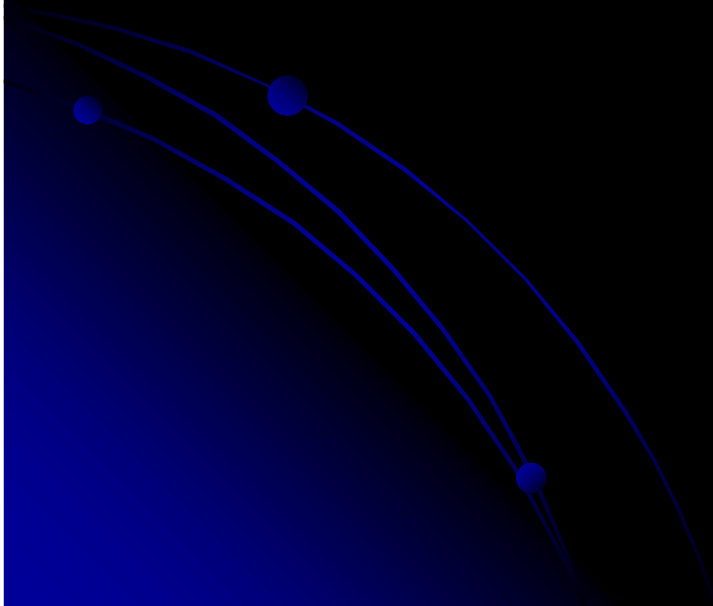


Assessing Quality for Postgraduate Studies



- Age
- Postgraduate supervisor
[Recognized teacher of the university
of London]
- Examiner, Royal Collage of Surgeons
of England
- Director, Queen Sirikit's Centre for
Breast Cancer.

Chirurgerie is the quick and ready motion
of steadfast hands with experience.

[Galen]

In surgery, eyes first and most :
Fingers next and little ;
Tongue last and least

[Sir George Humphey]

“ I am not a surgeon.
I am an operating scientist.”

[Ronny Raven]

God, grant me the serenity to
accept the things I can't change,
courage to change the things I
can, and wisdom to know the
difference.

[Epictetus]

Process

Outcome



Objectives

Stakeholders

```
graph TD; Stakeholders[Stakeholders] --> Society[Society]; Stakeholders --> Institutions[Institutions]; Stakeholders --> Individuals[Individuals];
```

Society

Institutions

Individuals

Objectives

What are the objectives of the stakeholders and how are they measured against performance.

? Quality vs Volume

? Production line or Hurdle

? Attrition rate

? Social objectives

Measurements

Stakeholders


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graph TD; Stakeholders[Stakeholders] --> Society[Society]; Stakeholders --> Institutions[Institutions]; Stakeholders --> Individuals[Individuals];
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Society

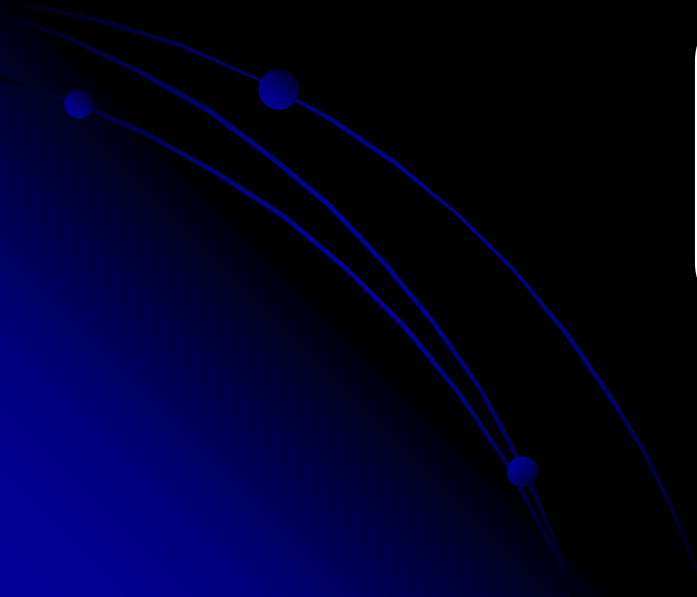
Institutions

Individuals

Measurements

- Comparison
 - Measure in context.
 - Measure over time.
 - Research outcomes
- 

I can't give you a brain, but I
can give you a degree.



