Promoting best assessment practice in medical education in Europe

Annual report academic year
2017 – 2018
Contents

Introduction by the President ...........................................................................................................3
EBMA Governance ..........................................................................................................................4
EBMA membership ..........................................................................................................................6
  Institutional membership ..............................................................................................................6
  Individual membership ..............................................................................................................6
Review of activities and achievements in 2017-2018 ....................................................................7
  EBMA participants meeting 2018 ...............................................................................................7
  Erasmus+ Project ........................................................................................................................7
  Special Interest Group Programmatic Assessment .........................................................................7
  EBMA annual conference ...........................................................................................................8
  EBMA Conference ‘Looking ahead in Progress Testing’ .............................................................9
  EBMA training: Introduction to assessment for healthcare professions education .....................11
  European Knowledge Test ........................................................................................................11
  EBMA International Progress Testing .....................................................................................12
  EBMA Annual Conference 2019 and 2020 ..............................................................................12
Introduction by the President

This has been another great year for EBMA. I am so pleased to welcome new members, both institutions and individuals who are already making such a significant contribution. I would like to say a big thank you to University of Minho who organized a really magnificent annual conference this year.

The journey to establish EBMA was long and often arduous so it was significant to acknowledge the inspiration behind that journey with the first Lesley Southgate annual lecture from Prof. Marco António Carvalho, who gave a talk that clearly matched the prowess of the name to inspire it. In Braga the quality of the keynotes, presentations, posters, workshops and plenaries at the conference was a reflection of the academic ability of our members and friends. The collegiate atmosphere deepens through each of our annual conferences. There was such an exciting presentation about our next conference in Lodz and details will appear shortly. I am certain that you are all keen to find more opportunities to share and learn from each other.

I hope that we will shortly confirm that the annual conference in 2020 will be in Glasgow in the weekend preceding the AMEE conference. That will confirm a mutual relationship with AMEE in the same way that we have had sharing with other significant institutions over the years. We welcome that partnership with AMEE on this occasion and in the future. Nevertheless, we are independent organizations representing the wishes of our members. So we are delighted that Practicum have offered to host the 2021 meeting in Spain and other members wish to host conferences in the future.

Our courses on Psychometrics and Introduction to Assessment continue to be very popular, inspiring new academics. Please let us know if there are other areas we can help with.

A really exciting development is a special interest group for online discussion on programmatic assessment. We hope you will join if you wish so long as you are EBMA members. Would you like to host other online special interest groups?

A major development this year has been Erasmus funding for our project on Computer Adaptive Testing. Carlos has been driving himself so hard to deliver this, so please help him when you can.

I would like to thank the contributions from our Board and Participants members.

Finally, as President, I would like to acknowledge the huge efforts that Cees has made to provide an administrative home for us in Maastricht.

I am so proud to be President of this organization, so humbled by the quality of our members yet so very excited by our future.

Prof. Adrian Freeman
EBMA Governance

The EBMA Foundation is chartered in January 2017 and constitutes the following bodies:

- **Board**
  Representing and managing the Foundation

- **Council of Audit & Governance**
  Supervision of the Board’s management and day to day running of the Foundation. Gives assistance and advice to the board, on request and on own initiative.

- **Council of Participants**
  Sharing knowledge and professional skills.
  Participants could be appointed for the Foundation’s bodies or committees.

- **Technical and Scientific committee(s)**
  Mapping out the strategic policy regarding scientific and operational matters and informing the Board accordingly. Currently there are 3 active committees: European Knowledge Testing/International Progress Testing, Workplace-based assessment, Scientific committee.

- **Special Interest Group on Programmatic Assessment**, started in November 2018.

The 2018 Board:

- President – *Prof. Adrian Freeman*
- Director - *Prof. Cees van der Vleuten*
- Treasurer / Board member – *Prof. José Miguel Pêgo*
- Board member – *Prof. Michal Nowakowski*
- Board member – *Dr. Thomas Gale*

The Council of Participants:

1. Belgium: Ghent University
2. Finland: University of Helsinki
3. Georgia: David Tvlidiani Medical University
4. Netherlands: University Medical Center Groningen
5. Netherlands: Maastricht University
6. Poland: Jagiellonian University
7. Poland: Medical University of Lodz
8. Portugal: University of Minho
9. Portugal: University of Algarve
10. Spain: Institutio Fundación Practicum
11. UK: University of Exeter
12. UK: Plymouth University
The Council of Audit and Governance:
Chair – Prof. Pauline McAvoy
Member – Prof. Debbie Jaarsma

Council of Audit & Governance

Professor Pauline McAvoy
Chair of the Council of Audit and Governance

The Council of Audit and Governance is a statutory Body of the EBMA Foundation. It consists of the Chair, Professor Pauline McAvoy and one member, Professor Debbie Jaarsma. The Council meets jointly with the Board twice a year and the Chair attends Board meetings.

