

Quality Assurance and Dental Education Assessment at the University of Bordeaux

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Introduction

The University of Bordeaux is composed of 12 faculties divided into 3 poles: Medical Sciences, Natural Sciences and Humanities. In 1997, a governmental decree made the distinction between teacher assessment and teaching assessment. This led the university to develop 3 aspects: teacher training, adult education, curricula organization. Teaching assessment has been developed in a quality assurance process composed of 3 steps: establishing a procedure, carrying out the procedure, assessing the evaluation.

Material and Methods

Two types of assessment have been set up: an annual assessment made by students and a quadrennial assessment made by the institution.

Three structures manage the quality assurance in education:

Political Structures:

- President of the University
- Board of directors
- Board of student life
- Board of faculties

Operational Structures:

- Educational commission
- Quadrennial assessment commission

Technical Structure CRAME:

- Centre of Applied Research in Educational Methods

Annual Evaluation:

- Systematic
- Made by a questionnaire given to students
- Each course is assessed according to the following criteria:
 - Relevance of the course
 - Perception of needs
 - Clarity of specific aims and objectives
 - Teaching methods
 - Learning aids
 - Final assessment methods.

Quadrennial Evaluation:

Composition

- Made by the quadrennial assessment commission
- Composed equally of teachers and students
- Teachers
 - of the course assessed
 - peers of other departments of the faculty

- peers of other faculties of the university: medicine, pharmacy, science
- experts in education (CRAME members)
- ± peer of a dental faculty of another university
- Students in equal number:
 - of the course assessed
 - of upper years who have already followed this course
- Chairman:
 - conducted and synthesized the meeting
 - wrote the report.

Aim

- To assess a particular course and teachers
- To reflect on the objectives, organization and results of a course
- To take into account the results of the annual assessments made by students

An example: Faculty of Dentistry

- 6 quadrennial assessments since 1999
- Operative dentistry-endodontics 3rdy, 2ndy, Prosthodontics 3rdy, Anatomy 2ndy, Child health 4thy, Public health 6thy.
- 6 steps:
 - Setting up of the assessment commission
 - Meeting with the head of course and students
 - Observation of the teaching: lecture, laboratory course, seminar...
 - Plenary session of the commission:
 - presentation of the course evaluated
 - presentation of the annual evaluation
 - discussion with all the participants on 3 aspects: needs, aims-objectives, modalities, assessments, learning aids
 - assessment of the evaluation
 - Writing of the report
 - Presentation of the report to the board of the university and propositions

Results

	Total Teachers assessed		Peer Teachers	Students
Number of Participants	81	26	28	27
Relevance of the session	8.5	8.7	8.9	8.0
Clarity of the presentation of the course	8.6	8.7	9.1	7.9
Relevance of the discussion on				
- Objectives	7.5	8.4	7.0	6.9
- Methods	7.9	8.4	8.1	7.2
- Assessment	7.4	8.0	7.1	7.3
Relevance of synthesis	8.0	8.4	8.0	7.6
Assessment: working atmosphere	9.0	9.1	9.4	8.7
Assessment: working conditions	8.6	8.6	9.2	7.9

(grade on 10)

Evaluation of the assessments at the Dental Faculty of Bordeaux since 1999

The first results of these assessments showed that this approach to quality management is judged very positively (8.5/10) and that it improves the perception of the course both by teachers and students. On the basis of these first assessments, curriculum or educational approach changes have been positively evaluated by students of years 2000 and 2001.

Conclusions

These assessments

- were globally well-perceived,
- were a profitable time of exchange of views
- emphasized important educational efforts
- had an educational role for some teachers
- showed the difficulty to define the aims of a course and for students to transfer knowledge between subjects

The establishment of a quality assurance instituted at the University of Bordeaux in dental education made it possible not only to assess the teaching procedures but also the expectations of teachers and students.

This Poster was submitted by Dr. Fabienne Perez.

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