The wonderful wizard of Oz,
the great Oz to the scarecrow

The average Ph.D. thesis is nothing but the transference of bones from one graveyard to another.

[Frank Dobie]

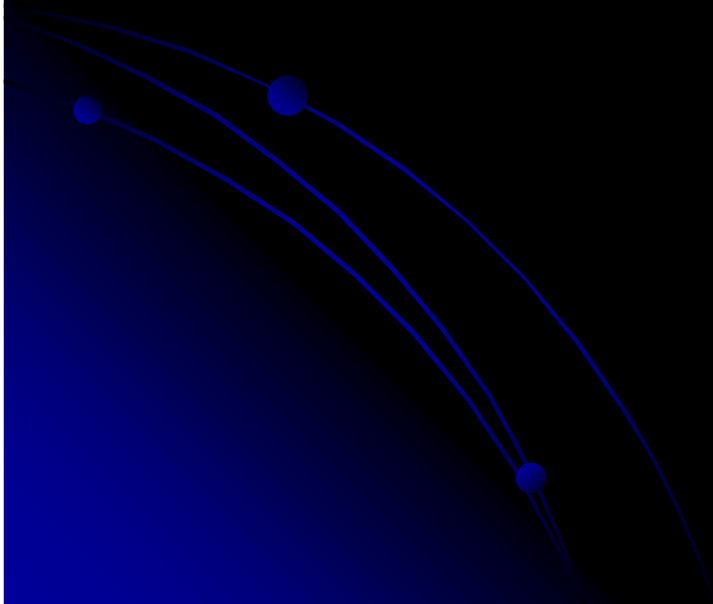


Trends in education : T shape

Empathy across disciplines



Depth of knowledge
In specific areas



We carve out order by leaving
the disorderly parts out.

[William James]



Orthodox postgraduate surgical training

Process

Apprenticeship

Selected multiple training posts.

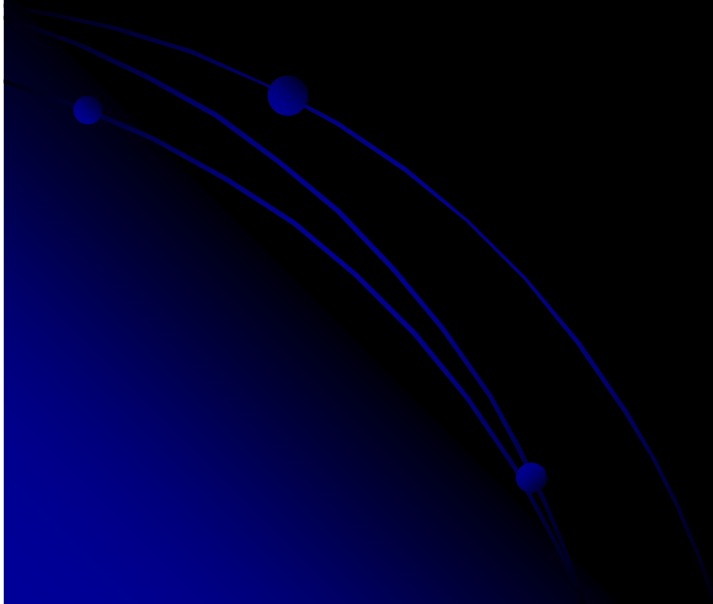
Outcome

Fully trained consultant surgeon.

Outcome = excellent

but process ? too long.

? waste.



What upsets people is not things themselves but their judgements about things.