The Council is responsible for the supervision of the Board’s management and of the general day-to-day running of the Foundation. It does this through constructive dialogue with the Board and in this coming year will contribute to discussions on the strategic direction of the Foundation.

The Council ensures that decisions taken, and resolutions made by the Board meet proper standards of probity and openness. For example, all Board appointments must be approved by the Council and the Annual Accounts must be presented to the Council before adoption. Under the Bylaws of EBMA, the Council of Audit and Governance is authorised to inspect all of the Foundation’s books, records and correspondence and to take note of all of its performed actions.

During 2018 the Council of Audit and Governance introduced formal requirements for Board and Council members to declare actual and potential conflicts of interest.
EBMA membership

Institutional membership

A number of institutions have acknowledged the benefits of being a member of EBMA. Several institutional members make use of the EBMA European Knowledge Test and/or have implemented the EBMA International Progress Test. The main reason to become a member is the community aspect of EBMA where joint initiatives between participants are being executed and events organized.

Institutional membership is also designed to assist schools and universities with developing, supporting and sustaining their assessment program. In 2018 EBMA has visited many members and partner institutions and advised on many assessment related topics. The University of Fribourg, Switzerland, became a new institutional member in 2018.

Individual membership

In 2017, EBMA launched the possibility to become an individual (affiliated) member. This membership is for anyone who has a strong interest in medical education assessment and who is not associated with an organisation/institution which is an EBMA member. It allows individuals to sustain a relationship with EBMA as individual members will be part of a community of assessment professionals.

At the end of 2018 EBMA had 17 individual members. All individual members were invited for the participants meeting which took place during the EBMA conference in Braga on November 22nd, 2018.

Dr Mieke Latijnhouwers, Assessment Advisor, Radboud University Medical Center, Nijmegen, The Netherlands, individual member since 2018:

Using the opportunity of individual membership, I became an EBMA-member. I see EBMA as a platform that facilitates creating an international network to meet, discuss and learn about medical education assessment. The individual membership gives me access to a great network of assessment specialists, with different expertise and international backgrounds. Discussing a topic with colleagues of different nationalities provides different perspectives. I really like this, as it helps me to see particularities of assessment in my own context more clearly. The EBMA newsletters strengthen my sense of community and keeps me informed on activities of EBMA and also some general developments in the field of assessment.
Review of activities and achievements in 2017-2018

EBMA participants meeting 2018

During the EBMA Annual Conference in Braga, on November 22nd, the annual participants meeting was organized. Everyone connected to EBMA as an institutional member, an individual member, or a potential participant was invited to join. Subjects included updates on EBMA activities, Progress Testing, Special Interest Group, European Knowledge test, Erasmus Plus grants and scientific committees.

In November 2019 the next participants meeting will take place in Lodz, during the EBMA Annual Conference.

Erasmus+ Project

In September 2018 the kick-start meeting for the Erasmus+ project took place. This consortium consists of:

- Universidade de Minho, Braga, Portugal
- University of Exeter, UK
- University of Plymouth, UK
- Medical University Lodz, Poland
- Jagiellonian University, Krakow, Poland
- University of Helsinki, Finland
- University Medical Centre Groningen, The Netherlands
- University of Maastricht, The Netherlands

The aim of this project is to develop an online adaptive international progress test. A few months into the project, all eight partners are being trained in item writing at their institute. All partners are writing items in line with the established adaptive progress test blueprint. At the same time the infrastructure for the online test is being developed. The Pilot phase at every partner institute is planned around October 2019. During this pilot phase the items, written by all consortium partners will be ‘calibrated’ to create an item bank fit for adaptive administration.

