



European Academy of Paediatrics

Paediatric Section of U.E.M.S (European Union of Medical Specialists)



Représentation de la Pédiatrie Française dans les instances Européennes

Jean-Christophe Mercier

Chair, European Board of Paediatrics (EBP)

EC member of the European Academy of Paediatrics (EAP)

Membre de la Commission Internationale de la SFP

Président (2013-2015) du Collège National des Pédiatres Universitaires





UNION EUROPÉENNE DES MÉDECINS SPÉCIALISTES EUROPEAN UNION OF MEDICAL SPECIALISTS

Association internationale sans but lucratif

International non-profit organisation

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www.uems.eu

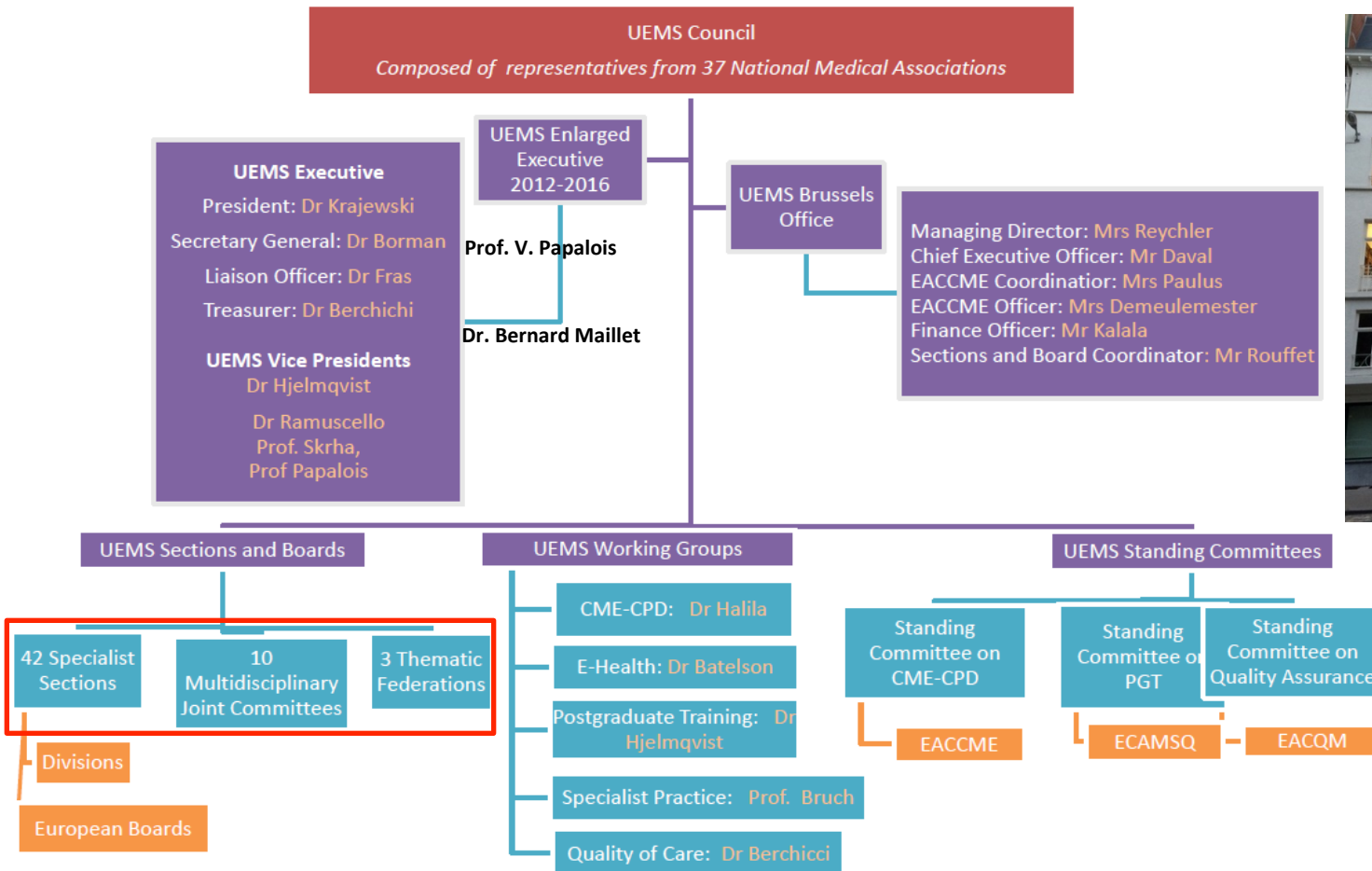
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UEMS ORGANOGRAM