[Epictetus]

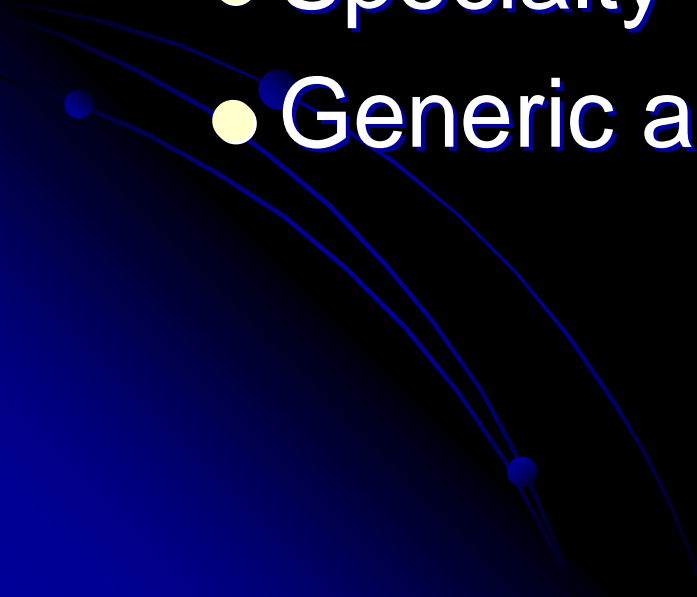


Upon the highest throne in the world, we are seated, still, upon our arses.

[Michel de Montaigne]



1990's R.C.S. (England) Curriculum


- Clinical judgement.
 - Technical and operative skills.
 - Specialty based knowledge.
 - Generic and professional skills.
- 

Generic and professional skills :

- Professional
- Communicator
- Scholar (including teaching and research.)
- Teamworker
- Health advocate
- Manager and surgical expert

This list reflects over-emphasis on educational theory which obviously favours the generic and multi-professional approach.

There is not sufficient depth on the scientific basic of surgery.

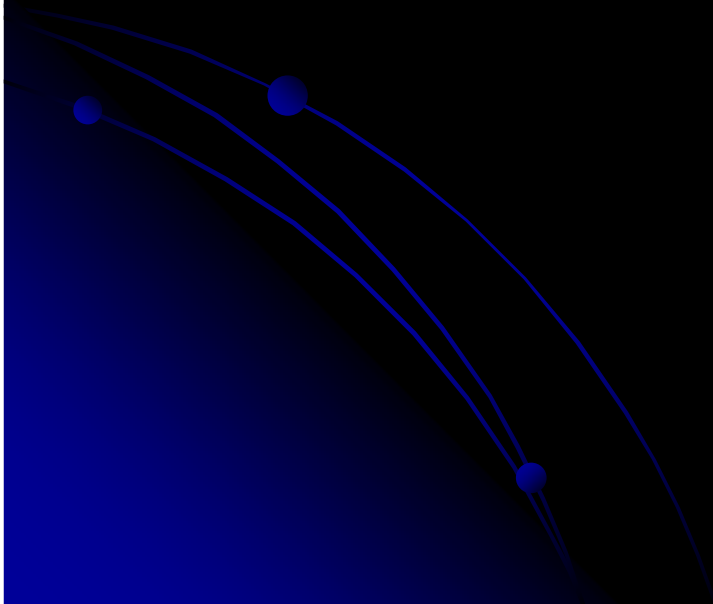


Why do we need the curriculum ?

The curriculum is the blue print of what we want to achieve and how we want to attain it.

Therefore, a good curriculum is a prerequisite to good (surgical etc.) training ; assessment of the quality of training has therefore to be by assessment against the curriculum.

