TOWARDS STANDARDISED SUMMATIVE ASSESSMENT IN A NEONATAL ONLINE TRAINING PROGRAMME

C. Peters[1], M. Hall[1], S. Smith[2]

[1]Neonatal Unit, Princess Anne Hospital, Southampton University Hospitals NHS Trust, [2]Faculty of Health Science, Southampton University, Southampton, UK

An international online postgraduate programme (NOTE.) for doctors training in neonatology has been developed to provide four educational modules delivered over one year. The assessment strategy used and the outcomes for the first module are presented.

Assessment methods:

Three assessment strands were developed to provide an objective, reliable and valid process, delivering online summative assessment to participants.

1. Contribution to online discussions boards: participants analysed and evaluated information presented as case studies, synthesised a critical response and reflected on the comments of others. Postings over 10 weeks were assessed using a standardised rubric.

2. A collaborative project: participants in small multi-cultural groups composed a "white paper". This assessed higher learning skills of analysis and synthesis as defined by Bloom's Taxonomy. Two examiners marked 38 collaborative projects.

3. An online multiple-choice question (MCQ) examination comprised 20 "best-of-five" questions. There were 12 sittings of the examination on two days to allow parity of access across multiple time zones and to accommodate doctors working shifts.

Results: 170 doctors from 20 countries participated in the first module. 163 contributed to online discussions , 68% passing. 129 completed a collaborative project and 54% passed. Correlation between markers was satisfactory - Intraclass Correlation Coefficient of 0.78 . 133 sat the MCQ and 91% passed. In total 121 participants (72%) completed all aspects of the summative assessment. Of those 78% passed.

Conclusion: We have developed and delivered an online assessment package which allows standardised summative assessment of a diverse international group of doctors in training.