Special Interest Group Programmatic Assessment

The aim of this SIG is to promote international collaboration between educators, researchers, policymakers and others involved in programmatic assessment. The main objectives for the special interest group programmatic assessment (SIG-PA) are:

- Learn from each other, by sharing:
  - Best practices and practical examples
  - Research
- Provide support with implementation/accreditation
  - How to translate theory into practice within own context
- Enhance international collaboration, between:
In September 2018 a survey was sent out to collect thoughts and ideas around the SIG PA. This resulted in a response of 29 potentially interested members, from 14 different countries across the globe. The results from this survey were used as input during a round table session at the EBMA conference 2018 in Braga, Portugal. During the round table session, the main objectives and planned activities including long term objectives were discussed. In 2019 the SIG-PA will be officially launched, and member registration opened. The activities for 2019 are already planned.

Core members are:
- Tim Wilkinson - University of Otago, New Zealand
- Luke Dawson - University of Liverpool, United Kingdom
- Lambert Schuwirth - Flinders University, Australia
- Cees van der Vleuten - SHE Maastricht University, the Netherlands
- Lubberta de Jong - Faculty of Veterinary Medicine Utrecht University, the Netherlands
- Harold Bok - Faculty of Veterinary Medicine Utrecht University, the Netherlands

EBMA annual conference

About 250 assessment professionals from 25 different countries came together for the 3rd EBMA conference (22-23 November) in Portugal to share knowledge on the latest trends in assessment in Medical Education. The main subject was Technology Enabled Assessment and participants attended the conference to explore opportunities for assessment developments, to look how technology has shaped the landscape of assessment and be used to maximize assessment outcomes and to find out about current issues and initiatives in assessment in medical education.

The keynote lecture by Prof. Marco António Carvalho passionately showed the impact of social networks and gamification theory on learning and assessment processes and the keynote of Prof.
André De Champlain addressed how machine learning and artificial intelligence are changing how assessment tools are produced and score to optimize student learning.

This year we introduced an additional pre-conference day with a broad offer of hands-on courses that were fruitfully enjoyed by participants. There was time for discussion and reflection which led to a constructive atmosphere indicated by the participants. During the 3 days a range of workshops, poster presentations and thematic presentations were given and at the end of each day a symposia and debate was organized around the theme technology enhanced assessment.

The results of a feedback survey completed by the participants showed that in general the conference was very inspiring and enriching, small-scaled and visited by professionals throughout the world with a similar interest. The conference was unique because of the specific topic of assessment and the use of technology to facilitate discussions during the conference. With respect to the content, participants mentioned that this conference was inspiring and was useful for developing research questions, rethink several practices and to explore the fundamentals and principles of assessment.

In 2019 the EBMA Annual Conference will take place in Lodz, Poland, on November 7, 8, 9. Together with AMSE, the Association of Medical Schools in Europe, we are working on a 3-day program around the theme ‘New approaches to assessment in health professions education’.

In 2020 the EBMA annual conference is planned prior to the AMEE conference, in Glasgow/UK

**EBMA Conference ‘Looking ahead in Progress Testing’**

The University of Exeter Medical School and the European Board of Medical Assessors joined forces to bring together the first ‘Looking Ahead in Progress Testing’ conference at the University of Exeter on 22nd June 2018.
Progress Testing is a form of assessment that has been gaining in popularity in the last years and it has become clear that a conference on progress testing would give an opportunity for academics to present and discuss their work in a global forum. It is this international aspect of the conference that has proven to be hugely beneficial in the sharing of ways to develop and advance assessments in medical education. We were delighted to host an audience of +80 medical education professionals from over 13 countries across the world.

The conference took the form of keynote presentations by Professor Adrian Freeman, Director of Assessment at the University of Exeter Medicine School, who set the context for understanding where we are with progress testing and what are the challenges that lie ahead. This was followed by a keynote presentation by Carlos Collares, Assistant Professor at Maastricht University, who looked at the development of progress testing and explored ways to improve this form of assessment in the future. The concluding words were delivered by Professor Cees van der Vleuten, Professor of Education at Maastricht University, who highlighted the benefits of progress testing and encouraged this international audience to do more together, thus, inspiring colleagues to collaborate across boundaries. More importantly, the conference provided a great platform for colleagues to share their different progress and challenges in this area, including presentations from those who have only recently started doing progress testing to those who have been carrying out this form of assessment for longer. And in the true spirit of the EBMA, which was created to cross boundaries in assessment, the conference further demonstrated that in medical education, as in so many spheres of life, we have more in common than what separates us and hence, progress testing is an opportunity to further strengthen our links in assessment in medical education.