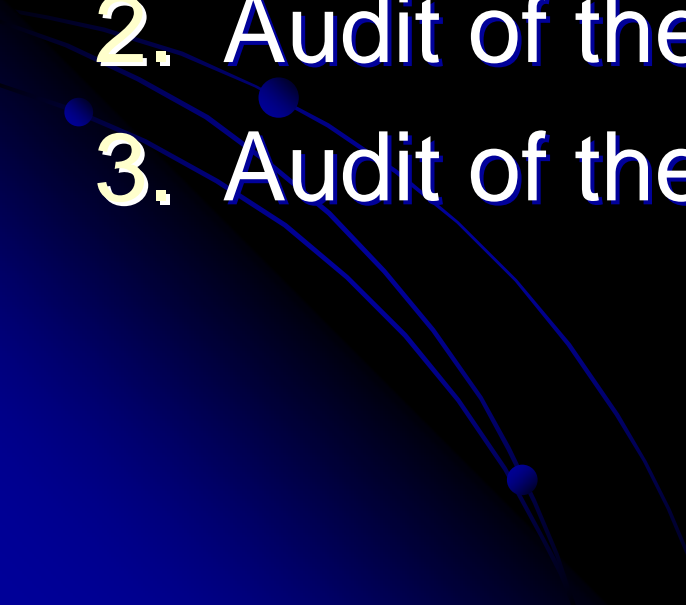
To assess the quality of training is to audit the curriculum of training.



The curriculum should indicate what structure and education resources are needed to provide good training for certain specialties.

[eg Breast Specialist : U/S, Mammogram.]

The audit can be broadly divided into :

1. Audit of the structure and resources of training.
 2. Audit of the process of training.
 3. Audit of the outcome of training.
- 

Structure

Assessment of the quality of the structural aspects of training

(surgical etc.) is comparatively easy.

It is easily achieved via a

questionnaire to the training director.

It requires inspection visits.

Process :

This questions whether the institution that is providing the training is making the best use of its structure and resources. Assessment should, first, focus on the general aspects of training.

- ie. Candidate selection
- education supervisor
- provision of internal and external course.
- appropriate methods to monitor progress.

Whoever is to acquire a competent knowledge of medicine ought to be possessed of the following advantages but first of all, a natural talent is required.

[Hippocrates]

Every man is worth just as
much as the worth of what he has
set his heart upon

[Marcus Aurelius]



Assessment of special training requires :


Audit of specialty specific aspects.

ie. Satisfactory supervision

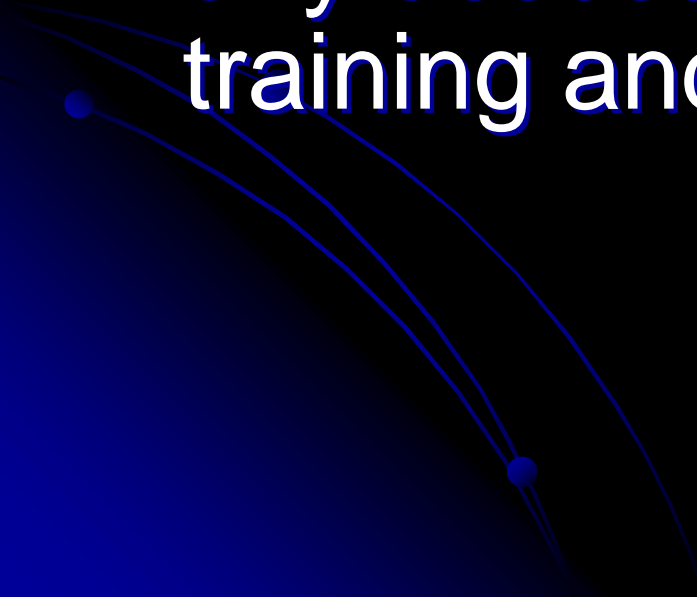
(eg. Operating experience in selective procedures)

External visits by teams of experts (which may include lay members) is often the best way of assessing the process of training (especially surgical). Completed questionnaires form the basis of discussion with trainees and trainers who are interviewed independently. This is very time consuming.

The assessment of the quality of training will always be based on professional judgement. The criteria against which assessment is made have to be determined professionally and measures have to be assessed and interpreted.



