

THE ECOSYSTEM OF EVIDENCE

Navigating the future of the ecosystem of evidence

Artificial intelligence and digital transformation in research and healthcare

11th EBHC International Conference
Taormina, 21st – 24th October 2026

#EBHC2026

Co-designing EBHC assessments in a renewed MBChB curriculum

Lessons from a Marathon Workshop

Centre for Evidence Based Health Care

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30th GIMBE 1996-2026 EVIDENCE FOR HEALTH

International Society for Evidence-Based Health Care

Background

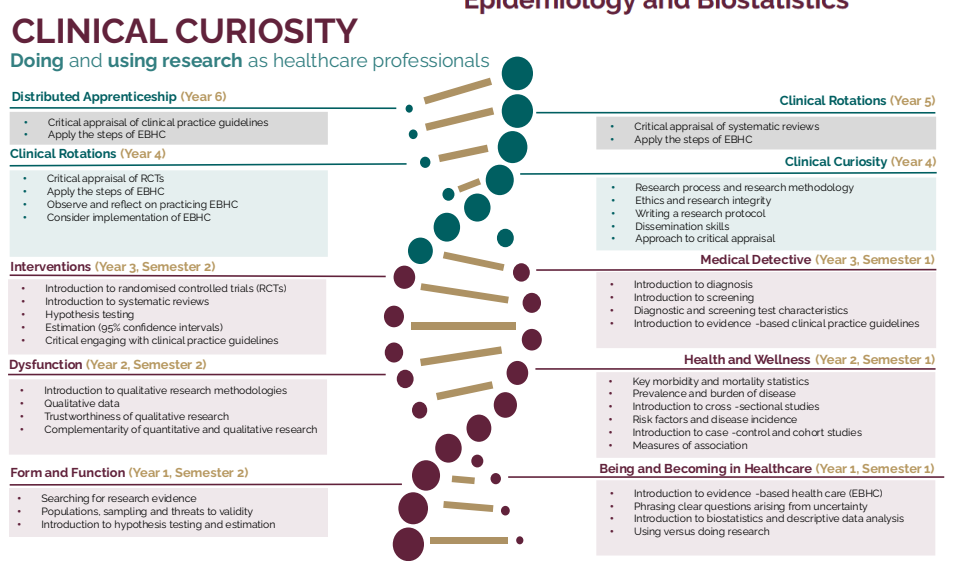
- EBHC teaching and learning within renewed undergraduate medical curriculum since 2022 at Stellenbosch University
- Development of new learning material and authentic assessments
  - Time consuming
  - Requires expertise
- Need to make use of existing resources to create a bank of assessments

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Students Sta

About us

Epidemiology and Biostatistics



PLOS ONE

RESEARCH ARTICLE

What are the effects of teaching Evidence-Based Health Care (EBHC) at different levels of health professions education? An updated overview of systematic reviews

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Aims

Overall aim: To build capacity and co-develop meaningful assessments for undergraduate EBHC learning

Aim of this presentation: to describe the workshop model and approach, explore participant experiences and perceived learning, and share lessons learned

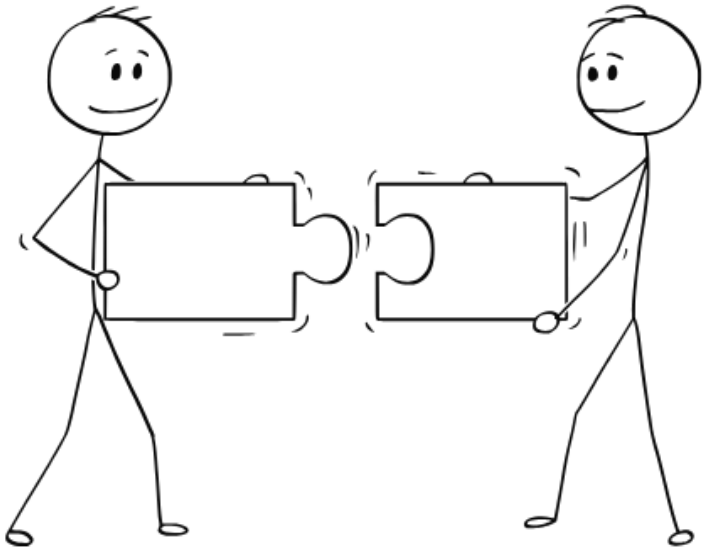
Methods

Format of the Marathon

- A five-day, in-person, intensive workshop
- Interdisciplinary approach:
  Health Professions Education and EBHC teachers
- 1.5 days of focused instruction
- 3.5 days of mentored small-group design to develop EBHC assessments

