

HESA and Assessment Data MSC Assessment leads– 2 May 2019

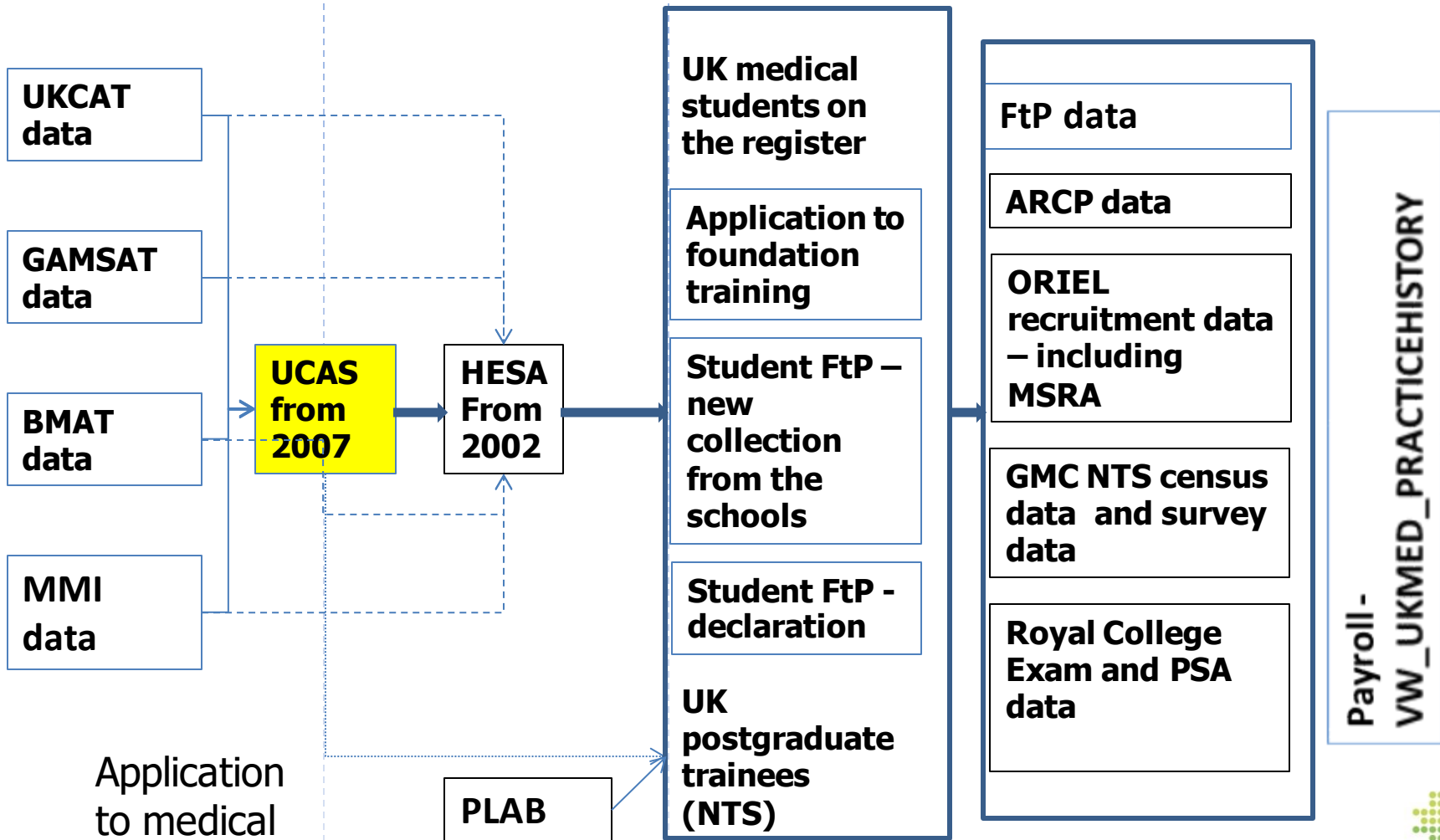
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To cover:

- Currently available data
- Proposal to use HESA to return school assessment data
- Benefits of HESA approach
- Next steps

Linkages when population based on applicants from March 2019



Application to medical school

Completion of medical school

Post grad training

Currently available UG assessment data

On Entry

Level 3 qualifications on entry to medical school for non-graduate applicants and BMAT, UCAT and GAMSAT test scores (all taken by applicant regardless of whether required for entry to the school they attended).

