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MEDINE2 WP3 Tuning Process

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Aim of Tuning Project and Process

Improve Harmonisation through:

- Agreed minimum Learning Outcomes or Competences
- IMPROVED EDUCATION/ EMPLOYABILITY:
- Preparedness for practice & Confidence
- graduates, employers, patients, teaching staff
- Preparedness for postgraduate training
- Enhanced mobilisation



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Learning Outcomes/
Competences for
Undergraduate Medical
Education in Europe



The Tuning Project (Medicine)



Learning Outcomes/
Competences for
Undergraduate Medical
Education in Europe



The Tuning Project (Medicine)



The AIM of WP3

from aspiration

to application

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The AIM of WP3

- from aspiration
- towards application of a harmonised curriculum



Leading European Universities Medical Education in Europe
The Tuning Project (Medicine)

Through

- Investigating the current position
- Exploring the barriers to full harmonisation
- Developing resources to help educators



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Deliverables for WP3

1. Clarification of Tuning Outcomes and how to achieve them
2. Supplementary Case Studies
3. a. Self-assessment materials
b. Self-assessment process



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3. a. Self-assessment materials
b. Self-assessment process

The Tuning Questionnaire for Self-assessment



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Purposes of Self-assessment

- **share** information across Europe
- **map** where schools are wrt Tuning LOs
- **encourage** schools to achieve standards
- **influence** - schools, governments, educators (if well-balanced standards)
- **develop** Tuning LOs through collaboration
– short term or longer term



research.boulderlibrary.org/law, governEurope



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Tuning Questionnaire

Purpose in MEDINE2

- **Pilot** the questionnaire – not gather all data
- **But** offer feedback, case studies, resources
- To be completed by Teaching Dean



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It had a very long gestation period!



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The Tuning Questionnaire

We wanted to know if Schools:

- Use LOs and educational management
- Deliver Tuning L1LOs
- Deliver Tuning L2LOs
- Priorities / barriers for med ed development
- Useful? / Suggestions to improve it?



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The Tuning Questionnaire

34 Responses

- FINLAND
- IRELAND
- LITHUANIA
- SLOVENIA
- SCOTLAND
- FRANCE x 2
- SCOTLAND

- ROMANIA
- ESTONIA
- SPAIN x3
- AUSTRIA
- SWEDEN
- SPAIN
- NORWAY
- LATVIA
- BELGIUM

- TBLISI
- ENGLAND
- CROATIA
- GREECE
- TURKEY
- UNKNOWNNS



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Use of LOs and educational management

Publish LOs for students / staff	46%
Publish assessment strategy	30%
Blueprint assessments	22%
Use standard-setting	15%
Psychometrically analyse assessments	30%
Train teaching / assessment staff	27/21%
Gather feedback	72/30/12%



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Do they deliver Tuning L1LOs

Lists LO	62-82%
Tracks delivery	53-71%
Blueprints the assessment	22-39%
Tracks students' assessment	22-39%
Has an advocate	26-41%



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Do they deliver Tuning L2LOs

- Lists LO
- Has learning and teaching
- Assesses knowledge
- Assesses practical aspects

ALL



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Do they deliver Tuning L2LOs

(LO, L&T, Assess K, Assess Practically) **ALL**

LOW SCORE = LACK OF PRACTICAL ASSESS

LO01 CONSULTATION - L2LOs

- Provide explanation and advice <70%
- Provide reassurance and support <70%
- Assess patients's mental state <60%



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Do they deliver Tuning L2LOs

(LO, L&T, Assess K, Assess Practically) **ALL**

LO02 ASSESS CLIN PRESENTATIONS-L2LOs

Negotiate a Mx plan with patient	<60%
Provide care of the dying	<50%
Manage chronic illness	<60%



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Do they deliver Tuning L2LOs

(LO, L&T, Assess K, Assess Practically) **ALL**

LO03 PROVIDE IMMEDIATE CARE - L2LOs

Provide ALS current EU guidelines	<60%
Provide trauma care EU guidelines	<60%



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Do they deliver Tuning L2LOs

(LO, L&T, Assess K, Assess Practically) **ALL**

LO04 PRESCRIBE DRUGS - L2LOs

Prescribe drugs clearly	<60%
Match appropriate drug	<70%
Review appropriateness of drug	<70%
Benefits and risks	<60%
Treat pain and distress	<50%



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Do they deliver Tuning L2LOs

(LO, L&T, Assess K, Assess Practically) **ALL**LO10 INFORMATION AND IT - L2LOs **NIL <70%**

