Filling in the gaps

How do we evaluate Day One Competences?

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Filling in the gaps

- NMBU Veterinary Faculty is facing a campus move from Oslo to Ås in 2020.
- As a result of this, and the fact that our present curriculum is over 10 years old, we are in the current process of developing an entirely new curriculum.
- Designed to be a more modern and integrated curriculum, but also to accomodate an increase in cohort numbers from 70 to 90.
- Aforementioned factors acted as a catalyst to start a review of our final clinical examinations as our present exam not suited for 90 students.
- Conservative environment; change is not generally applauded, nor necessarily welcomed.

Filling in the gaps

- This talk will concentrate on the process of reviewing and changing our final clinical examinations.
- The title is descriptive: how DO we evaluate Day One Competencies?
- Our conviction that we have gaps in our evaluation was confirmed.
- This talk will concentrate on the process of review that was undertaken and the implementation of changes that were needed.
- This is not meant as a golden standard, but an explanation of how we chose to do it.

The process

- Formulate reasons for **WHY** we needed to change our exam:
  - Evaluate a broader range of day 1 competencies at the final exam
  - Contribute to steering students' learning in a way we want.. deeper learning, clinical reasoning and achieving learning outcomes.
  - Make the exam more predictable and transparent for the students.
  - Utilise less resources on evaluation and transfer resources from evaluation and into learning; cost effectiveness
  - Present day exam takes ca 5 weeks and thereby detracts as many weeks from students' clinical rotations (less time learning).
  - CONSTRUCTIVE ALIGNMENT.

The process

- Setting up a **Working Group**:
  - Examiners from Equine clinic, Production Animal Clinic, Small Animal Clinic; The Vets association had a representative and an external practitioner.

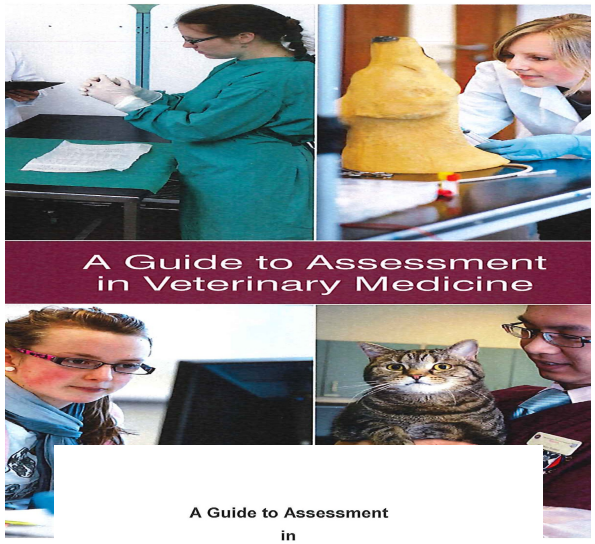
- Reviewing **EAEVEs Day One Competences:**
  - Mapping each competence against present evaluations.

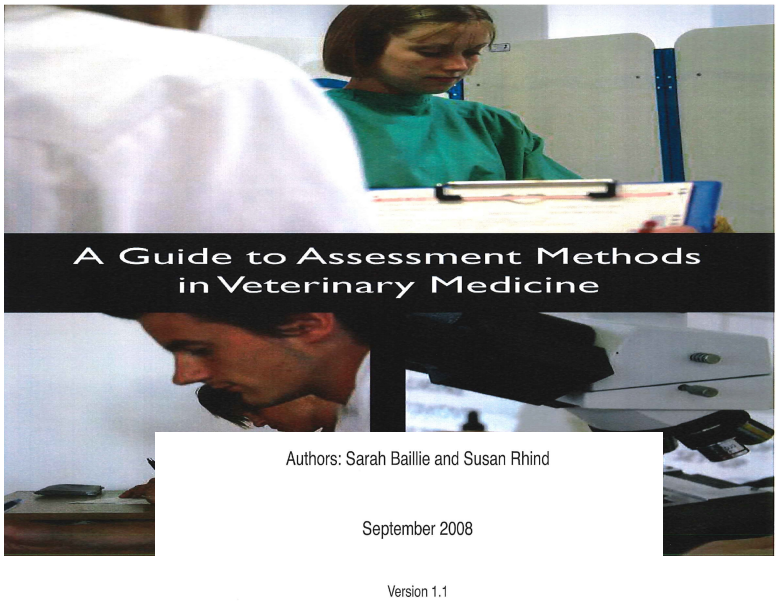
  - Which competences do we evaluate adequately; which can be evaluated in a final exam, which are evaluated optimally during clinical rotations, which are evaluated earlier in written or other exams.

- **Identifying the gaps**: here we saw clearly which competences were not adequately evaluated in the final exam.

The process

- Reviewing **different existing forms** of summative evaluations:





The process

- Following this review we had to ask the questions:
- **What** do we want to evaluate?
- **Where** during the clinical years is this best evaluated?
- **How** do we evaluate?
- **Which forms of evaluation** are optimal for which competences?
- How can we choose evaluations that will **stimulate the type of learning** we want our students to have.

The process

- This was an educational journey for several of the group's members as the traditional view at our vet school is that an exam is either a written exam.. 7 hours (!) –here we are evaluating endurance and nothing else! Or a combination of long case and viva.

- Going through the different methods available and working through this helped the group members who were from the clinics to think differently about evaluation.. a pedagogical learning experience!

- This again reinforces the importance of increasing/improving the pedagogical competency within our teaching staff.

Collateral findings

- Found gaps not only in exam but in teaching.. great enthusiasm for introducing and focusing on certain things in order to improve teaching and learning.
- Found areas we are very happy with both in respect to teaching and to evaluation.. sturdy and sound evaluation of certain competences.
- More awareness of using comparative aspects in our teaching and evaluations. What we evaluate in the small animal clinic doesn't have to be evaluated in the 2 other clinics as well!

Collateral findings

- More understanding of the teaching performed in the respective clinics and each clinic's challenges in clinical teaching.
- How a group with the 'right' people can be very productive and solution-oriented.
- Found a great functioning group looking at a complex issue within a very tightly constrained curriculum.

Results

- Cost effective evaluation
- Filled in evaluation gaps
- More objective evaluation
- Can be used in new curriculum with 90 students
- Exam system that will drive the learning students to in a more optimal way than today
- Production animal clinic: continues with a long case/viva but with clearer evaluation criteria and examiner guidelines, equine and small animal clinics: EMQ's and OSCE. For all 3 there will be more structured evaluation throughout the rotations.

Food for thought and discussion

- How do we ensure an even and thorough heightening of educational/ pedagogical competency amongst our teaching staff?

- How do we ensure a willingness in our department heads, boards and other decision-makers to implement changes and to encourage continual development within our educational system?

Campus Ås 2020