Domus Medica Europaea



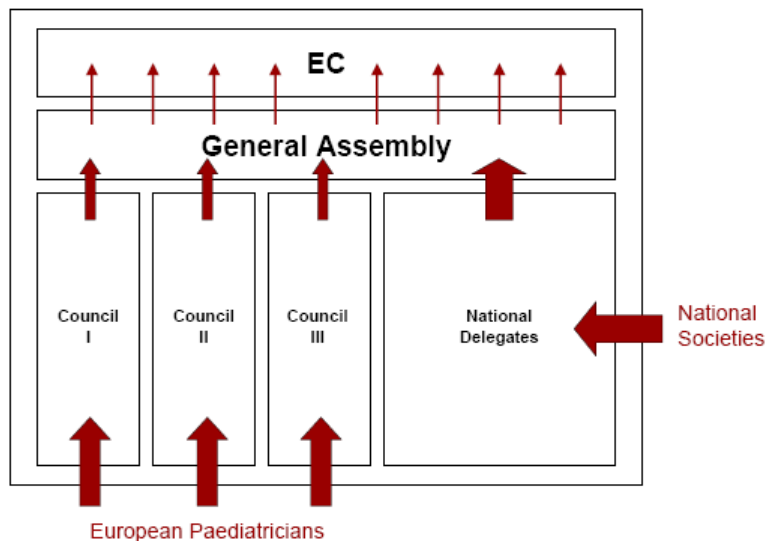


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- **EC:** Tom Stiris (No), Stefano del Torso (I), Adamos Hadjipanyis (CY), Arunas Valiulis (LT)
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- **Primary Care:** Jernej Zavrñnik (SLO)
- **Secondary Care:** Bjorn Wettergreen (S)
- **Tertiary Care:** Robert Ross-Russell (UK)

EAP/UEMS-SP



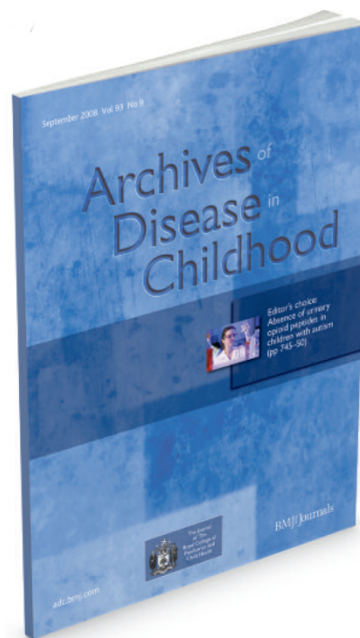
www.eapaediatrics.eu

Improving paediatric care in the community

Lancet (18th April) 2015; 385:1505-6.

The rights of children arriving in Europe

Lancet (14th Nov.) 2015; 386:1939-40.



