

# HRK

Results Workshop 2:

Organisation of medical examinations  
and quality assurance: Best Practice

**The Structure of Medical Education in  
Europe**

Implementing Bologna –

On the way to a European success story?

## Issues to be addressed:

- 1. Internal and external QA processes** (existing experience, influence on medical education)
- 2. Examinations** (assurance of their quality, relation to quality of education)
- 3. Student's perspective** on quality in medical education and its assurance

# Swiss example (Prof.Ch.Bader – Geneva)

## Internal QA:

1. Exams: summative after each semester (MCQ, practical)  
formative for clinical skills (OSCE with SPs and phantoms)
2. Programme evaluation:  
students performance,  
evaluation of units & teachers by students,  
review of the results of examinations

## **Other actions on an institutional level:**

1. Redistribution of funds (rewarding teaching)
2. Establishing of pedagogical units

## **External QA:**

1. International Accreditation acc.to WFME Standards  
(helps to identify problems,  
significant stimulus for changes)
2. Federal final examination

# Dutch example (Prof.J.B.M. Kuks – Groningen)

## Internal QA

### 1. Output measures

Subjective (satisfaction of students & teachers)

Objective (meeting the goals: blue print, results of exams, long term yield)

### 2. Continuous programme evaluation 5 reports/y

### 3. Quality of exams (varying formats, involvement of education board)

## External QA:

1. QA Board evaluating schools in 6y intervals  
Accreditation specific for medicine  
(time consuming, need to prevent an over  
beaurocratization)
2. National progress test (voluntary participation of some  
schools only)

# Quality Assurance & Quality Improvement – The Student's perspective (Katharina Kulike)

1. Different aspects of quality:
  - Q. of structures
  - Q. of the process
  - Q. of outcomes
2. QA in medical education specially needed due to:
  - its link to the health care quality
  - responsible use of resources
  - scientific progress
  - complex learning environment

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- Students should be involved on all levels
  - QA should be linked to QI
  - Common goals and standards should be implemented
  - More research on medical education (Assesment)

(„we will not know if we achieved good quality if assessment is not done properly“)

# From the audience

1. Internal QA requires **communication**
2. Apart from evaluation **a dialogue** is needed
3. Accreditation and national exams are complementary measures
4. Quality of graduates is not directly reflected in quality of doctors
- 5. General understanding for the need of QA and many actions already undertaken**