

Quality Assurance & Quality Improvement – The Student's perspective

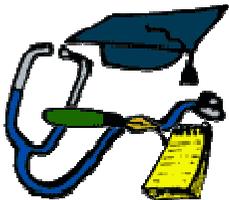
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Introduction

- bvmd Germany – German Medical Students' Association
- Member of the International Federation of Medical Students' Associations (IFMSA)

- Standing Committee on Medical Education – SCOME



- Strong commitment to improve quality
- Quality assurance is important
- Student's perspective on the Bologna Process





Content

- Definition of Quality
- Importance of Quality Assurance in Medical Education
- Assessment
- Quality Assurance and Quality Improvement
- Opportunities and Threats



What does quality mean?

- We define **quality** as the „*characteristics of a function, process, system or object that is fulfilled when compared to predefined goals or standards*“
- We define **quality assurance** as a „*way to warrant that the predefined standards are met*“

Different types of quality

- Structure Quality
 - Educational environment
 - Innovation potentials
 - Teaching competence
- Process Quality
 - Teaching performance of the academic staff
 - Organisation of the education
 - Learning performance of the students
- Outcome Quality
 - Achievement of educational objectives

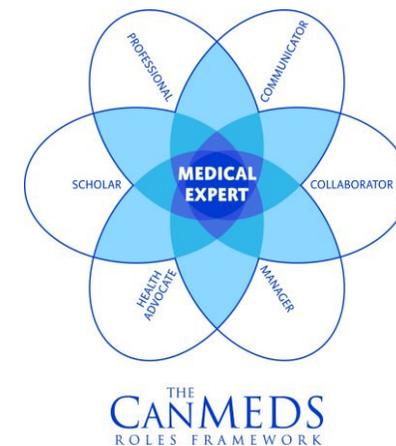
All types are important!!

Quality is important in medical education

- Good education as a goal of each teacher and every academic institution
- Good quality of medical education is a vital prerequisite to ensure quality of future physicians, researchers and teachers
- Quality assurance is a question of responsibility:
 - patient safety
 - responsible use of financial resources
 - scientific progress
- Be aware: the students of today are the colleagues of tomorrow 😊

Special needs for QA in medical education

- Broad range of competences must be achieved
 - *Medical Knowledge*
 - *Communication skills, Teamwork + Leadership*
 - *Professionalism*
 - *Lifelong Learning*
 - *Others...*
- Very complex learning environment - university and hospital setting
- Considering patient safety issues
- Comparable outcomes of medical education within Europe



Different kinds of quality assurance

- Internal QA
 - Course evaluation
 - Peer-evaluation
 - Assessment
- External QA
 - International Standards, e.g. *BME WFME global standards for quality improvement – student's specifications*
 - Accreditation
 - Assessment

Student involvement is essential in all aspects and on all levels!!

Assessment

- We'll never know if we achieve good quality in medical education if assessment is not done properly
 - Right method for each question. Broad range of methods
 - Defining the outcomes
- Consequences to be considered:
 - Improving teaching
 - Improving learning and studying
 - **Improving the link between teaching, learning and assessment?!**
- *"The better the assessment of medical students is, the better is the quality of future medical care to be provided for the whole society."*

Possible bias of quality assurance

- Achieving the outcomes does not necessarily mean good education.
→ What are we going to measure???

Bias could include:

- Selection of students
- Methods
- No goals defined / Evaluating the goals
- Not all relevant stakeholders are involved
- Lack of research in medical education

Quality assurance & quality improvement

- *"In order to improve medical education in a systematic and effective way, **quality assurance is a first step** on the way to quality improvement. Rather than determining the level of quality at a fixed point in time, **quality improvement is a continuing and dynamic process** to review, critique and change in order to make medical education better."*

How can we move from QA to QI?

- QA is the first step
- Define a mission
- Make improvement a natural part of the existing system

Quality improvement needs a cultural change

- Striving for quality means entering a quality circle, where continuous improvement is required. Quality is not a goal but a process.
- It is necessary to increase the importance of teaching.
- Involvement of the whole faculty is needed to achieve quality improvement.
- **Transparency** of the whole process is essential to achieve quality improvement!