The 6th Congress of the EUROPEAN ACADEMY OF PAEDIATRIC SOCIETIES EAPS

October 21-25, 2016 | Geneva, Switzerland

A Joint Scientific and Educational Event of **EAP**, **ESPNIC** and **ESPR**

<http://www.paediatrics.kenes.com/>



ERS, ESN, ESPA, ESPGHAN, ESPID, EuSEM

Actions développées en 2015-16

1. Amélioration de la **lisibilité de la pédiatrie** au sein de l' UEMS:
 - UEMS approval of the *Training requirements for the Specialty of Paediatrics* or 'Chapter 6' (Warsaw, 17th Oct. 2015)
 - UEMS S&B meeting with the European Scientific Societies (Brussels, 1st March 2014)
 - EAP meeting with the European Scientific Societies of Paediatric specialties
 - EAP meeting with the Presidents of National Paediatric Societies (Brussels, 30th Jan. 2016)
2. Accréditation Européenne des **congrès scientifiques pédiatriques**:
 - UEMS-EACCME accreditation of Live Educational Events (LEEs) – UEMS 2012/30
 - UEMS-EACCME accreditation of e-learning materials – UEMS 2011/20
3. Institution d' un **European Diploma in general paediatrics**:
 - UEMS – CESMA : currently, 28 Sections & Boards run exams
 - EAP approval of the *Curriculum for Common Trunk Training in Paediatrics*
 - The RCPCH-EAP alliance
4. Accréditation Européenne des **centres d' excellence en pédiatrie**:
 - UEMS Charter on visitation of training centers
 - The EAP initiative: accreditation of centers of excellence in Allergology
5. The MOCHA project (European Commission 2020 project on Models of Health Care)



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Training Requirements for the Specialty of Paediatrics

European Standards of Postgraduate Medical Specialist Training

(old chapter 6)

I. Training requirements for trainees

1. Content of training and learning outcomes

- a. Theoretical knowledge
- b. Practical and clinical skills
- c. Assessment of training and qualifications

II. Training requirements for trainers

1. Process for recognition as a trainer

- a. Application letters to be sent to the EAP/paediatric section of the UEMS
- b. Four letters of recommendations + Full CV
- c. Fees

III. Training requirements for training institutions

1. Process for accreditation of centres of training in general paediatrics

- a. Application to the EBP
- b. A report about the Training centre (staff, trainees, workload, published papers, etc.)
- c. Fees

Appendices:

The European Curriculum for Common Trunk in Paediatrics (EAP approved on Dec. 2014)

The approved Syllabi for paediatric subspeciality training (2000-2014)

UEMS approved at the UEMS meeting, Warsaw, 17th Oct. 2015



Curriculum for Common Trunk Training in Paediatrics

Core paediatric training has three key elements:

1. Clinical experience gained from **direct patient care**, supervised by **senior clinicians** and based on a **clinical curriculum** and with a focus on **excellent clinical skills**, **sound decision making** and the **judicious use of investigations**. On completion of the training, the candidate should be competent to look after most common paediatric conditions.
2. Professional and ethical practice learnt through mentorship by senior clinicians with a commitment to quality improvement and harm reduction in both the inpatient and ambulatory settings.
3. Academic knowledge and proof of clinical ability as determined by various assessment tools. Trainees will be assessed at intervals throughout the Programme in the workplace. These assessments must be recorded.

Duration of Training

- European medical specialty training is governed by the EU Directive 2001/19/EC and is set at a **minimum of 5 years of full-time training** as a primary medical specialty.¹
- According to the UEMS Charter on Training, the duration of training of medical specialists **must** be sufficient to ensure training for independent practice of the specialty after the completion of training.²
- Thus, the EAP/paediatric section of the UEMS recommends that the Common Trunk Curriculum training in general paediatrics is a minimum of 2 years followed by 2-3 years for paediatric speciality.
- However, National Training Authorities (NTA) may decide how they wish to organise the recommended Curriculum within this generally accepted time frame.

General competences	6	Genetics & Dysmorphology	24
General Skills & Competencies: Growth, Nutrition, Pharmacology, Research, Safeguarding, Toxicology	9	Haematology & Oncology	25
Specialist Skills & Competencies	16	Infectious Diseases	26
Adolescent Medicine	16	Mental Health & Behavioural Disorders	27
Allergy & Immunology	17	Metabolic Medicine	28
Cardiology	18	Musculoskeletal System & Rheumatology	29
Community Medicine	19	Neonatology	30
Dermatology	20	Nephrology	31
Diabetes & Endocrinology	21	Neurology & Muscular Disorders	32
Emergency Medicine	22	Ophtalmology, Otolaryngology, Pre-, Peri- and Post-Surgical Care	33
Gastroenterology & Hepatology	23	Respiratory	36
		Assessments	38



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UEMS 2012 / 30

The Accreditation of Live Educational Events by the EACCME®

Adopted by the UEMS Council on 19th October 2012 in Larnaca (Cyprus)

Entry into force: 1st January 2013



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UEMS 2011 / 20

The Accreditation of e-Learning Materials by the EACCME



Currently, 37 specialties are involved:

