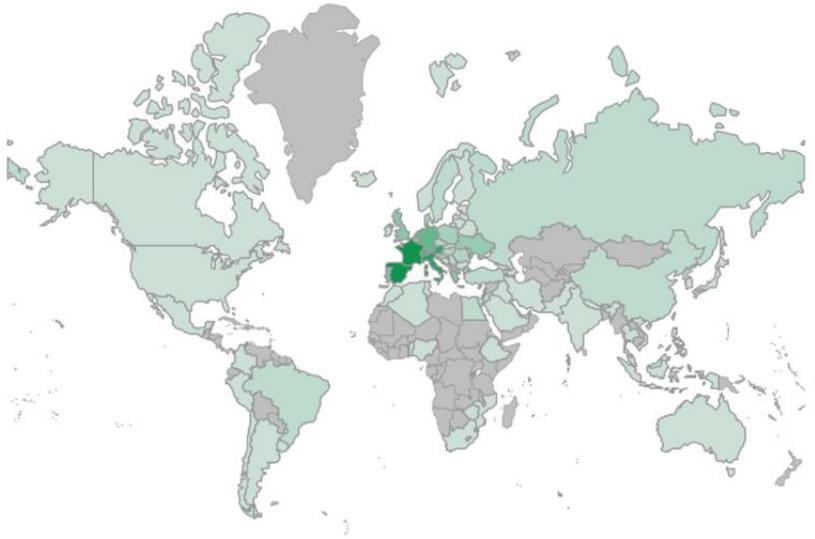


Results Summary

Events Summary

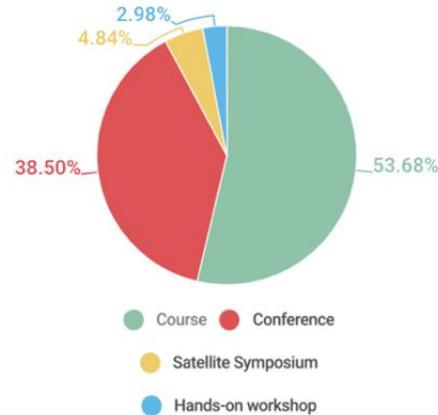
Results [Events Characteristics]

Scope

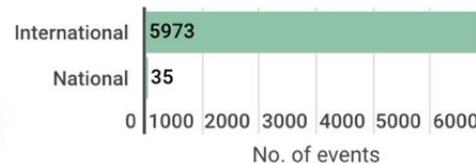


 **6,034** Total number of events
91 Countries

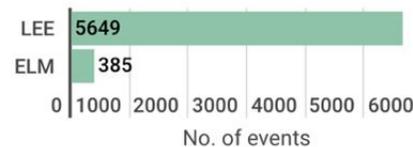
Event type



Target audience



Event delivery



Note:

- Target audience: the term local refers to a **nationally focused event with international expansion**.
- By the term “**satellite symposium**” we refer to events held by scientific bodies as part of larger events and non-industry related.



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Needs Assessment/ Engagement/Feedback

Results [Reporting quality]

Table 2: Needs assessment/ Engaging participants/ Tailored learning									
Needs assessment breakdown									
Needs assessment (General)	Analytical/thorough description		Local/ International needs		Needs assessment (Number of reported needs)				
	Yes	2271 (37.6%)	Local	15 (0.7%)	Not analytical	1	2	3	4
	No	3762 (62.3%)	International	2223 (99.3%)	3750 (62.2%)	1603 (26.6%)	494 (8.2%)	68 (1.1%)	118 (2.0%)
Needs assessment (origin)	Previous Activity		Survey of participants		New guidelines or research		Legislative/regulatory changes		Other
	Yes	1503 (65.8%)	Yes	927 (40.6%)	Yes	508 (22.3%)	Yes	145 (6.4%)	165 (7.2%)
	No	34.2 (35.2%)	No	1356 (59.4%)	No	1775 (77.7%)	No	2138 (93.6%)	
Engaging participants breakdown									
Engagement Method					Feedback Methods				
Methods	Registration/ badge	Continuous	None	Other	Attendance Sheets	Printed Form	Online Form	Mixed	Other
	1838 (30.6%)	1036 (17.2%)	1142 (18.9%)	1046 (17.3%)	960 (15.9%)	3756 (62.3%)	1524 (25.3%)	353 (5.9%)	399 (6.6%)
Educational Hours	15.3±9.5	18±8.71	14.2±11.4	9.4±9.9	16.3±10.1				
Number of participants	593±1405	588±1986	403±1517	405±1338	137±355				



Results [Comparisons of needs assessment trends across different years, LEE vs. ELM, type of event, and country]

- Conferences tend to have a clearer justification of needs assessment compared to courses (926/2,322 vs. 1,131/3,239, $p < 0.01$).
- When comparing the trends of needs assessment reporting (clear justification, local/international, number of reported needs assessments) across several years we observed similar results in a statistically significant manner ($p < 0.01$).
- Same applies when comparing all the reporting parameters of needs assessment across different countries ($p < 0.01$).