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Do they deliver Tuning L2LOs

(LO, L&T, Assess K, Assess Practically) **ALL**LO11 APPLY SCIENTIFIC PRINCIPLES **NIL <70%**

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Do they deliver Tuning L2LOs

(LO, L&T, Assess K, Assess Practically) **ALL**

LO12 MEDICAL PROFESSIONALISM - L2LOs

Professional attributes	<50%
Professional working	<50%
Doctor as expert	<60%
Global doctor	<40%



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Priorities and Barriers GENERAL

- Staff advocate
- Standard-setting
- Psychometric analysis
- Blueprinting
- Gather feedback from supervising clinicians
- Resource limitations



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Priorities and Barriers STAFF

- Communicating vision to staff
- More/better prepared teachers x7
- Conflict with research x2
- Reluctant professors - to change methods



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Priorities and Barriers ASSESSMENT

- Assessment strategy
- Practical / attitudinal aspects of assessment Student not accepting the assessment
- Interdisciplinary / professional learning
- Tracking student performance in each LO



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Priorities and Barriers STUDENTS

- Students poisoned through rote learning
- Think holistically about student centred learning and work-life balance.
- Enhance OB approach to improve preparedness and patient safety.
- Introduce Team Based Learning



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Priorities and Barriers CURRICULUM

- Scientific knowledge, professionalism, complex medical skills.
- Ethics, research.
- Create L3 and L4 LOs
- Reduce length of curriculum and make Bologna compliant
- Increase clinical practice and teaching



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Improvements to Q'aire

- It took 1-2 hours to complete
- Clarify:*
- 'Staff advocate....'; 'Use information and IT', 'Pain and distress x2', etc etc
- Questions on LOs not applicable – national curriculum
- Further critique offered by 3 who completed



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Improvements to LOs

- ALS is postgraduate
- Students do not consult or prescribe till after education complete.
- List of Tuning procedure LOs is limited



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Utility

- 20 Responses on useful questionnaire?
- 18 = YES! / VERY HELPFUL / AWARENESS
- 18 Responses on 'Support from network'
- 16 = YES! / WHY NOT / HIGHLY ACCEPTABLE



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Utility of Network Support IDEAS

- Literature and practical experience
- Online forums
- Resources and courses
- Support to get staff training x2



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Utility of Network Support IDEAS

- Increase teachers ownership of programme LOs
- Direct contacts with MEDINE2 & Deans
- Immensely useful Access to Tuning documents
- All help is welcome.



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Deliverables for WP3

- Self-assessment materials
- Self-assessment process
- RETURN THE COHORT'S RESULTS ALONG WITH EACH SCHOOL'S
- Supplementary Case Studies
- Clarification of Tuning Outcomes and how to achieve them



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Deliverables for WP3

Supplementary Case Studies

12 Online Examples From Across EU

DELIVERING A TUNING L1LO

- Name of LO
- Contact
- Teaching / Learning / Assessment
- Innovations



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Deliverables for WP3 Clarification of Tuning Outcomes and how to achieve them

➤ HANDBOOK ON CREATING AN OBC

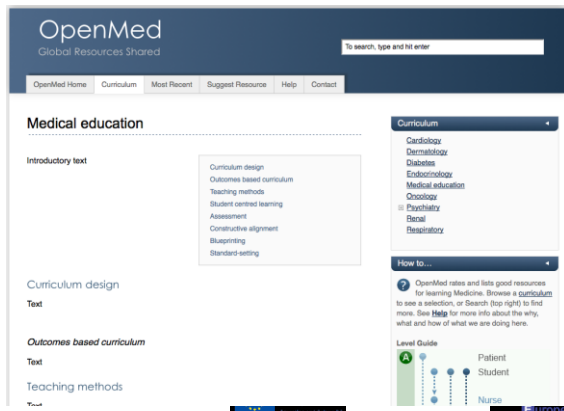
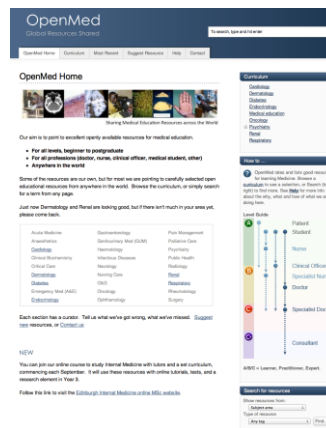
Short and practical (no changes to LOs)

With link to OpenMed for rated open-source
resources to support an OBC

to be completed.....



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All help is welcome' helen.cameron@ed.ac.uk