- | | |
|--|--|
| 1. Allergology and Clinical Immunology | 20. Orthopaedics and Traumatology |
| 2. Anaesthesiology | 21. <u>Paediatrics</u> |
| 3. Angiology | 22. <u>Paediatric Intensive Care</u> |
| 4. Cardiology | 23. <u>Paediatric Surgery</u> |
| 5. Cardiothoracic Surgery | 24. Pathology |
| 6. Coloproctology | 25. Physical and Rehabilitation Medicine |
| 7. Dermatology & Venereology | 26. Plastic Aesthetic and Reconstructive Surgery |
| 8. Emergency Medicine | 27. Radiology |
| 9. Endocrine Surgery | 28. Respiratory Medicine |
| 10. ENT+ORL-Head and Neck Surgery | 29. Rheumatology |
| 11. Gastroenterology | 30. Surgery (General Surgery) |
| 12. Hand Surgery | 31. Surgical Oncology |
| 13. Intensive Care | 32. Thoracic Surgery |
| 14. Internal Medicine | 33. Thoracic and Cardiovascular Surgery |
| 15. Neurology | 34. Transplantation |
| 16. Neurosurgery | 35. Trauma Surgery |
| 17. Nuclear Medicine | 36. Urology |
| 18. Ophthalmology | 37. Vascular Surgery |
| 19. Oral and Maxillofacial Surgery | |

28 Sections & Boards ont des Examens

Anaesthesia and Intensive Care	Neurology
Angiology/Vascular Medicine	Neurosurgery
Cardiology KBA	Ophthalmology
Cardiovascular Imaging	Orthopaedics
CMR Exam	Paediatric and Neonatal Intensive Care
Dermatology and Venereology	Paediatric Urology
Electrophysiology	Pathology
Emergency Medicine	Pediatric surgery
ENT-ORL	Physical and Rehabilitation Medicine
Gastroenterology	Plastic Surgery
General Surgery	Thoracic Surgery (EBTS)
Hand Surgery	Urology
Intensive & Acute Cardiac Care	Vascular Surgery (FEBVS)

A GUIDE TO SUCCESSFULLY WRITING MCQS: EXECUTIVE SUMMARY

Introduction	4	
The role of knowledge-based assessment (KBA) in postgraduate training	4	
The intellectual context for the use of MCQs	5	Must always refer to a published Curriculum
MCQ formats supported by UEMS-CESMA	6	
Type A MCQs	6	
(Modified) Type K MCQs	6	
Other types of MCQs	7	
The advantage of using MCQ-based assessment of knowledge	8	Electronic assessment, reduced subjectivity
Points to consider when using MCQ-based assessment of knowledge	9	Secure database, owned by examining body
Features of a “good” MCQ	10	Discriminates well good and poor candidates
Post-hoc analysis of performance	11	
The “difficulty” of questions	11	
Managing the question bank	12	To cover the whole breath of the curriculum
Setting the pass mark	12	
Potential technical flaws	13	
Use of images	14	
The process of writing MCQs	15	
Setting an assessment	17	
The Standard Setting Group	18	