Expected outputs

- Various assessment artefacts for years 1-6 including rubrics and feedback



Methods

Participants

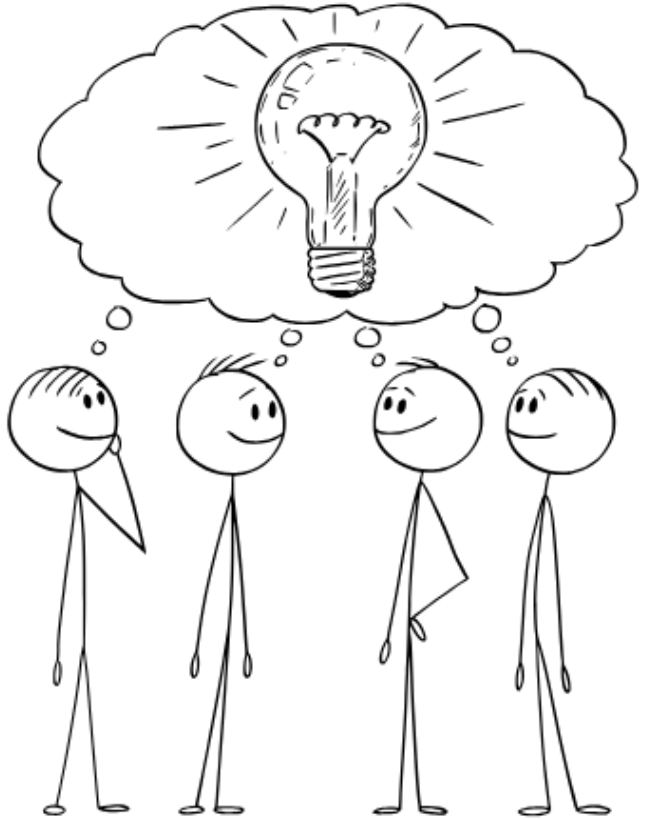
- Clinicians, early career academics, and postgraduate students with a background in Clinical Epidemiology – targeted invitation

Facilitators

- Clinical Curiosity team members (Division of Epi and Biostats) and Faculty members of Department for Health Professions Education

