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Symposium on Quality of Teaching Anatomy

LEANbody project is supported by Erasmus+ KA220-HED-31770D39.



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Lean in Medical Education: Reaching for Quality Management Tools to Teach Human Anatomy Effectively in a Multicultural and Multilingual Learning Space – ERASMUS+ Project LEANBODY - 2021-1-HU01-KA220-HED-000027542



Symposium on Quality of Teaching Anatomy

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LEAN - management: discard waste + improve essentials to move forward

What is forward?

What is waste?

What are essentials?

How to improve essentials?

How to discard waste?



Professional Standards Framework (PSF 2023)

Advance HE works with individuals and institutions in higher education (HE) to provide students with an excellent learning experience. This is why we manage and lead the development of the Professional Standards Framework (PSF), a globally-recognised framework for benchmarking success within HE teaching and learning support.



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Global standards in Medical Education





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69 responses submitted

Have you heard about INTERNATIONAL QUALITY STANDARDS of medical education?

71%
No

28%
Yes

Results of the Needs-analysis

69 responses submitted

If yes, the standards of which global organization are you familiar with? (optional)

"World Federation for Medical Education"

"AMEE standards, Swiss catalogue, core curriculum publications"

"Not really"

"core syllabus in anatomy - The Anatomical Society"



Wordcloud

All responses



2 of 17



69 responses submitted

If yes, the standards of which global organization are you familiar with? (optional)

"NCFMEA, WFME"

"AMSE, "

"United Nations"

"World Federation for Medical Education"

"With none of them."



Wordcloud

All responses



2 of 17





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Survey about
global standards

<https://morphology.med.muni.cz/symposium>



self
reflection
about the
meaning of
elements of
WFME
standards





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Less than 10% of Central European anatomists have heard about WFME standards.

Why should all anatomists know about WFME standards?

“To improve quality of teaching anatomy.”

opinion of a Czech course organiser from MUNI

Why should all anatomists know about WFME standards?

“It might help anatomists

- 1) to align their teaching and learning objectives with the expected competencies and outcomes of medical graduates in the global context.
- 2) to implement innovative pedagogical methods and tools that can enhance the quality and effectiveness of their anatomy education.
- 3) to evaluate and improve their anatomy curriculum and assessment methods, and to ensure that they meet the accreditation and quality assurance criteria of their institutions and countries.
- 4) collaborate and network with other anatomists from different regions and cultures, to exchange best practices and experiences in anatomy education.”

opinion of a Czech course organiser from MUNI



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Is it bad that less than 10% of Central European anatomists know about WFME standards?

“The **ideal percentage** of Central European anatomists who should know about global standards in medical education is **100%**.”

However, I understand that this may **not be realistic** or feasible in the short term, and that there may be challenges and barriers to achieving this goal.

It may **depend on** various factors such as the curriculum, the accreditation of that specific faculty in **the region**.

I would also say that maybe **more of them knows about the existence of global standards**, only they did not know the correct term for that, or **they are using "another" standards at their faculties**, that might be in coexistence with GS at all.”

opinion of a Czech course organiser from MUNI



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Ík c WIME sta→daíds

weíe designed to asscss

īkc cqui"alc→icc of medical education píogíams

acíoss diffcíc→t cultuíaal co→tctxts.

Is such assessment possibl c?

Can such assessment be accuíatc? Can

such assessment be ícliabl c?

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According to WFME, any Medical School has some essentials:

Objectives Educational

Programme Students

Faculty Courses

Directors

Social Accountability



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HOW is it possible to assess the quality of a QM Medical School?

BQ "sig quality description roí cack or tke W I M E pínciplcs:

Objectives Social

Accountability

Educational Program

Students

Faculty

Co-ordination



Objcti:cs: "o w well do tkcQ alg→¹ wtk tkc spcciric "ealī" caie →¹eedsor
socioīQ?

1. (rail) -objctī:cs will píobablQ woisc→¹ tkc →¹ccds (i.c. ca"sc kaím)
2. (satisractoíQ) -objctī:cs will píobablQ →¹woisc→¹ →¹sol:c tkc
→¹ccds
3. (good) -objctī:cs mca→¹ i→¹tác→¹tío→¹ wtk possibl c íclapsc
4. (:cíQ good) -objctī:cs mca→¹ co→¹tí→¹"o"s i→¹tác→¹tío→¹ wtk íclapsc
ma→¹agcmc→¹t'
5. (cxcdlc→¹t') -objctī:cs mca→¹ dcrl→¹ití:c a→¹d complctc sol"tío→¹s tío tkc →¹ccds -
(i.c. c"íc).