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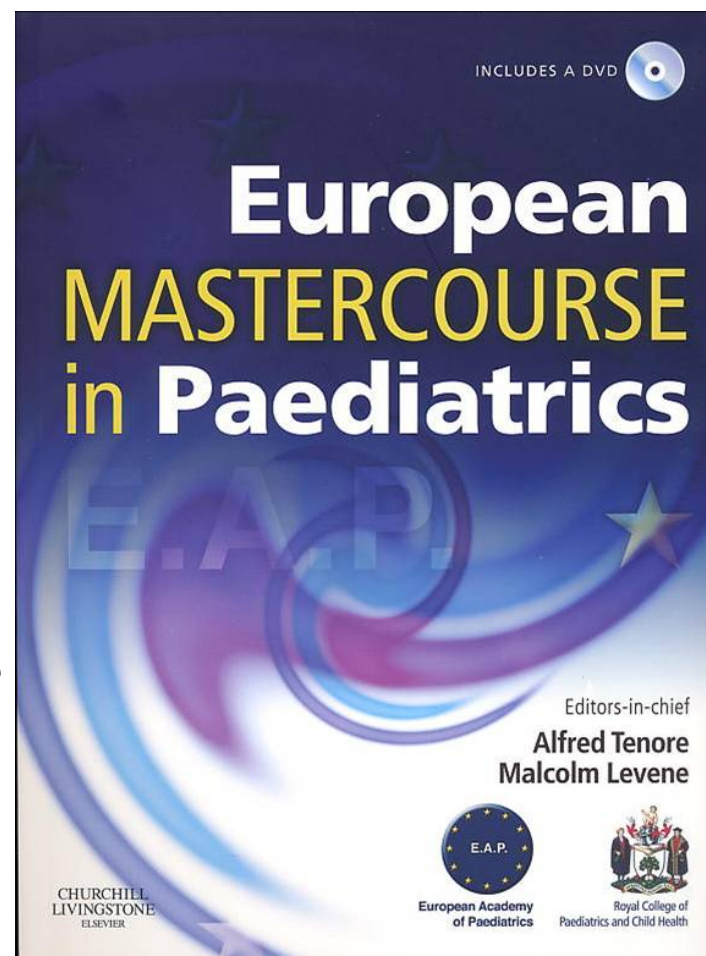
Paediatric Section of U.E.M.S (European Union of Medical Specialists)



- **8 Modules**
 - Normal children and child health
 - Toolkit for child health and disease
 - Child public health
 - Community child health
 - Common problems in primary care
 - Childhood disorders I
 - Childhood disorders II
 - The child in hospital
- **50 chapters**
 - Written by both British & European authors
 - Under two Editors-in-Chief: A. Tenore & M. Levene

Questions:

1. Who in Europe uses it?
2. Can this book become the reference textbook for all national exams in the EU?



THE PROCESS OF WRITING MCQS

1. Writing MCQs is both a science and an art. Whilst the generating of new questions is essentially a task for the individual, the process of maximising the quality of MCQs is a task for a group of motivated and experienced MCQ experts. All new questions should be reviewed by members of the question-writing group to ensure clarity, before being accepted into the “Question Bank”.
2. Face-to-face discussions are an essential component of developing new, high-quality MCQs. Cost considerations may require telephone conferences or video-conferences to replace face-to-face meetings of writers.
3. There needs to be a time limit for discussion of each question with the conclusions of “accepted”, “rejected”, or “back to the author for reworking” agreed in a timely way.
4. The face-to-face format facilitates an international atmosphere and understanding and should aim to encourage individual contributors. Ideally, both European and national institutions should recognise MCQ writing for continuous professional development (CPD). The quality of questions produced by any individual writer tends to increase with time and experience.
5. Once a question has been accepted, it needs to be categorised in terms of its length, its difficulty, and the section of the curriculum to which it refers.
6. All MCQ writers must have access to the current version of the relevant curriculum.
7. In the context of a European exam, writers from various countries speaking different languages must be identified, but all questions must be checked by a native speaker of the examination bank language to avoid misunderstanding or ambiguity. A similar process will be needed for all translations into other languages for individual papers.



GUIDELINE ON EXAMINER SELECTION FOR EUROPEAN POSTGRADUATE MEDICAL ASSESSMENTS

UEMS 2015/17

Glossary	3
Vacancies	4
Selection procedures	5
New examiners	6
Routine review of examiners	6
Confidentiality of examiners	6
Conflict of interest	7
Advantages and disadvantages of oral assessment	8
Advantages of oral assessment	8
Disadvantages of oral assessment	8
“Doves” and “hawks”	9
Related documents	10

**WG « Course/Diploma of the Examiners » to be held
in the UEMS *Domus Europæana Medica*, Brussels, 11th Dec 2015**



CONCLUSION

For a successful high-quality assessment the following are required:

1. An MCQs writing group;
2. An examination panel;
3. A standard-setting group that checks the paper(s) for each diet of the assessment;
4. An assessment board to set the pass mark after the examination has been completed.