Evaluation

- Feedback from participants, reflections of facilitators



Results: Workshop model

Objectives of the workshop

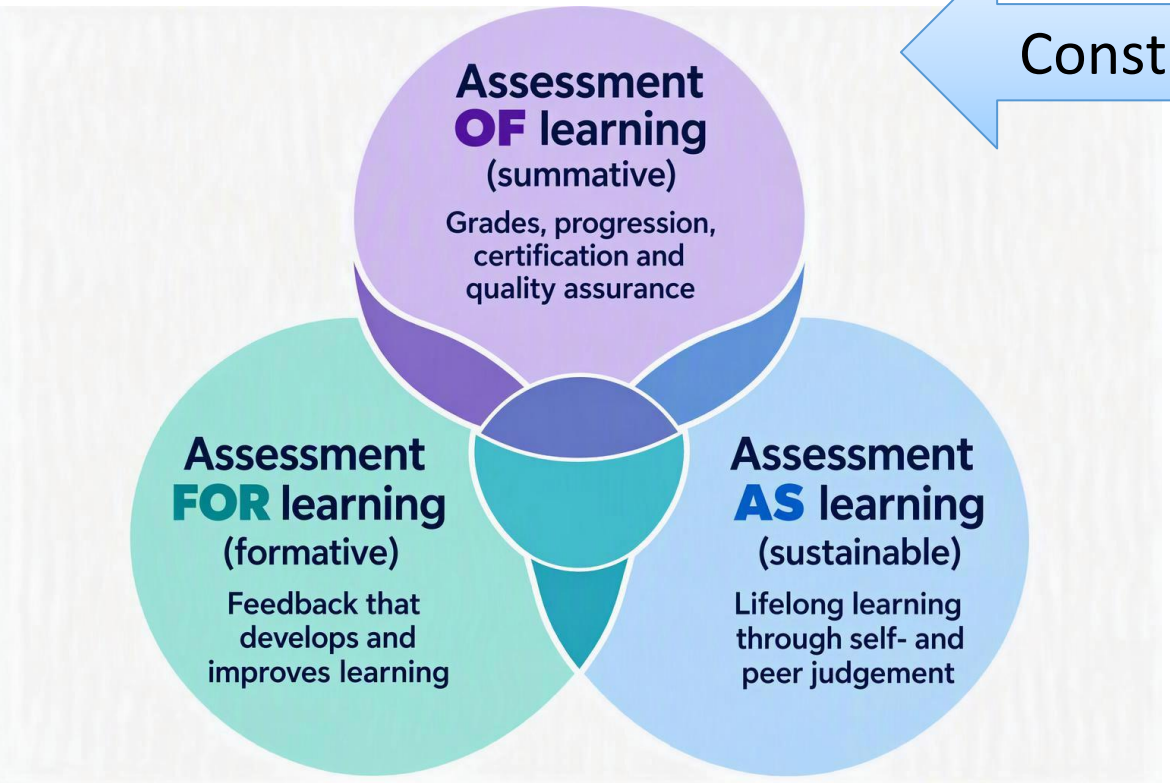
- To provide **an overview of assessment for learning** in health professions education
- To equip participants with the necessary **knowledge and skills to develop assessments** within health professions education