During medical school career

Attrition based on cleaned RSNEND (reason the student left the student instance detailed in the HESA return) from HESA this includes Academic failure UCAT theory and skill scores for 12 schools via UCAT.

On exit

Educational Performance Measure (deciles) on application to foundation training Prescribing Safety Assessment (PSA) – including section scores.

PG assessment data

- All Royal college membership exams
- Recruitment assessments – MSRA
- ARCPs

For applications to the specialty register (CCTs) we hold far more data than we hold for applications to be provisionally registered from a UK medical school where we only hold EPM deciles in UKMED.

Limitations of current situation - research

Unable to conduct UK wide studies on entrants to medical school that are of interest:

UKMEDP091 Access to HE qualifications and widening participation in medicine can only use crude measures of attrition.

UKMACS cohort study enter medical school in 2020/21. Currently no outcome measures beyond RSNEND for those that successfully enter medical school. This will be the largest, most in-depth, survey of medical school applicants undertaken.

Unable to explore relationships in detail for example how does performance on school assessments relate to preparedness for Foundation Training as measured by items for F1s on the NTS.

Unable to assess how medical school assessments (beyond EPM) relate to PG assessments and other PG outcomes (e.g. specialty recruitment). Do schools' assessments differ in their predictive validity of PG assessments such as MRCP Part 1 and MRCGP AKT?

UKMACS

Take part in UKMACS

Applying to medical school this year? Fill in the UKMACS questionnaire!

How to fill in the questionnaire: When you book a [UCAT test](#), you will be asked whether we can contact you with more information about the study. **Tick YES and we will send you a personalised link to the questionnaire for you to fill in.**

If you are not planning to take UCAT, click [here](#) to complete the questionnaire. Please complete the questionnaire only once.

In late October 219 we will also invite you to complete a second short questionnaire confirming which university courses you have applied to (if you have applied), and which information you used to make those choices.

From - <https://ukmacs.wordpress.com/thinking-of-applying-to-medicine-in-2019/>

Limitations of current situation – quality assurance of medical schools

Donabedian's approach requires measures of

Structure

Process

Outcome

The proposed performance indicators only cover structure and process.

HESA proposal

Collect assessment data as part of the student record from academic year 2020/21 for inclusion in the GMC Extract

To include:

All summative assessments that lead to a Primary Medical Qualification -
COURSEAIM = M16.

All summative assessment data from year 0 or year 1 onwards.

By summative assessments we mean any assessments that are used to determine whether a student is able to progress to their subsequent year of study or an assessment that is used to determine whether a student is awarded a primary medical qualification

Two models of what could be returned via HESA have been proposed:

Item and station level data

OR

Section scores (as per the PG data)

HESA proposal -benefits

- A reliable and efficient means of collating school assessment data.
- A dataset that will allow validation of selection measures on a UK-wide basis.
- Exploration of issues such as differential attainment on a UK-wide basis.
- Schools could have access to their assessment data including PG outcomes of their graduates in the Safe Haven without submitting a UKMED proposal to undertake their own analyses.

Next steps

Four workshops with HESA and medical school staff to discuss practicalities of implementation.

The proposed changes have been drafted and these along with a number of questions, which will be discussed with attendees.

Ideally, we will get to an agreement with providers about what is possible to return within the HESA Student record, and what will be the best way to achieve this.

Please see <https://www.hesa.ac.uk/services/training> for more details.

Questions/queries to

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