

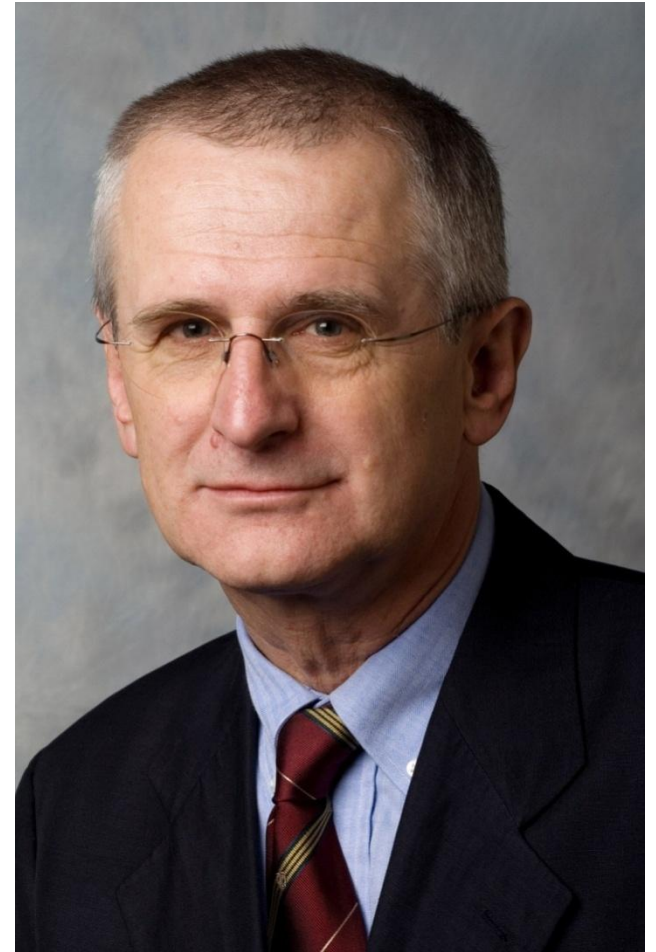
Does accreditation have  
benefits or is it just work?  
Why we did it in Vienna

Martin Lischka & Richard Marz  
Grazer Konferenz – Timisoara

April 21, 2012

# Stimați colegi,

**Cu părere de rău doresc să vă informez, că din motive familiare nu am putut să mă deplasez de această dată la Timisoara, cu toate ca mi-aș fi dorit foarte mult sa fiu alături de voi. Totodată doresc să vă urez mult success în desfășurarea proiectului EMEDIQUAL.**



# First of all

- it **is** work
- &
- it **may** have benefits

Therefore, we attempt to describe what we have learned from two evaluation cycles in Vienna:  
2008/09 and 2010/11