- To provide an overview of **evidence-based health care (EBHC) competencies** expected at undergraduate level
- To **provide guidance for the development of assessments** for EBHC practice and learning

Learning outcomes for participants

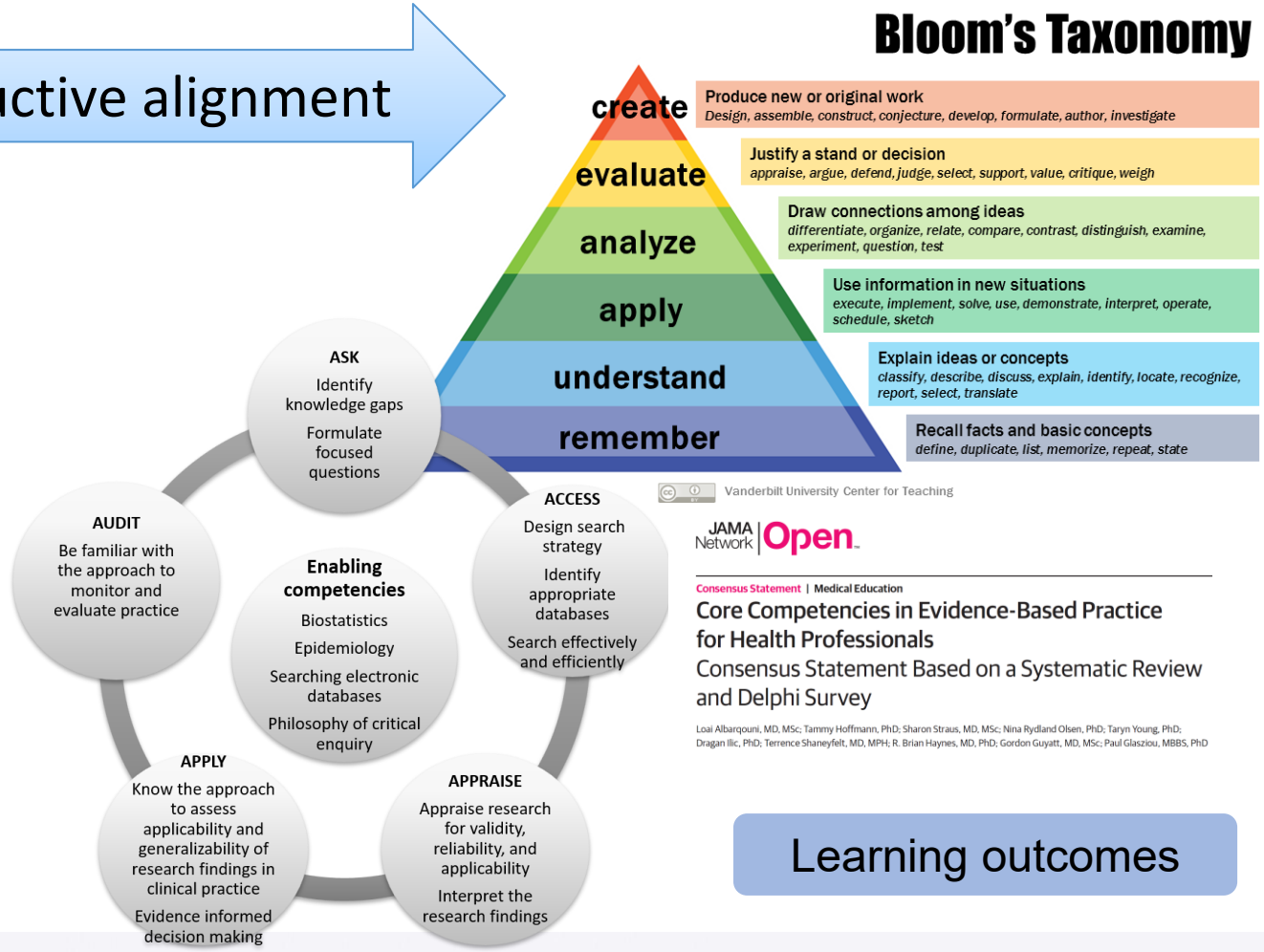
After the workshop, participants should be able to:

