



## Educational Achievement Project Summary

Within medicine and other health professions, there is a push towards adopting more competency-based approaches to education and assessment. The Accreditation Council for Graduate Medical Education, the Royal College of Physicians and Surgeons of Canada and others have developed competency frameworks that define the competencies and subcompetencies that a practicing physician should possess<sup>1,2</sup>. Specialty specific working groups are now developing milestones that define the various levels of performance in relation to specific competencies and subcompetencies<sup>3,4</sup>. Residency programs and medical school programs are beginning to implement competency frameworks and the milestones that enable their assessment. In addition, some specialties are looking at defining “Entrustable Professional Activities” to show how the competencies come together around specific professional tasks<sup>5</sup>.

Currently there is no agreed upon mechanism for making competency data available to the learner as they progress through the continuum of education. To address that gap, The Association of American Medical Colleges and the National Board of Medical Examiners have funded MedBiquitous to undertake an accelerated project for the development of technical standards defining a learner’s educational achievement across the continuum of professional education. MedBiquitous is an accredited developer of technology standards for healthcare education and competence assessment. Founded by Johns Hopkins Medicine and several leading professional associations, MedBiquitous’ mission is to advance healthcare education through technology standards that promote professional competence, collaboration, and better patient care.

MedBiquitous has convened a group of educational experts to define this standard. To date the group has been defining the goals for the use of such data and the requirements for what that data should include. The main intent of the standard is to make educational achievement data available to the learner to use for their own self improvement or career advancement across the continuum of the learner’s career.

We are now seeking feedback from medical students on our initial vision for what data is included in a technical standard for educational achievement data. The current data requirements include:

- A description of the learner's competency-based performance
- A description of peer competency-based performance
- Performance related to specific entrustable professional activities
- Responsibilities awarded to the learner
- Transcript data
- Exam results
- A description of peer performance on exams

Included with this email is a podcast showing a set of slides illustrating what educational achievement data (and thus the scope of our standard) might look like. The slides have been developed for the purpose of eliciting feedback from a broad group of stakeholders, including medical students. Please review the podcast and provide feedback as to whether the data illustrated would be helpful to learners, whether there are any gaps or data you would like to see included that is not illustrated, or whether there is data illustrated that you feel is inappropriate for inclusion in a data standard.

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<sup>1</sup> Leach DC. The ACGME competencies: substance or form? Accreditation Council for Graduate Medical Education. *J Am Coll Surg*. 2001 Mar;192(3):396-8.

<sup>2</sup> CanMEDS 2000: Extract from the CanMEDS 2000 Project Societal Needs Working Group Report. *Med Teach*. 2000;22(6):549-54.

<sup>3</sup> Green ML, Aagaard EM, Caverzagie KJ, Chick DA, Holmboe E, Kane G, Smith CD, Iobst W. Charting the road to competence: developmental milestones for internal medicine residency training. *J Grad Med Educ*. 2009 Sep;1(1):5-20.

<sup>4</sup> Hicks PJ, Schumacher DJ, Benson BJ, Burke AE, Englander R, Guralnick S, Ludwig S, Carraccio C. The pediatrics milestones: conceptual framework, guiding principles, and approach to development. *J Grad Med Educ*. 2010 Sep;2(3):410-8.

<sup>5</sup> ten Cate O, Scheele F. Competency-based postgraduate training: can we bridge the gap between theory and clinical practice? *Acad Med*. 2007 Jun;82(6):542-7.