# Why?

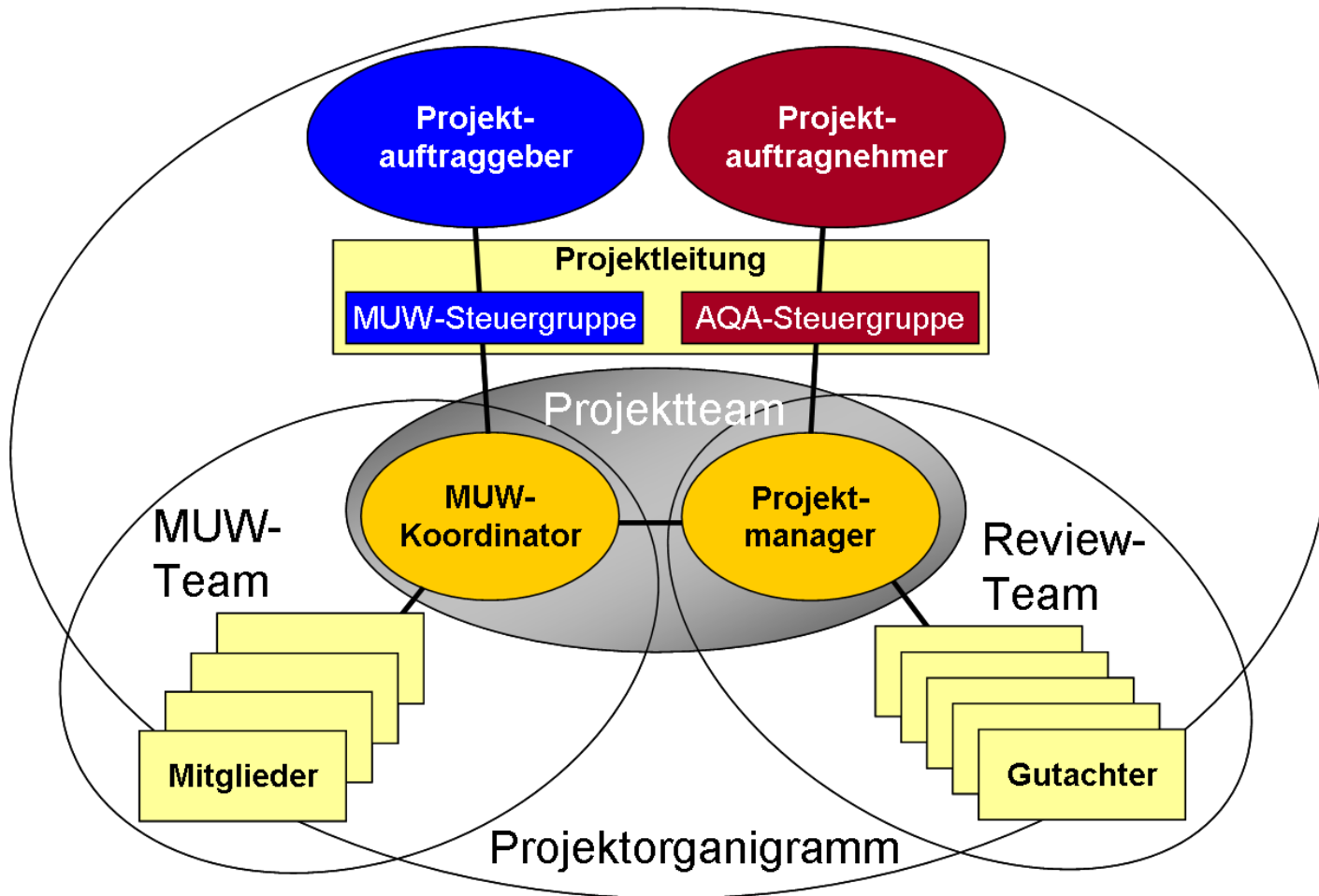
## Internal and external factors:

- Advisory board (3 international, 2 local members) recommended an accreditation using the Swiss process of voluntary **national** accreditation 1999/2000 as a model  
this met with
- „Leistungsvereinbarung“ between Ministry & MedUni Vienna

# How:

- Project plan, agency: **aq**, funding
- **Project organisation, time frame**
- Agreement on: external peers, **standard**
- Self-report (**team, retreat**, SWOT-analysis, open communication)
- Site visit
- Draft report
- Commentaries
- Final report and final statement of MedUni Wien
- Conclusion

# Project organisation



# Time frame

Activity	Cycle 1	m	Cycle 2	m
Project start	01/2008		03/2010	
Self report	11/2008		10/2010	
Site visit	01/2009		12/2010	
Draft report	04/2009		02/2011	
Conclusion & requirements	05/2009		05/2011	15
Debriefing, agenda	06/2009	18		
Next ?			05/2013	

# Standard: wfme 2007



[www.wfme.org](http://www.wfme.org)



# Standard /1

## Basic standards:

- The medical school **must** define and state the methods used for assessment of its students, including the criteria for passing examinations.
- The reliability and validity of assessment methods **must** be documented.

# Standard /2

## Quality development standards:

- The reliability and validity of assessment methods **should** be evaluated and new assessment methods developed.
- Assessments and methodologies used **should** be open to scrutiny by external authorities.

# Standard /3

## Annotations:

- The definition of methods used for assessment may include consideration of the **balance between formative and summative assessment**, the number of examinations and other tests, **the balance between written and oral examinations**, the use of normative and criterion referenced judgements, and the use of special types of examinations, e.g. objective structured clinical examinations (OSCE).
- Evaluation of assessment methods **may include an evaluation of how they promote learning**

.....

# Results /1

formal  
accreditation  
until  
05/2016



# If you are interested

## Vienna results

- **Cycle 1: Emphasis on Evaluation**

[www.aqa.ac.at/file\\_upload/MUW2009\\_Gutachterbericht.pdf](http://www.aqa.ac.at/file_upload/MUW2009_Gutachterbericht.pdf)

- **Cycle 2: Emphasis on Accreditation**

[www.aqa.ac.at/file\\_upload/Gutachten\\_Programmakkreditierung\\_MedUniWien\\_2011.pdf](http://www.aqa.ac.at/file_upload/Gutachten_Programmakkreditierung_MedUniWien_2011.pdf)

