

4EE13 (21575)**Developing guidelines for designing competency assessment programmes: The initial move from focus on methods to programmatic approach**

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Background: The results of two surveys conducted in Tehran University of Medical Sciences (TUMS) affiliated schools were used to put the development of an assessment system in process. Hence, In line with the approach of TUMS for programmatic assessment, our aim in this study is to develop guidelines for designing a programme of assessment aligned with conditions of all affiliated schools of TUMS.

Summary of Work: A participatory approach was applied. Following literature review, a series of meetings with assessment experts were held to generate the initial draft of guidelines. After reaching initial consensus, a document was distributed among assessment developers and decision makers in all schools and their comments elicited. Once guidelines were fine-tuned based on the recommendations, the document was approved by the university education council.

Summary of Results: In total 24 guidelines were developed. Two guidelines were considered as general and the remaining categorized in 3 domains: infrastructures, Design and implementation of the programme, and quality assurance of the programme. Some guidelines, i.e. those related to infrastructure, were generic to allow schools to adapt to their context. Some guidelines, such as those related to program implementation, were found to be straightforward to persuade schools to apply it exactly.

Discussion and Conclusions: Though we developed a set of comprehensive guidelines tailored to TUMS different context, examining its utility still remains in the order. Next step is to encourage schools to develop their specific procedures and subsequently design their assessment programme.

Take-home messages: Development of the guidelines for designing assessment programmes might facilitate systematic assessment.

4EE14 (22163)**Modernisation of Postgraduate Medical Training through a new assessment system. The model of Cruces University Hospital (Basque Country, Spain)**

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Background: Competency-Based Training and Assessment (CBTA) Residency Programs (RP) in Spain are not implemented yet. However, in 2008, the Postgraduate Medical Education Unit of Cruces University Hospital (CrucesUH) introduced the CBTA in its RP: 40 specialities, 300 residents, 90 Teaching Supervisors (TS), that includes 7-Domains: Professionalism, Communication, Patient Care, Medical Knowledge, Practice-based in Health Systems, Practice-Based Learning and Improvement, and Management of Information. We show a Formative Assessment System (FAS) developed between 2008 to

2013, as a feasible way to introduce CBTA at CrucesUH. **Summary of Work:** 1) New FAS based on 7-Domains: Global rating form to assess rotations, TS-Resident interview, self-assessment, Reflexive Portfolio and annual report of TS. 2) FAS implementation trough: a) Training in the principles of CBTA to TS and Residents, b) Setting-up of a CBTA Expert Committee, c) Commitment of Chiefs and TS.

Summary of Results: After three years of a pilot phase, the FAS has been widely accepted by Chiefs and TS. Reflexive Portfolios 2010–2013 have 88% considerations (958 of 1089) based on 7-Domains. **Discussion and Conclusions:** A feasible FAS based on competencies has allowed us to spread out the principles of CBTA in our Hospital. Unlike the official Spanish system, our FAS has been widely accepted as it provides a more accurate and comprehensive

assessment of the resident. One of the keys of success has been the leadership of a group TS-Residents.

Take-home messages: A multiple strategy supported by the commitment of Chiefs and effective leadership of TS and some residents, is required to transform the educational culture in a big hospital.