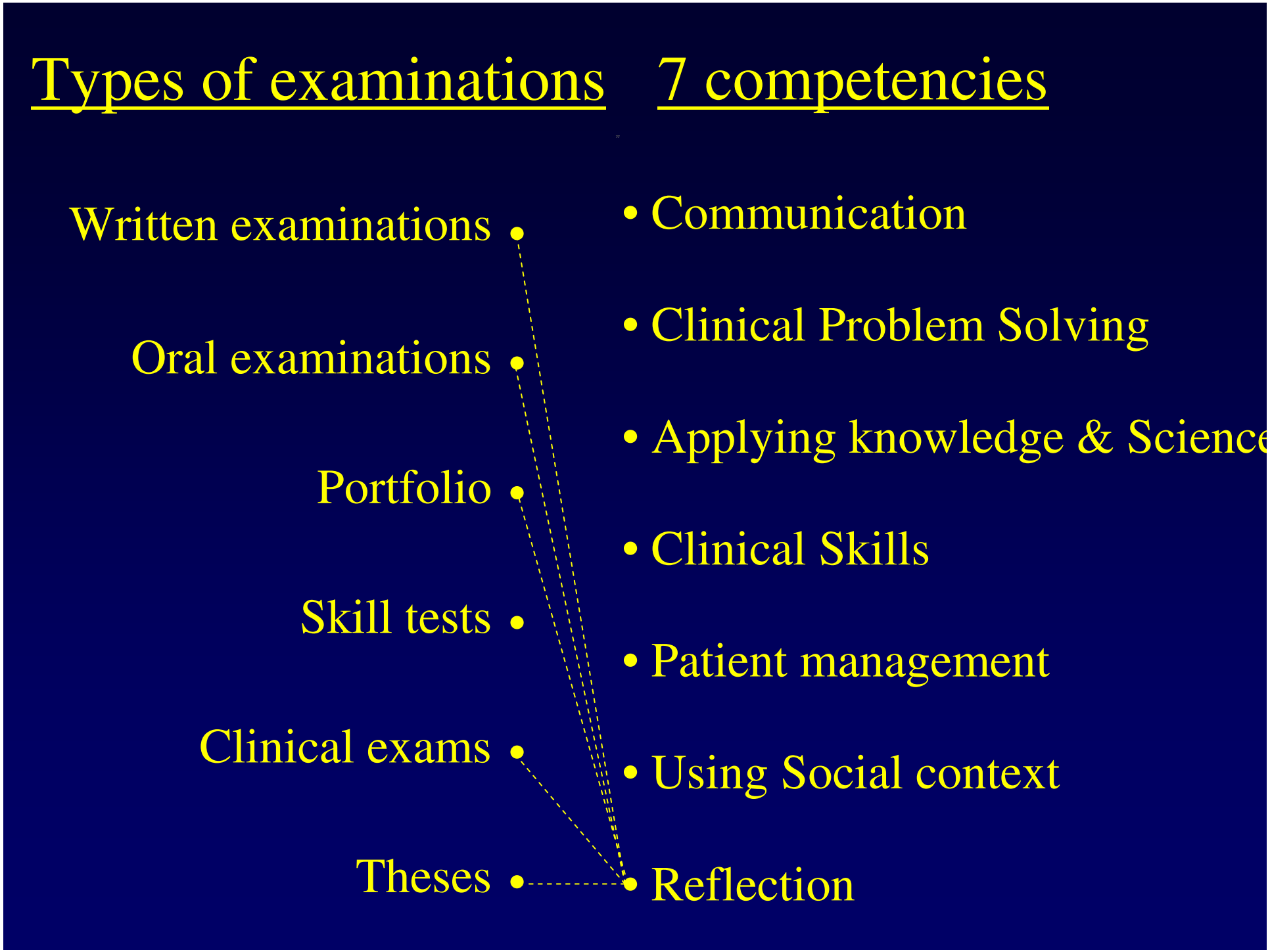
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National progress test

