

Benchmarking in Postgraduate Medical Education

Professor Deborah Saltman AM



Why Benchmarking?

- Instruction is becoming more learner-centred, non-linear, and self-directed
 - Constructivist, sociocultural, metacognitive and vocational models
- There is a growing emphasis on academic accountability
 - Accreditation and program approval will be based more on educational outcomes
 - Testing programs will be put in place by discipline organisations, federal and state governments, corporations, and testing companies
- Academic emphasis is shifting from course-completion to competency and performance
 - Shift from “theoretical” and “seat-based time” to “outcomes-based” or “employer-based” competency and performance
- Higher education outsourcing and partnerships are increasing

Benchmarking

- **External component**
 - Systematic process for evaluating the products, services and work of organisations that are recognised as representing practices for the purpose of organisational improvement and marketing
- **Internal component**
 - Internal activities, functions, or operations in order to achieve improvement
- **Competitive component**
 - Continuous search for, and application of, significantly better practices that lead to superior competitive performance
 - Garvin (1993)

Themes and Processes

- **Four themes**

- Careful study of one's own practices
- Thorough search to identify best-practice-organisations
- Systematic site visits and interviews
- Analysis of results, development of recommendations and implementation

- **Five Processes**

- Enabling: identifying internal and external partners
- Consensus building: agreeing upon appropriate benchmarks
- Assessment: competitive analysis
- Outcomes: strategic alliances and benchmarking
- Global benchmarking

