MedCUL Quality Policy

The following principles apply to all courses:

- **Current higher education teaching literature and theory** is the basis for the content and design of all courses. Course participants are exposed to such literature during their training. (1)

- **Evidence based.** Our curriculum and our courses follow the guidelines that are available for "faculty development" in the medical field. (2, 3)

- **Learning through experience** and active participation is an important foundation of our courses. This means that participants will discuss, portray and solve problems together. (4, 5)

- **Reflection**, individually and together with colleagues. To reflect is to stand "aside", stop and visualize one’s own and others' perspectives and actions. Our courses include oral and written assignments aimed at stimulating reflection on the literature and on the individual contribution in relation to the course objectives. (6, 7)

- **Feedback.** We want to create opportunities for students to receive and give constructive feedback to each other – a key aspect of learning and development. Educational approach, the relationship between teacher/tutor and student, and communication patterns in the learning situation are recurring themes for feedback. (8)

- **"Communities of practice".** We want to contribute to creating the conditions for development of a collegial community and to support the teaching role in being present and visible in the "communities" that already exist. Exchange of experience between course teachers is one of several platforms for such a development. (9)

- **Inter-professional collaboration** courses build on discussions and exchange of experiences between participants from different professions. An inter-professional perspective is central to teamwork in health care, and to better utilize and develop collective expertise within the faculty. (10)

- **Progression.** We have recognized the value of a coherent program with progression and elective courses in the courses offered. (2, 3)

Course evaluation and other evaluations

All courses are continuously evaluated. Evaluations can be done electronically or manually and are anonymous. Transitions to electronic course evaluations are encouraged to save time summarizing results. If an oral course evaluation is carried out, an anonymous written evaluation must also be offered. Summaries will be available to teachers and course participants. Summaries of the oral and written course evaluations are archived.

The course coordinator goes through all course evaluations. The course coordinator will contact the course teacher if comments emerge that are consistent, come from more than one course group, and that need to be addressed. The course coordinator has regular meetings with each course teacher to monitor how the course is going, and to discuss course evaluations development.
Reconciliation with CED courses is done in close cooperation with CED. Course objectives and requirements are checked to ensure that the course assignments have similar assessment requirements and that the time required for participants to complete a course of a certain length is consistent.

We follow up the outcome of our evaluation activities. We also make use of opportunities to get our activities evaluated externally. Where possible, course evaluations are based on Kirkpatrick's model (11), ie, in four steps: satisfaction with the course, experienced learning and goal achievement, altered behavior after the course, and changes in the organization.

References