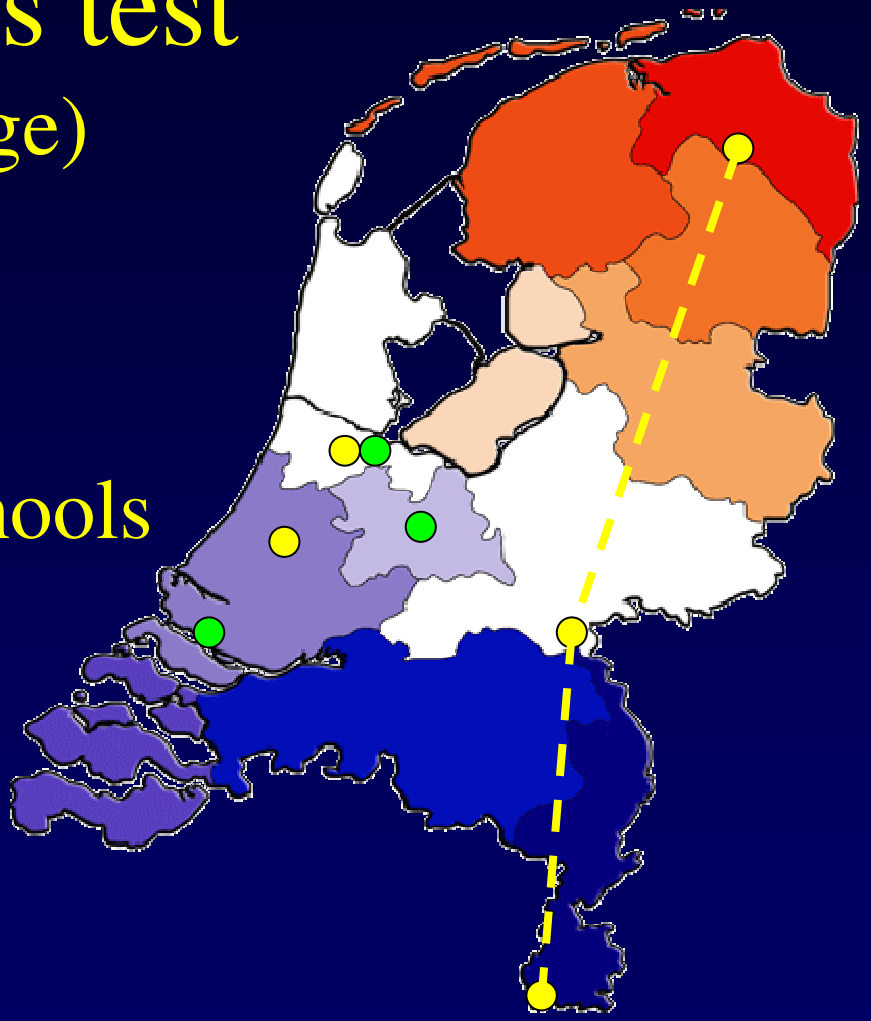
(medical knowledge)

To compare with

other medical schools

To test the long term

yield



Implications for a European BaMa Structure

- Standardized Blue Print for Ba & Ma
- International Quality Assurance
- How far need of similarity?
- Central examination?

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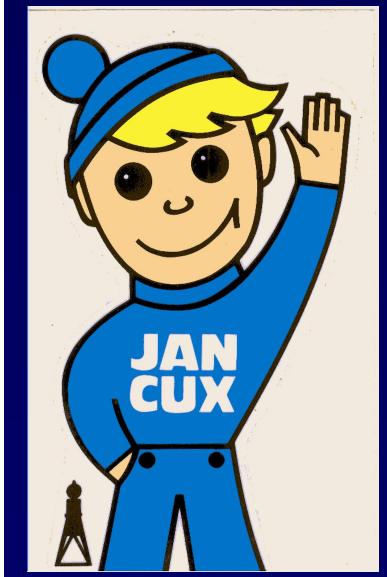