Most Commonly Reported Educational Performance Measures

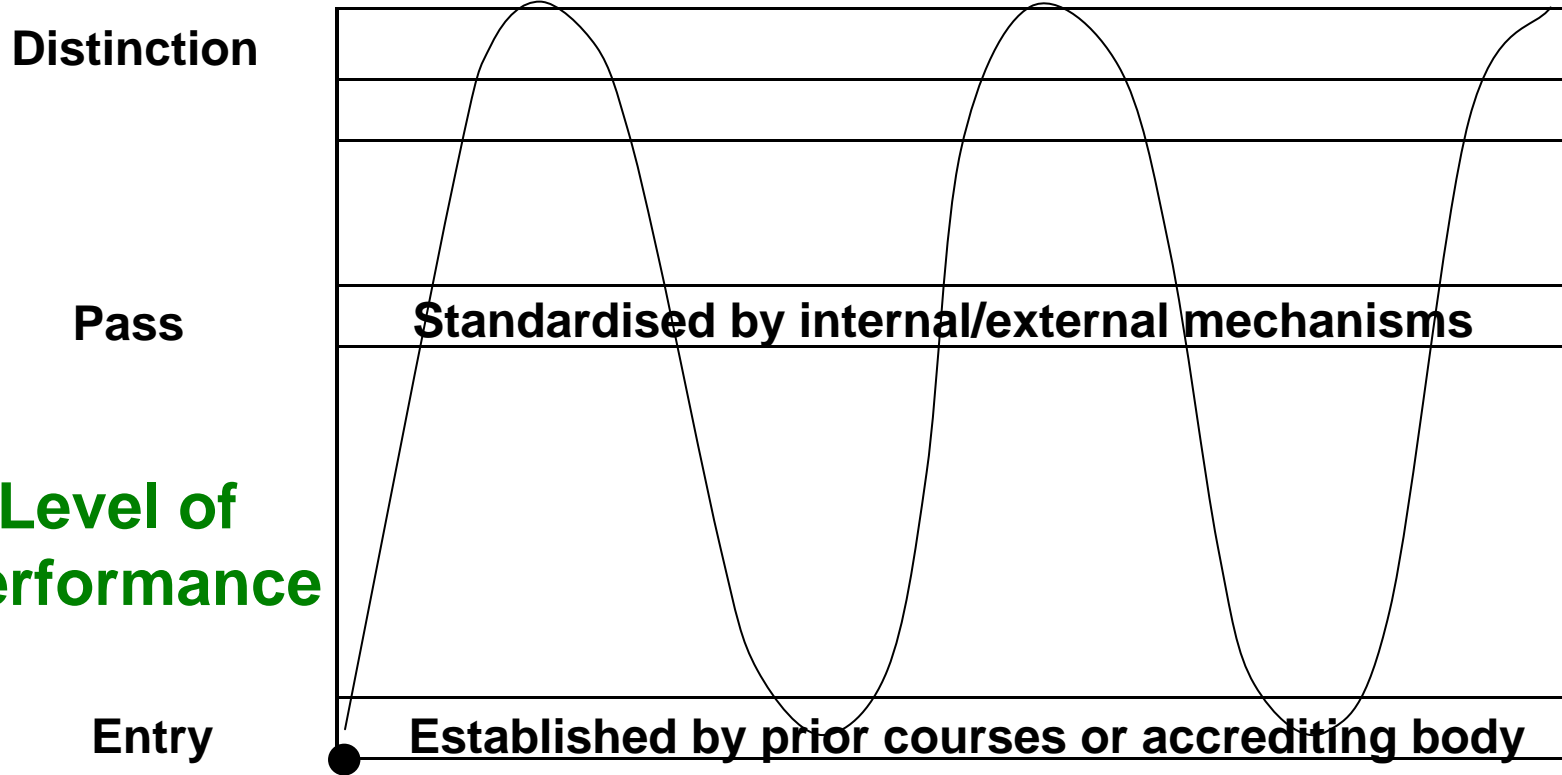
Albright

- Retention or graduation rates
- Program delivery, such as improving access, range, efficiency, expediency, or transferability
- Assessment processes and results
- Workforce development
- Student characteristics
- Student diversity
- Faculty and staff diversity
- Alumni
- Enrolled students
- Employer survey results
- Mission-specific objectives
- Administrative efficiencies
- Accreditation
- Linkages with schooling
- Affordable tuition and fees
- Institutional program review and improvement

Benchmarking vs Continuous Quality Improvement

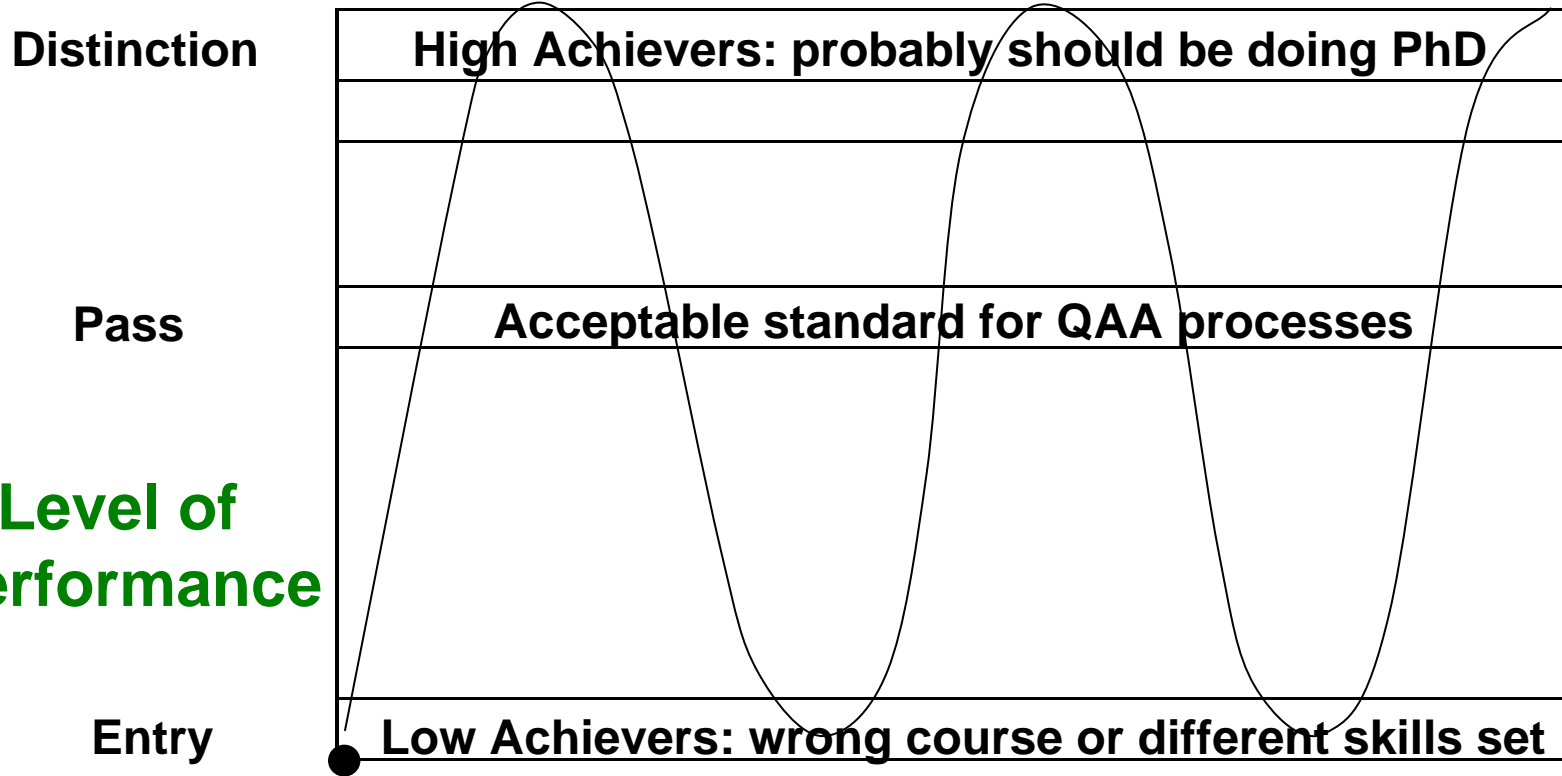
- Benchmarking
 - Tool
 - Within and across organisations without reference to mission
 - Unique measures for discrete domains
 - May or may not be transparent nor transferable
 - Purposive and targetted
 - Comparative
 - Discrete
 - May evolve into local standards
- CQI
 - Reflection of culture
 - Within organisational mission
 - Adopting and adapting standardised measures
 - Usually a transferrable and transparent process
 - Useful for accreditation
 - Continuous, ongoing
 - Global, generic