# Results /2

## cycle 1:

- debriefing workshop with peers on key topics
- > 90 commentaries and recommendations
- Prioritization of recommendations:
  - +++,,+, n.a.
  - including explanatory statements

# Results /2

## **cycle 1:**

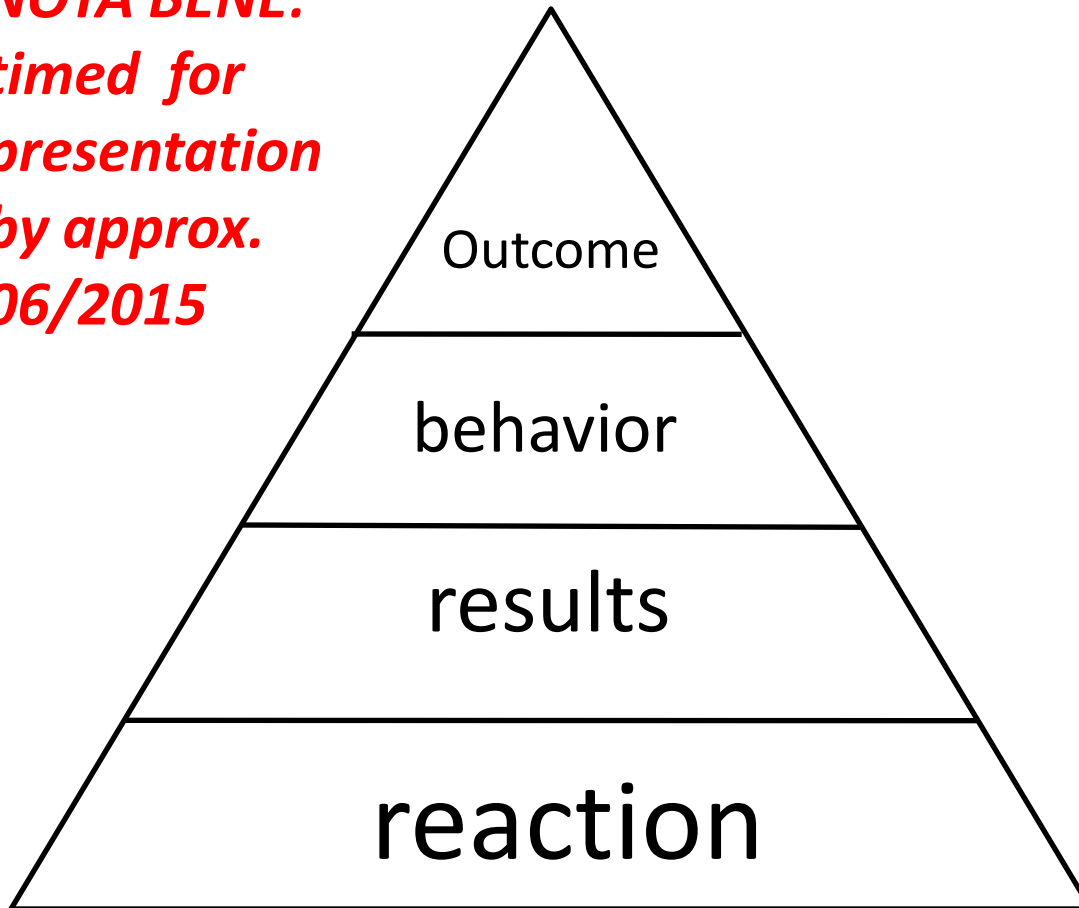
- debriefing workshop with peers on key topics
- > 90 commentaries and recommendations
- Prioritization of recommendations: +++, ++, +, n.a.  
– including explanatory statements

## **cycle 2:**

- Fewer recommendations
- Some requirements (e.g. QMS)
- Internal follow-up (?)

# Follow-up (e.g.): faculty development – evaluation model

**NOTA BENE:**  
***timed for  
presentation  
by approx.  
06/2015***



Effects in the field, e.g.  
systemic

Effects in practice, e.g.  
teaching, assessment

„learning results“, e.g.  
qualitative information from  
peer reviews

Consumer satisfaction,  
„happiness evaluation“



# What we have learned: process

- A (reasonable) tight time frame may be helpful
- A SWOT-analysis at the outset is helpful to balance description of strengths and weaknesses
- Do not underestimate your strengths
- Open communication smoothes the site visit
- If you want to distract from problems, peers may focus on them even more

