

CoBaTrICE – Conceptualisation, development and refinement

Competence Based Medical Education (CBME) supports individual learning and development by identifying the performance, knowledge, and skills that are necessary for a successful and safe practice in a profession [1]. The Competence Based training in Intensive Care Medicine (ICM) in Europe (CoBaTrICE) project was funded in 2003 by the European Union (EU) (Leonardo da Vinci project for life learning grant) and implemented in 2004 by the European Society of Intensive Care Medicine (ESICM). [2] CoBaTrICE leaders focused on factors influencing CBME, including the learning environment, the examiners' time and training, as well as the assessment frequency and methods. [3,4] Several countries have endorsed CoBaTrICE principles and methodology since its introduction in Europe and outside Europe. Currently, CoBaTrICE is an international partnership of professional organisations and critical care clinicians working together to harmonise training in Intensive Care Medicine worldwide and to ensure a common standard of clinical competence. Ultimate aims are to improve care of critically ill patients and their families, and to facilitate free movement of specialists in intensive care medicine across frontiers. See also <http://www.cobatrice.org/> .

Workplace-based Assessment (WbA)

CBME stands for a shift in emphasis away from time-based programs, based solely on exposure to experiences such as clinical rotations, in favour of an emphasis on needs-based graduate outcomes, authenticity, and learner-centeredness. This matches adult learning principles and more evolved learning strategies. [5,6]

WbA is a cornerstone of a successful implementation of a CBME program. WbA is not designed to rank the performance of doctors. Rather, assessment is formative, providing feedback on progress, and identifying problems at an early stage to allow corrective action. See also: <http://www.cobatrice.org/Data/ModuleGestionDeContenu/PagesGenerees/en/04-assessment/0A-competence/41.asp>

Educational Portfolio (CoBaFolio)

An educational portfolio is a collection of evidence which, taken together, demonstrates competence and expertise. There are many other aspects of clinical practice and professional development which can be included, such as work-place based assessments, research and audit activities, teaching received or delivered, courses attended, personal reflections, letters from patients and relatives, etc. The portfolio helps monitor progress of trainees' skills development and learning experiences. A portfolio is the trainee's property.

CoBaTrICE, the educational portfolio is termed CoBaFolio. See also:

http://www.cobatrice.org/data/upload/CoBaFolio_template_2006.pdf