Educational Benchmarking



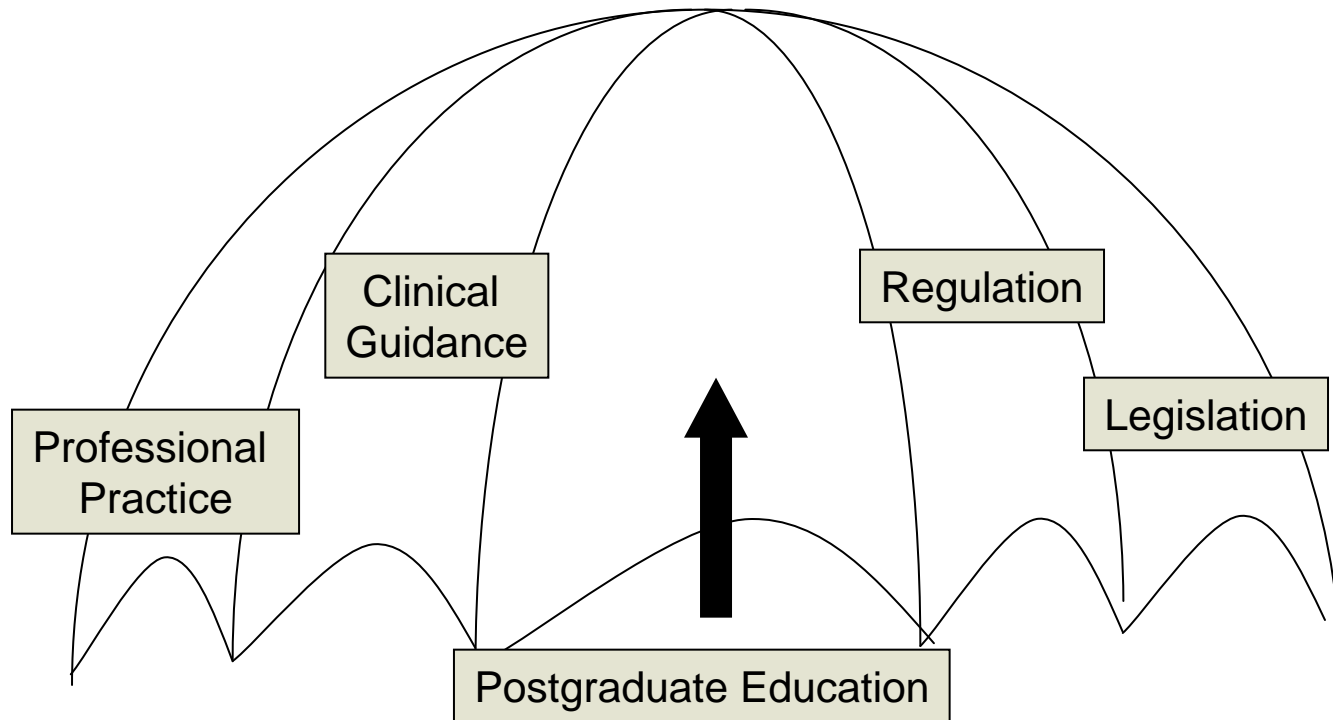
Masters/ Diploma/CPD/CME

Educational Benchmarking



Masters/ Diploma/CPD/CME

Ultimate Objective: To be Consciously Competent



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