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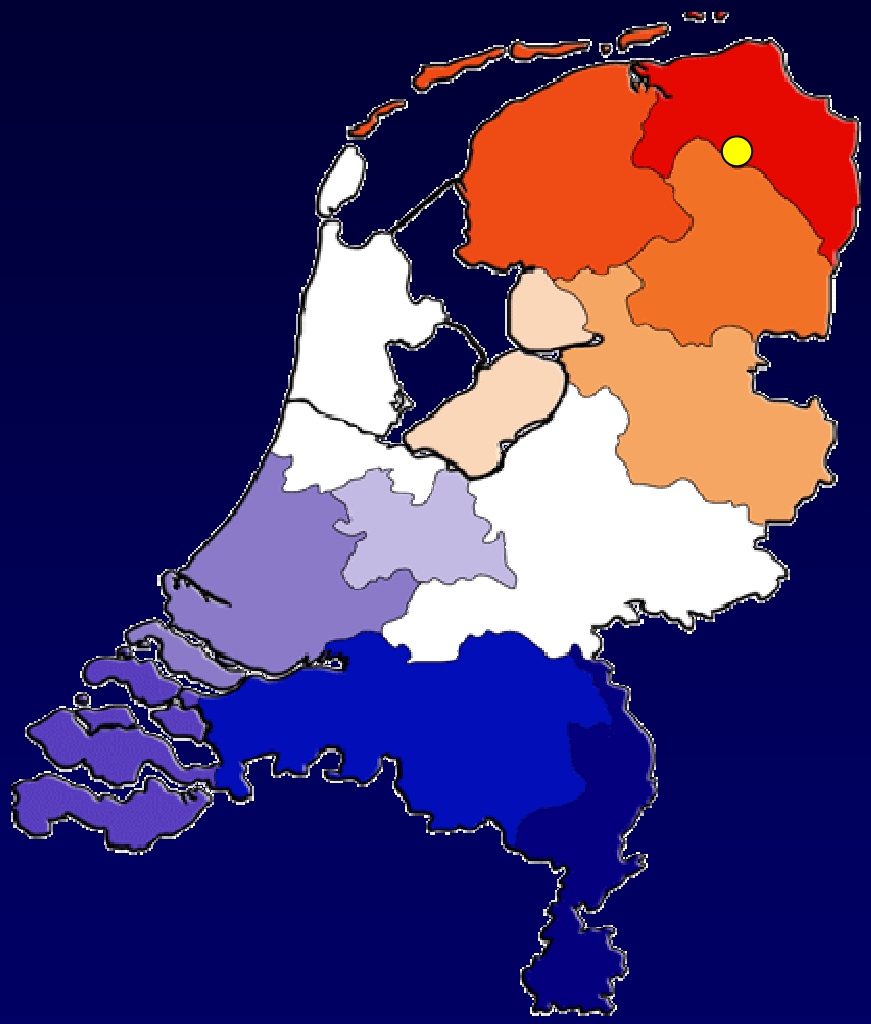
Questions to be dealt with in the external quality assurance process

- Blueprint and philosophy of the learning program
- Learning concept, learning tools
- Examination
- Appreciation of the program (students, teachers)
- Efficiency/heaviness of the program
- Quality of the graduates
- Organization
- Facilities
- International contacts
- Internal quality assurance
- Yields and outputs



