IMPLEMENTATION OF THE IPT IN YOUR INSTITUTION
EBMA offers a broad range of customized consultancies, products and services for the implementation of a fully operational progress testing program, including:

- Alignment with local institutional needs, uses and purposes;
- Large collection of pre-tested test questions;
- Exchange of International Progress Testing questions with locally written ones;
- Workshops for faculty development on question writing and reviewing, question selection and analysis;
- Paper-based or computer-based testing (optional: computerized adaptive testing, ideal for schools where simultaneous test delivery is problematic);
- Customized scoring reports for students and institutions (optional: online interactive scoring platform for individual student feedback that enhances the educational utility of progress testing) and;
- Assistance on the improvement of local assessment policies.

BENEFITS
Applying the EBMA IPT can benefit your students and your school in several ways:

- Teachers and students recognize the existence of the "study for the test" phenomenon, in which students frequently forget much of the content that has been studied. This effect is prevented in progress testing, because it is not linked to any specific module/block.
- Progress Testing is a rich source of information about students’ knowledge growth in all medical sub-domains.
- Feedback obtained from the progress test results helps students in the early identification of the areas of study that need more focus.
- Progress testing has been shown to be a valid and reliable measure of student’s long-term, meaningful learning.
- Evidence has shown that progress testing has a positive effect on medical professionalism, learning and achievement, as it helps with the long-term retention of contents.
Promoting best assessment practice in medical education in Europe!

EBMA is a non-profit organisation and consists of a group of European professionals who have expertise in assessment and/or have leadership roles in universities, or other institutional bodies concerned with medical education and training.

Our mission
"To promote the quality of the healthcare workforce by providing a series of assessment programmes for individuals and health education institutions. EBMA aspires to lead the development of best practice in assessment through research and its practical application."

Our vision
"Enhancing public trust and confidence in the healthcare systems in Europe by contributing to the quality of healthcare services provided to patients."

Certification
EBMA is not, and cannot be, a licensing body; neither does EBMA promote a pan European licensing examination. That is the function of regulatory bodies and universities in the different European countries. Medical Directive 93/16/EEC facilitates free movement of doctors throughout the European Economic Area (EEA) and defines a legal framework for the mutual recognition of medical diplomas, certificates and other qualifications for doctors moving countries.

EBMA will always act within the legal provisions that ensure free movement of the medical workforce. We provide a range of assessment products and initiatives that are relevant for Europe and take into account of country differences.

EBMA International Progress Testing (IPT)

Progress testing is a way of cognitive testing that promotes long-lasting, deep learning strategies. It consists of a longitudinal assessment strategy covering the complete domain of medical knowledge and is administered periodically to students of all academic years. Progress tests can be used at the undergraduate and postgraduate level.

The International Progress Testing (IPT) initiative originated in 2011, when progress test specialists from all over the world began meeting in order to discuss the prospects of a collaborative effort. In its initial phase, the IPT was implemented by Maastricht University in The Netherlands. Later, a number of selected medical schools worldwide, from Mexico, Australia, Mozambique and Saudi Arabia have joined the consortium. The IPT is aligned to the philosophy of EBMA, which is "Promoting best practice in assessment for learning in medical education. Under the EBMA umbrella, participating medical schools will benefit from sharing quality testing materials and robust benchmarking.

Test design and construction
The blueprint of EBMA IPT is compatible with the blueprint of EBMA European Knowledge Test (EKT) so that the IPT can be also seen as a preparation for the EKT, which is focused on final year medical students and first year postgraduate doctors. Active collaboration from all partners is expected in order to avoid bias due to the authorship of the items. An international review committee has been established to ensure the quality of the questions used in EBMA IPT. Local customization of the test is possible by inclusion of locally relevant questions and the adjustment of test content according to local epidemiology.

Standard setting
Standard setting for the EBMA IPT is based on relative norms calculated using the means and standard deviations of every measurement moment, which are later corrected by a quadratic curve.

Feedback Reporting to Schools
Deans and other stakeholders can be provided with an institutional scoring report including:
• Individual letters after each measurement moment containing the student’s scores and subscores or;
• An interactive online feedback report accessible with an individual username and password which contains the student’s scores and subscores of all measurement moments. This enables a much richer environment for feedback, mentoring and portfolio purposes.

Feedback Reporting to Students
Medical schools have two options to report scores to students:
• Individual letters after each measurement moment containing the student’s scores and subscores;
• An interactive online feedback report accessible with an individual username and password which contains the student’s scores and subscores of all measurement moments.

"The medical progress tests truly gave me insights into the development of my medical knowledge. This helped me to identify topics that required more in-depth study to become a competent and fully fledged physician"

Koos van Geel
Graduate in Medicine, Maastricht University

"Progress testing gave me the opportunity to compare my performance to that of other medical students and helped me gain the confidence that I was growing into my role as a physician"

Lorette Stammen
Graduate in Medicine, Maastricht University

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