- Explain the principles of **sound and meaningful assessment of learning** in health professions education
- **Apply the principles** to a mock-scenario and advise on educational actions
- **Identify the EBHC competencies** for undergraduate medical students
- **Apply assessment principles to develop appropriate written and practical assessments** for undergraduate EBHC learning

Results: EBHC x Health Professions Educatior



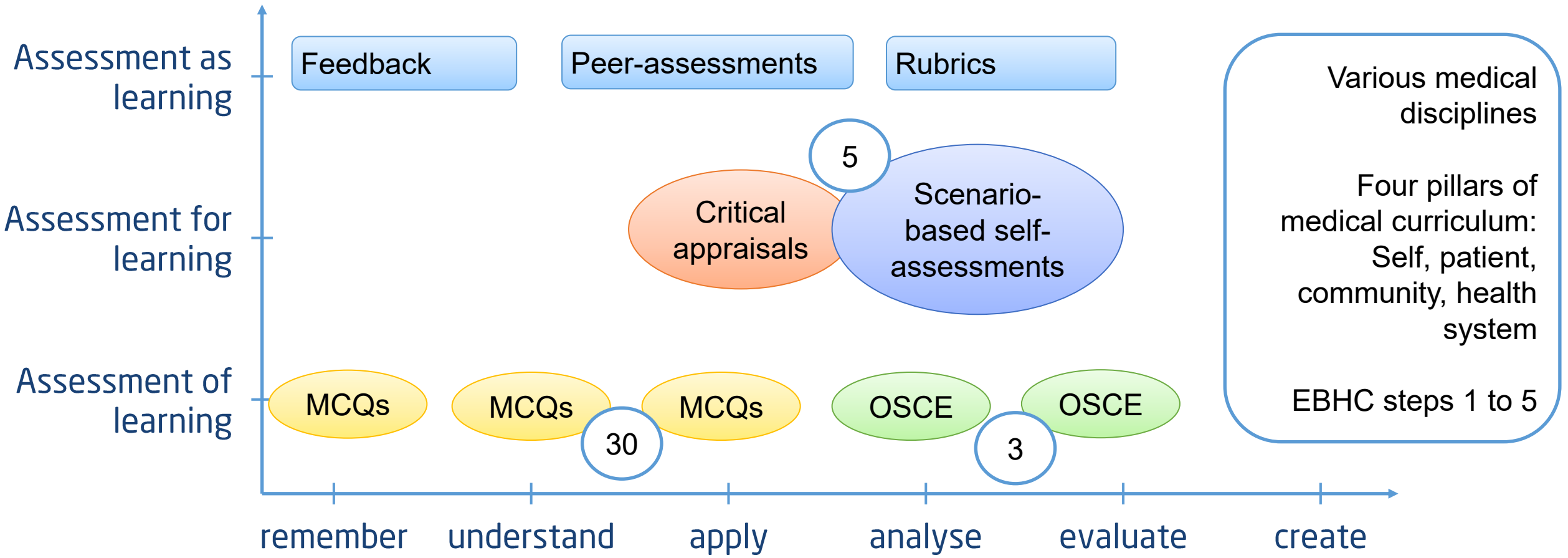
Constructive alignment



Assessments

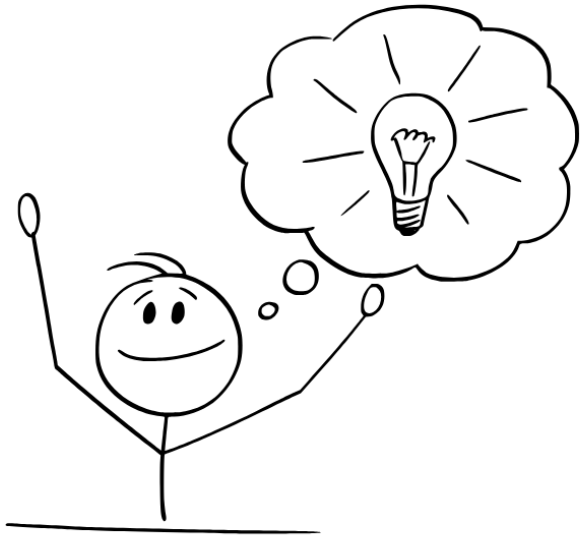
Learning outcomes

Results: Assessment artefac



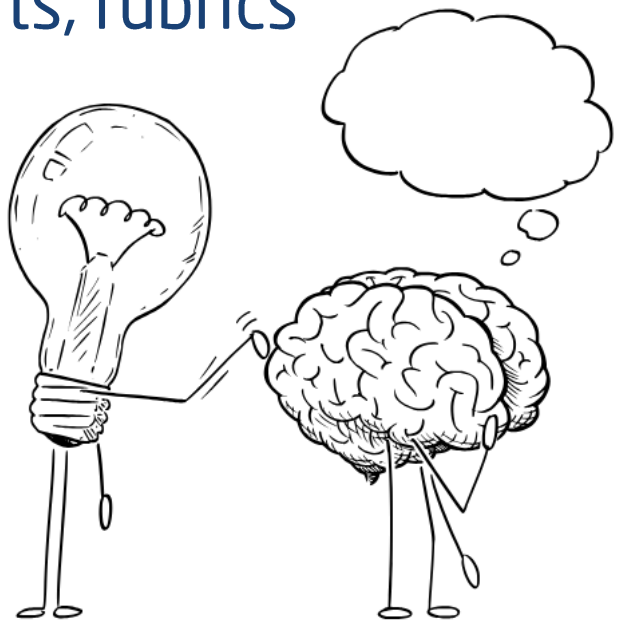
Results: Participant feedback

- Increased confidence in EBHC assessment design
- Better understanding of educational language and principles
- Shift from recall orientated assessment toward more authentic, decision-orientated assessments
- Greater attention to constructive alignment
- Considering feasibility across learning context
- Intense week



Results: Lessons learned

- Interdisciplinary approach works well
- Faculty development requires ongoing collaboration across departments
- Development of feasible and authentic assessments, rubrics and feedback takes time
- Team work and mentorship key
- Opportunity to involve MClinEpi students in future undergraduate EBHC teaching activities
- Many great ideas, but difficult to implement



Limits

- Pilot initiative at single institution
- Self-selected participants
- Evaluation relied on self-reported reflections
- Intense week – cognitive fatigue and time pressure might have shaped participation, perceived productivity, and outputs
- Fewer outputs than anticipated
- Limited follow-up engagement with workshop participants

Conclusions

- Combining expertise of Health Professions Education and EBHC proved invaluable in building capacity and developing authentic assessments.
- The approach of mixing targeted input with hands-on mentored co-design worked well.
- Future iterations of the workshop should strengthen pre-workshop orientation and specify minimum viable outputs.
- Continuous engagement and ongoing collaboration can increase productivity and sustainability.