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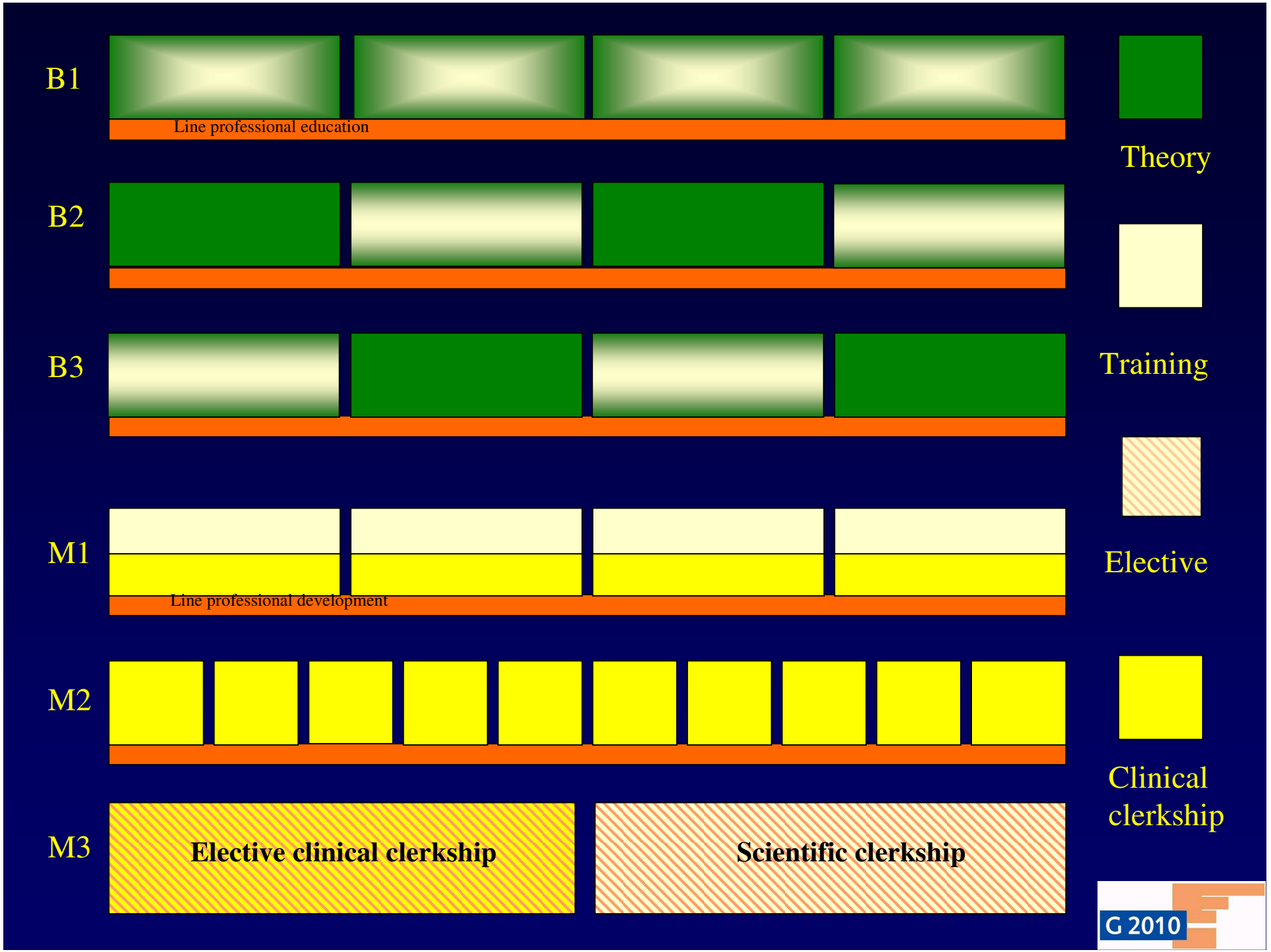
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Pc Value	Rit < -x	-x<Rit<x	x≤ Rit<2x	Rit ≥ 2x
> .85	+	+	+	+
.55<Pc≤ .85	-	+	+	+
.25<Pc≤ .55	-	?	+	+
0<Pc≤ .25	-	-	+	+
-.25<Pc≤ 0	-	-	?	+
-.50<Pc≤ -.25	-	-	-	?
-1<Pc≤ -.50	-	-	-	-

Pc P-value corrected for number of options
P Percentage of correct answers
RIT Item-test correlation