Learning Methods and Learning Outcomes

Results [Learning outcomes and applied methods]

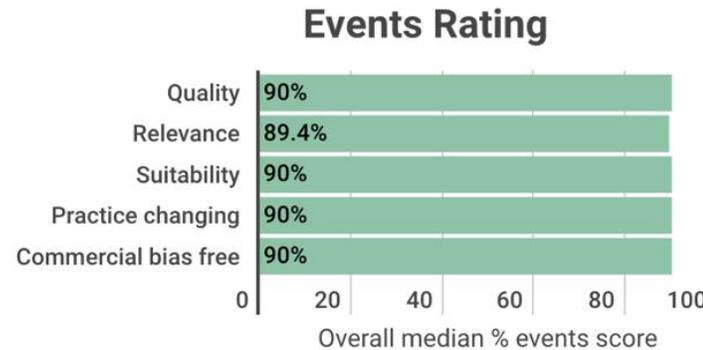
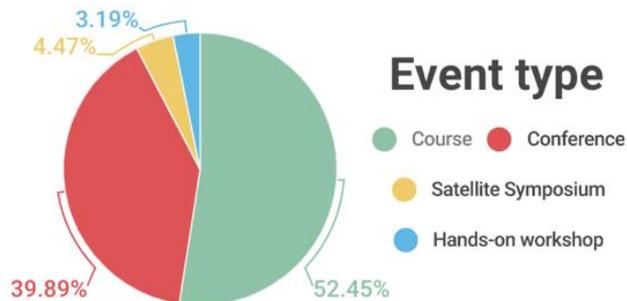
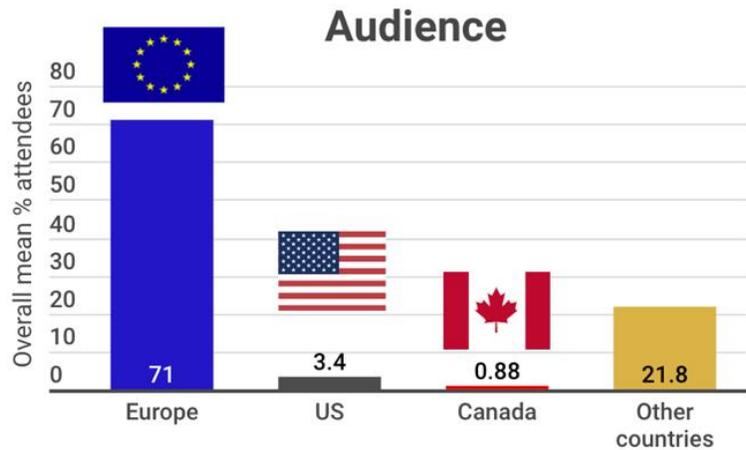
- 5642/6,034 events (93.5%) had clearly documented expected learning outcomes
- 978/6,034 (16.2%) reported a single expected learning outcome while the rest report multiple (2-10 outcomes).
- The most commonly reported primary learning outcomes were “Applied knowledge” (1,240/6,034, 21%), “Clinical Practice” (1,275/6,034, 21.6%) and “stay up-to-date” (2,102/6,034, 35.5%)
- Almost all events had documented methods of learning (6,033/6,034);
- The median number of methods of learning was 3.
- The most frequently reported primary learning method was “open space” (2,853/6,033, 47.3%) followed by “discussion time” (1,024/6,033, 17%) and dedicated “training sessions” (576/6,033, 9.5%)



Events Reports

Results [reporting quality]

Quality Assessment & Stakeholders' Perspective



1,206,139 Total number of participants
2,637 Event reports

Note:

- **Number of participants** - we mainly gave emphasis on the educational character and not the number of participants
- The **mean educational hours** (duration) of events was 14.7 ± 10.3 . The **mean number of CMEs** awarded was 13.05 ± 9.99 . In 5,426/6,034 (89.9%) events the educational hours matched the number of CMEs awarded



Results Summary and Recommendations

Results [Summary]

- Less than 1 in 2 LEE or ELM initiate their activity on the grounds of analytical needs assessment
- Most educational events claim they cover a single educational need which is applicable on an international scale based on previous activity recommendations followed by structured survey of their stakeholders
- Reporting quality for learning outcomes and methods was excellent. This probably reflects the standardised framework provided by EACCME
- Almost 4 in 10 events focus on providing “up-to-date” information to their participants which is the primary pillar of CME



Results [Summary]

- Composite needs assessment was statistically significantly associated with the presence of multiple learning outcomes ($\rho=0.051$, $p<0.01$); equally, multiple learning outcomes required the employment of multiple learning methods
- More than 9 in 10 delegates perceived CME events as suitable, relevant, commercial bias free and practice changing. This is the most promising finding which proves the positive perception of stakeholders towards CMEs. Most of the audience was from the EU (7 in 10 participants); the rest were from other countries (2 in 10), the US (3 in 100), and Canada (1 in 100)



Recommendations

- Develop **core reporting outcomes** when submitting an application. This will allow unified data to be collected and will convert the UEMS database to a research friendly database
- A **Delphi survey on core reporting outcomes** can drive higher quality unified reporting when applying for CME accreditation.
- **Deliver a tutorial on needs assessment** analytical approach in order to improve stakeholders' perception on how an event can cover a set of educational needs.
- UEMS could **disclose a summary of reviewers' feedback after accreditation**, this will allow the stakeholders to improve their activity in future and incorporate their delegates' feedback as well.



Recommendations

- Consider random periodical review of accreditation process and also “on site” audit of accredited events
- Ensure events’ reports are returned back to UEMS, if not CMEs should be withheld from the organising body.
- Introduce “qualitative credits”, i.e. educational quality “stars” which can be a different credit than the CMEs reflecting more towards the educational quality. This can be standardised by an expert committee.