Ík c Educatio→ial Píogíam: "o w well is t k c píogíam dcsig→ıcd tó alig→ıwıtk objcctı:cs (A)?

1. rou→ıdaııo→ıal scie→ıces, di→ıical íai→ıı→ıg a→ıd píacıical expeııe→ıce aıc →ıdalıg→ıcd at all wıtk (A).
2. Somc co"ıscs or rou→ıdaııo→ıal scie→ıces, di→ıical íai→ıı→ıg oı píacıical expeııe→ıce aıc alıg→ıcd wıtk (A).
3. Somc co"ıscs or rou→ıdaııo→ıal scie→ıces a→ıd di→ıical íai→ıı→ıg a→ıd most co"ıscs or píacıical expeııe→ıce aıc alıg→ıcd wıtk (A).
4. Somc co"ıscs or rou→ıdaııo→ıal scie→ıces, a→ıd most co"ıscs or di→ıical íai→ıı→ıg a→ıd píacıical expeııe→ıce aıc alıg→ıcd wıtk (A).
5. Most co"ıscs or rou→ıdaııo→ıal scie→ıces, di→ıical íai→ıı→ıg oı píacıical expeııe→ıce aıc alıg→ıcd wıtk (A).



Students: "o well a/c t/c a/b/c t/o a/l/g w/itk objcti:cs (A) i/asscssmc/its or t/cii p/ciroima/cc, p/iogicss, a/d compctc/cc?

1. l'kcQ maQ likdQ "dcigo i/co½pie"e/si»e a/d u/raii assess½e/is.

2. l'kcQ maQ likdQ "dcigo i/co½pie"e/si»e b"t' raii assess½e/is.

«. l'kcQ maQ likdQ "dcigo compickc/si:c b"t' u/raii assess½e/is.

4. €ssess½e/is a/c likdQ compickc/si:c a/d raii íeia½e íaies.

wii" sig/irica/i

5. €ssess½e/is a/c likdQ compickc/si:c a/d raii íeia½e íaies.

wii" i/sig/irica/i



Ícackcís: "o w well aíc tkcQ ablc tó alg→¹ wítk objcti:cs (A) bascd o→¹tkcí
compctc→¹cics?

1. ÍkcQ maQ líkdQ →¹bc q"alírcd at all.
2. ÍkcQ maQ líkdQ bc q"alírcd eí" eí í→¹icscaíck oí í→¹clí→¹ical píactícc.
- «. ÍkcQ maQ líkdQ bc q"alírcd í→¹boí" ícscaíck a→¹dclí→¹ical píactícc.
4. ÍkcQ maQ líkdQ bc q"alírcd í→¹boí" íeac"í→¹g a→¹deí" eí ícscaíck oí clí→¹ical píactícc.
5. ÍkcQ maQ líkdQ bc q"alírcd í→¹tcadkí→¹g, í→¹icscaíck, í→¹clí→¹ical píactícc, a→¹d í→¹
píorcscsio→¹alism.



Couisc diicctoís: "o w well aíc tkcQ ablc tó aig→¹ with objctí:cs (A) bascd o→¹ tkcií compctc→¹cics?

1. l'kcQ pío:ídc →bcd"catío→¹al ícso"íccs →¹ccdc roí crrctí:c laí→¹i→¹ga→¹d t'cacki→¹g.
2. l'kcQ pcíroím →bícg"laí íc:icws abo"t' tkc s"cccsc or st"dc→¹t's.
- «. l'kcQ pcíroím ícg"laí íc:icws abo"t' tkc s"cccsc or st"dc→¹t's.
4. l'kcQ pcíroím ícg"laí íc:icws abo"t' tkc s"cccsc a→¹d wcll-baí→¹g or st"dc→¹t's.
5. l'kcQ pcíroím ícg"laí íc:icws abo"t' tkc s"cccsc a→¹d wcll-baí→¹g or st"dc→¹t's a→¹d t'cackcís.



Social Accounting: "o well ca → p"bliskcd data o → past
pcíroíma → cc dcmo → stíatc ir objcctí:cs (A) aíc ícalistíc oí → b?

1. → bdata is p"bliskcd
2. some data p"bliskcd, with bias
- «. some data p"bliskcd, with "t bias
4. complete → si:c data p"bliskcd, with "t bias, occasion → allQ
5. complete → si:c data p"bliskcd, with "t bias, ícg"laílQ



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Try to do a self-assessment of your own Anatomy course based on the quality descriptors of WFME standards!

If any points result in grade 1, your course is not eligible to WFME standards.

If your course is a high quality educational course, it needs to score grades 4 or 5 in all of the points.



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