Challenges for quality improvement in Europe

- ME in Europe requires new competences such as intercultural communication, language skills, mobility
 - Quality assurance of medical education in Europe should be comparable on a European level
 - Common European QA must harmonize QA in Europe but not harm diversity
 - Quality assurance should foster the improvement of mobility
- we must not create a bureaucratic monster



Opportunities & Threats

- Improving quality → improving health care system
- Increasing trust
- Increasing patient safety
- Increasing mobility

It depends on the how!!

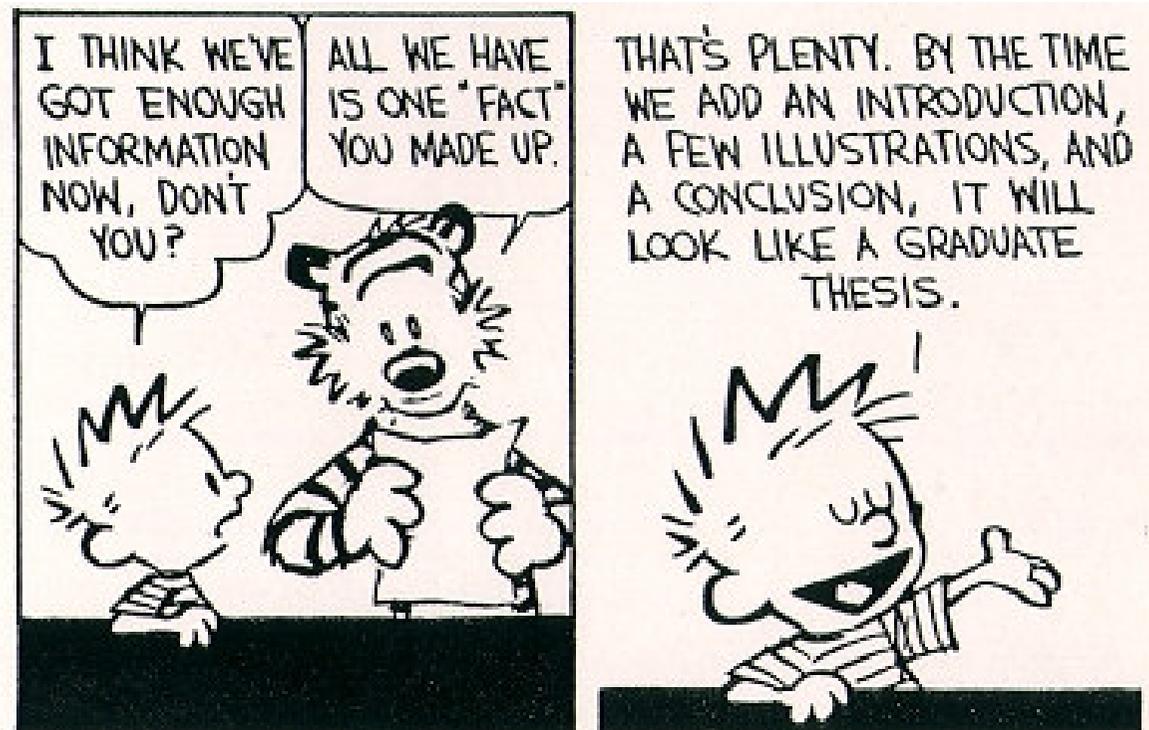
- Big effort of time, staff + resources
- Negative competition
- Loosing the trust
- Wrong selection of students
- Decreasing mobility
- Higher stakes for students and teachers
- Increasing bureaucracy
- Lost of diversity
- Too few clearance for teachers and university

Take-home message!

1. Quality assurance must lead to quality improvement
2. Involvement of all stakeholders is essential – students involvement!
3. Implementing common goals – A European Core Curriculum
4. Implementing common standards in Europe (WFME, ENQA)
5. Research in medical education
6. Reform and improvement of curricula, courses, teaching- and assessment-methods
7. Continuous professional development of academic staff

→ **Continuing collaboration to improve medical education in Europe!**

Thank you for your attention!





Structural barriers

- Dominance of disciplin based learning
- Dominance of clinic and research
- Economic priorities
- Professional self-conception of the professors
- Hospital orientation
- Missing or lacking student involvement



What are we going to assure? And how?

- Quality of the educational outcomes?
- Quality of the educational progress?
- Quality of the educational program?
- Quality of students?
- Quality of professors and the academic staff?
- Follow-up of the graduates and their professional life?
- Progress-testing of the students?
- Program-evaluation? Obtaining international standards and guidelines?
- Assessment of the students?
- Evaluation by peers and students?