**EBMA Training ‘Psychometrics applied to healthcare professions education**

From April 26 to April 20, 2018, 24 healthcare education professionals came to Maastricht for the second edition of the EBMA Course on Psychometrics for the Healthcare Professions Education. In this course, participants have the opportunity to discuss the theory and experience the practice of doing and interpreting psychometric analyses. On the end of the course, participants are invited to present their own work with data analyses from their own institutions. The course had Carlos Collares and Cees van der Vleuten as teachers, with the special participation of Dario Cecilio-Fernandes as a facilitator in the practical sessions. The evaluation of the course was largely positive, leading to the organization of new EBMA Courses on Psychometrics in Maastricht (2019) and in London (2020).
EBMA training: Introduction to assessment for healthcare professions education

On October 1-5, 2018, the first introduction course on assessment was organized by EBMA in Maastricht. Cees van der Vleuten and Carlos Collares welcomed 14 participants for this 5-day program.

The objective of this training is to provide a comprehensive panorama of theoretical and practical aspects of assessment in healthcare professions education for teachers who have a beginner or intermediate level of knowledge and experience in the field. The course focuses on both quantitative and qualitative approaches to assessment as it was designed to cover the entire Miller’s pyramid model of competence, from cognitive assessment (e.g. progress testing), passing through the assessment of skills (e.g. OSCEs), up to the behavioral and attitudinal aspects targeted in workplace-based assessment. To wrap up, the course also explains how programmatic assessment can be used as a strategy to maximize the impact of assessment on learning.

Due to its success the course will be organized in November 2019 for the second time.

European Knowledge Test

The European Knowledge Test (EKT) received a large number of participants from Ghent University last year. The goal of the institution was to use the EKT as a benchmarking tool for institutional stakeholders to compare the results between their old and their new medical curricula. The EKT can be offered on paper or on a computer-based version, which has been used by Helsinki since 2017. New items for the EKT were included and the renewal of EKT items shall continue in 2019. The overall reliability of the EKT continues to be 0.90 as previous years.
EBMA International Progress Testing

The computerized adaptive International Progress Test by EBMA continues to be used in Mexico (Monterrey Tec), Finland (University of Helsinki) and Georgia (David Tvildiani Medical University). In 2018, agreements have been made to take the test to Portugal (Universidade do Algarve) and Switzerland (Université de Fribourg). Some EBMA members have also participated in the oversight of the implementation of a computerized adaptive progress test in the Netherlands (Maastricht University) and Saudi Arabia (Al Rajhi Colleges). The leadership of EBMA is now committed to assist Dutch universities on the transition of the Dutch progress testing consortium, one of the largest and most traditional progress testing programmes in the world, to a computerized adaptive testing framework. Carlos Collares, EBMA lead psychometrician, and Dario Cecilio-Fernandes, former psychometrician for the Dutch progress testing consortium, have written a paper on computerized adaptive testing for Medical Education, in which they emphasize the alignment of computerized adaptive testing with modern learning theories and highlight recent evidence strongly suggesting a positive impact of adaptive testing on motivation, engagement, testing experience and, ultimately, learning performance of test takers. However, that evidence comes from elementary and secondary students, not medical students. On July, the European Commission revealed that a proposal for the development and evaluation of an online adaptive international progress testing programme, sponsored by the leadership of EBMA, was approved for a 3-year grant. This grant shall help EBMA enhance the quality and suitability of the International Progress Test, further enabling its dissemination to more European partners.

EBMA Annual Conference 2019 and 2020

The EBMA Annual Conference 2019 will be organized on November 7, 8, 9 in Lodz, Poland. Together with AMSE, the Association of Medical Schools in Europe, we’ll welcome you all! This year’s theme will be ‘New approaches to assessment in health professions education’. [https://www.ebma.eu/ebma-annual-conference-2019/](https://www.ebma.eu/ebma-annual-conference-2019/)

The EBMA Annual Conference 2020 will be organized in Glasgow, UK, preceding the AMEE Conference.
Promoting best assessment practice
in medical education in Europe

EBMA
European Board of Medical Assessors
Universiteitssingel 60
6229 ER Maastricht
P.O. Box 616, 6200 MD Maastricht
The Netherlands
Phone: +31 43 38 85 733
E-mail: info@ebma.eu

WWW.EBMA.EU