Chair:	Dr Zeev Goldik (Anaesthesiology, Israel)
Deputy chair:	Prof. Alfred Tenore (Paediatrics, Italy)
Secretary:	Mr. Owen Sparrow (Neurosurgery, United Kingdom)
Treasurer	Dr Vassilios Papalois (Surgery, United Kingdom)

Ex Officio	Dr Romuald Krajewski (UEMS President)
	Dr Zlatko Fras (UEMS Liaison Officer)

Comment développer une base de données de QCM validées en pédiatrie générale?



The President, Professor Neena Modi,
requests the pleasure of the company of

Professor... Jean... Christophe... Mercier... and... Dr... Robert... Ross... Russell

at the Royal College of Paediatrics and Child Health Winter Dinner
on 02 November 2015
to be held at the
Royal College of Physicians,
11 St Andrews Place London NW1 4LE

Chief Guest:
Professor Sir Mark Walport, Government Chief Scientific Adviser

Black Tie

Dinner 19.00 for 20.00
Carriages from 22.30



EAP-RCPCH working group meeting on 19th Jan. 2015

Comment mettre en place un enseignement et un examen via Internet?

ORTRAC e-learning and assessment

By Societies for Societies

The screenshot displays the 'Create Examination' interface for ORTRAC. The main window is titled 'Schedule Exam' and shows details for a 'European Diploma examination 2015'. The interface includes a sidebar with navigation links like 'Content', 'Users', 'Questions & Assessments', and 'Exams'. The main content area is divided into sections for 'Details', 'After exam', 'Limit detailed results', and 'Points per correct answer'. A 'Question type: Multiple Choice' dialog is open, showing a question about the first letter of the English alphabet with options C, A, B, and D. Another 'Question type: Associations' dialog is also visible, showing a matching exercise with letters A and B on the left and a, b, and a on the right. The background features a faint watermark of a 'STATISTICS ANALYSIS MEDICAL FORM'.

Create Examination Jens Larsson

Schedule Exam

Details

Title
The name of the exam, as shown in any clickable links.
European Diploma examination 2015

Randomize questions
Indicate whether the order of questions should be randomized for each candidate.
☒ Randomize questions

Duration
The exam candidate will have this much time to finish.
03:00 HH:MM

Assessment level
Indicate what percent of max points are required in order to pass the exam.
65 %

Info
This description will be shown on the introduction page
This examination is divided into the main sections, 1 hour per section. Some of the questions have video attachments

After exam
Action to be carried out once exam is finished.
Redirect to results

Limit detailed results
Amount of time the candidate is allowed to view the detailed results. Set to '0' for unlimited access.
15 minutes

Points per correct answer
Amount of points a candidate is given for each correct answer.
1 points

Question type: Multiple Choice

Question 1 / 100
Which is the first letter of the English alphabet?

Answer
Select the one alternative that best answers the question.
☐ C
☐ A
☐ B
☐ D
Mark as uncertain

Question type: Associations

Question 1 / 100
Please associate each lowercase letter with its uppercase counterpart.

Answer
Drag the letter that corresponds to the question. Click to open window.

A → a
B → b
a

Answer
Indicate for each alternative whether it is true or false.
True False
☐ It's a three letter sequence
☐ It's in alphabetical order
☐ It's in all uppercase letters
Mark as uncertain

Value adding features include:

- Online application tool
- Online credit card payment
- Automatic invitation letters
- Five question types (incl. MCQ)
- Examinations in different time-zones
- Examinations in different languages
- Demographic and evaluation forms
- Advanced customized reports

ORTRAC™ - Course module

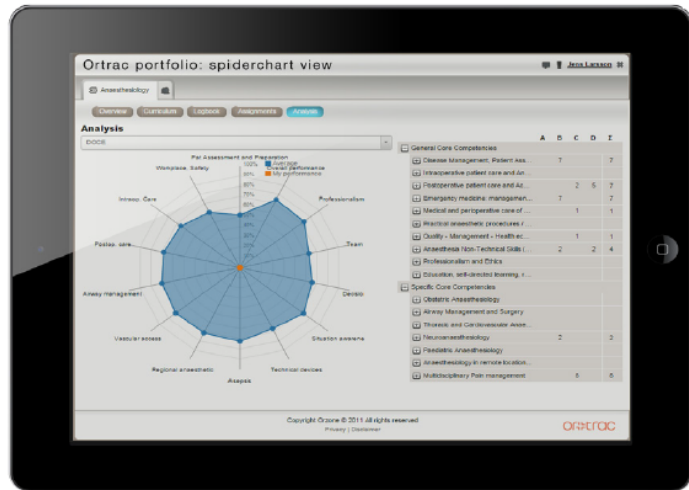


*Faculty station,
including options to
approve the participants
at each workstation.*