The interplay between objective measurement and professional opinion is central to any assessment of the quality of training and education.



The challenge is how to measure the quality of training objectively against defined and relevant criteria. Only through objective measurements can real comparisons and benchmarking occur and true validation is much more convincing if supported by objective evidence rather than expert opinion.

Outcome

It is the most difficult aspect to audit objectively.

Clinicians tend to assess by the method of over-viewing their trainees to see whether they have achieved what they expected of them.

(“fit for purpose” as consultant.)

In contra-distinction the educationalists seem to take the view that if the resources are there and the process is right the outcome will be good.

We need the enquiring mind ;
That is a theme upon which I am
ready to fight, in word and deed, to
the utmost of my power.

[Plato]



If, as they say, I am only an ignorant man trying to be a philosopher, then that may be what a philosopher is

[Diogenes]

I stop – I examine – I do not understand

- I remain poised in the balance
- I take for my guide the ways of the world and the experiences of the senses

[Sextus Empiricus]

Impediments to education.

Too great dependence on authority ;
allowing too great weight to custom ;

Fear of offending the vulgar ;

The affectation of concealing
ignorance by the display of a
specious appearance of knowledge

(Roger Bacon
1214-1294)

The trouble with students is not that they don't know enough, but they don't see enough.

[Sir Dominic Corrigan]



I am well aware that in these days, when a student must be converted into a specialist, there is no time to make a physician of him. He is destined for the laboratory, the professor's chair, or the consultant's office. What would have happened to Sydenham had he been put through this machinery is a problem in infinity

“A little less science and a little more art, gentlemen”.

[Sir Andrew Macphal, BMJ 1933]

Richard Bright

“He contributed to medical science many discoveries and works of great values, and died while in the full practice of his profession

after a life of warm affection
unsullied purity and great usefulness.”

〔 St. James' Church
Piccadilly 〕

Each one of us, however old, is still an undergraduate in the school of learning. When a man thinks he has graduated, he becomes a public menace.

[John De Costa, Speech 1931]

I divide my life into three parts :
in the first I learned my profession,
in the second I taught it, in the third
I enjoy it.

[Sir Bland Sutton]

The important thing in science is not so much to obtain new facts as to discover new ways of thinking about them.



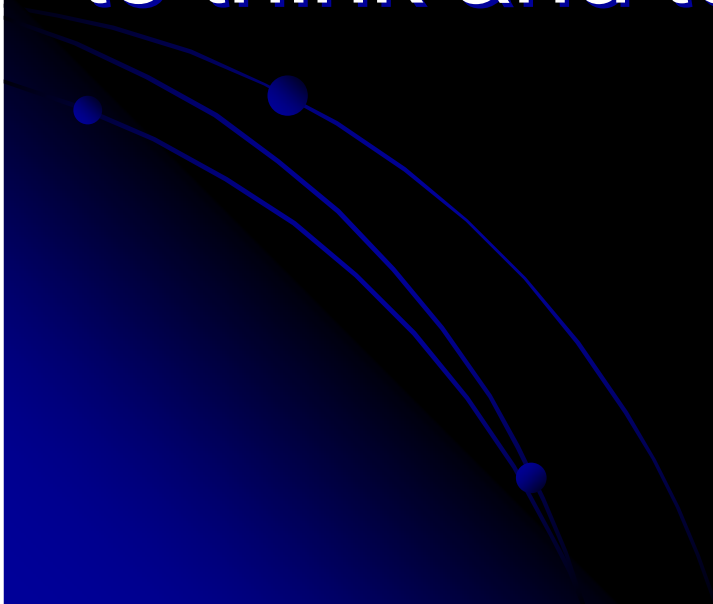
Sir William BRAGG
Physicist
Nobel Laureate.

I never let schooling
interfere with my education.

[Mark Twain]



The quintessence of postgraduate education is to be guided and to learn to think and to observe independently.



The exquisite art of idleness,
one of the most important things
that any university can teach

[Oscar Wilde]