# What we have learned: results

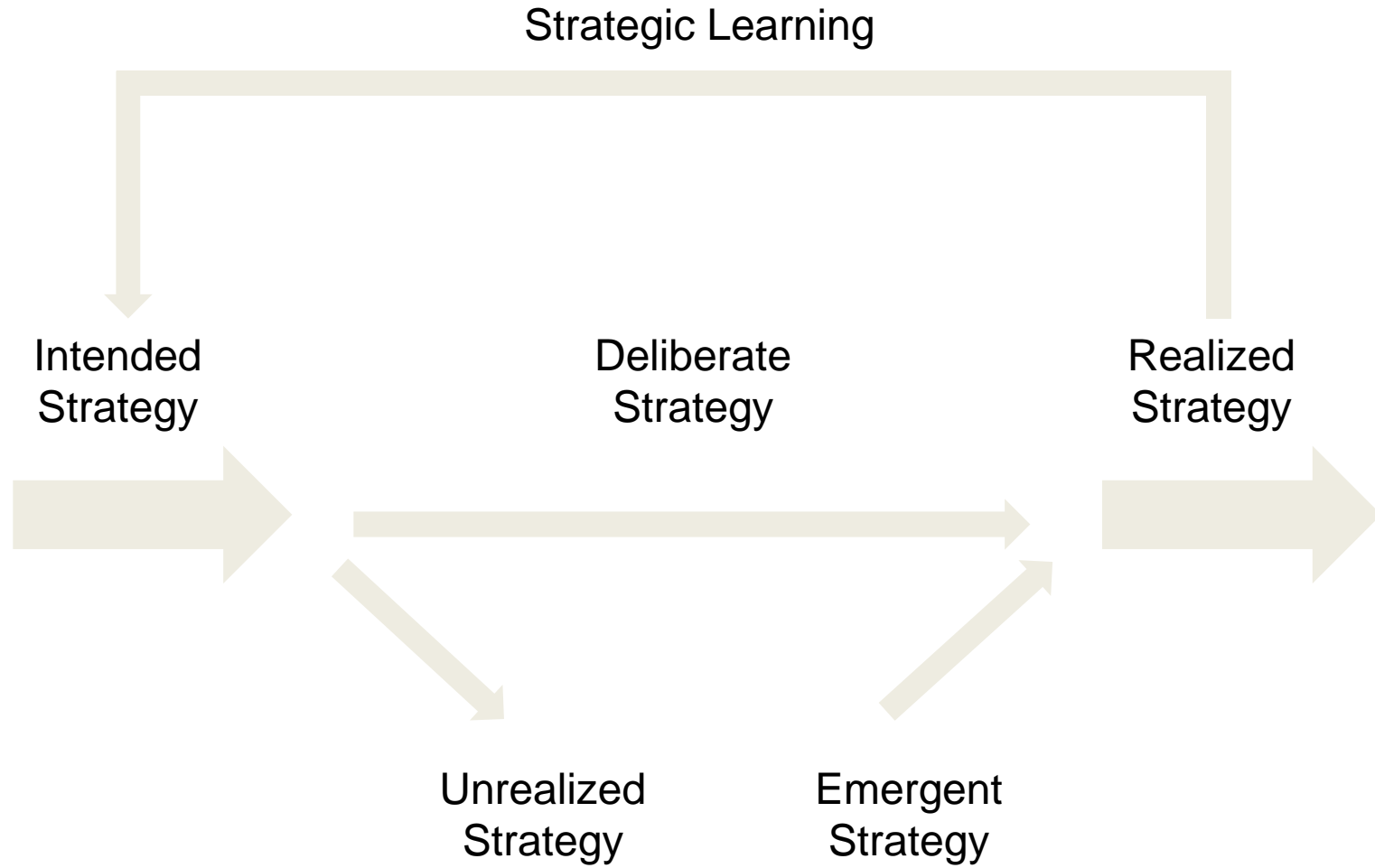
- There may be faults in the draft report
- Final recommendations may be numerous – they should be evaluated and prioritized
- Conditions imposed have to be dealt with by following an agenda in order to be met
- Evaluation / accreditation without an agenda for follow up and re-evaluation is useless

# What we have learned: in general

Again:

- **Evaluation / accreditation without an agenda for follow up and re-evaluation is useless**
- Not every little course needs to be accredited if quality assurance is effective
- Program evaluation and re-evaluation of core courses like medicine is advisable

# Ways an institution may learn



# To sum it up: Since

... experience showed that most educational decisions of importance, ... , continued to be taken in a political interpersonal milieu, where evidence plays a minor role ....

evaluation based measures may contribute to at least deliberate actions in education

acc. to: J Goldie, Evaluating educational programmes, Medical Teacher 28 (3) 210 – 224 (2006)