*Participant station, including logistic
course information*

ORTRAC™ - Portfolio module



Analysis mode of the portfolios



Selection of portfolios



The administrative features:

- Simplifies management of resident activity significantly

The resident features:

- Personalised portfolio including logbooks for Clinical Activity, Clinical Rotation, Publications, Training and CME/CPD credits
- Curriculum page, including recommended procedures and tasks
- Formative assessments, linked to parts of curriculum
- Overview page for latest updates regarding assignments and upcoming events
- Formulate/add assignments based on the curriculum to
- Chat function for communication with supervisors
- News page regarding work rotation, hospital updates or medical society information
- Assignment page, including overview of outstanding tasks
- Analytical tools, including spider charts displaying residents' progress



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1. UEMS CHARTER ON VISITATION OF TRAINING CENTERS

Adopted by the Management Council of the UEMS in its meeting in Killarney, Ireland, 24 October 1997

- **Questionnaire Chief of Training:**
 - Basic data
 - Medical personnel
 - Clinical facilities
 - Structure of the training center
 - Records
 - Quality assurance/Medical audit
 - Registration of training
 - Evaluation of training
 - Research activities
- **Questionnaire for Trainees:**
 - Personnel data
 - Clinical experience (logbook)
 - Process of the training
 - Facilities for trainees
 - Division of tasks among trainees and between trainees and staff
 - Working hours
 - Comments



The European Board of Paediatrics

Under the Auspices of the
European Academy of Paediatrics (EAP) –
U.E.M.S. Section on Paediatrics

Certifies that the

Hospital Universitario de Cruces
Bilbao, Spain

Has been approved as an
Accredited European Training Centre
in

Paediatric Allergology

On the 29th of May 2014

(Following approval of the report of the National Site Visit in accordance with EAP rules performed on the 11th of July 2013)

Secretary General EAP

President EAP

Delegate of Paediatric
Allergology in TCWG

President EBP

Chairman TCWG



Models of Child Health Appraised

(A Study of Primary Healthcare in 30 European countries)

A European Commission Horizon 2020 project on Models of Healthcare

- Models of primary care delivered to children (including urgent care)
- Delivery of care across organisational boundaries (with secondary care, social care, education etc.) including complex care, and services for child protection
- School health services, and direct access services for adolescents
- Identification of innovative measures of Quality and Outcome
- Identification of derivatives from large data sets to measure quality and outcome
- Economic and Skill Set analyses
- Ensuring Equity for all children
- Use of electronic records in child health

An External Advisory Board will validate the scientific enquiries made of country agents, and review the findings. Views of service users will be sought. There will be an active engagement and dissemination programme.



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Conclusions

- **Leadership de l' EAP/section pédiatrique de l' UEMS:**
 - Pour préserver la santé de l' enfant et défendre les intérêts de la pédiatrie
 - Interactions déterminantes avec les autres spécialités (UEMS Sections & Boards)
 - Afin d' harmoniser l' enseignement et la formation des pédiatres en Europe
- **Le défi est d' interagir à la fois:**
 - Avec nos mandants: Sociétés Nationales de Pédiatrie et Syndicats de pédiatres
 - Les Sociétés scientifiques de spécialités pédiatriques et les autres Spécialités
 - Tout en se focalisant sur l' éducation:
 - Common Trunk Curriculum & Syllabi des spécialités
 - 'Chapter 6' et mise en place d' un Diplôme Européen
 - Evaluation de la formation: Logbooks, Accréditation Européenne des centres d' excellence...
- **Sans oublier le succès des Congrès EAPS qui rivalisent avec l' APS.**
 - ✓ Participation française plutôt timorée...
 - ✓ Préparer ma succession à l' EAP et dans la Commission Internationale de la SFP