

# Breakout discussion session

**Topic 3: How do you **provide education** in your schemes  
- including pre and post analytic EQA?**

**Anne Stavelin (Noklus)**

# Introduction – ISO 17043:2023

- Introduction section: one of the purpose of interlaboratory comparisons is  
*f) **education** of participating laboratories based on the outcomes of such comparisons*
- 6.2.6 The PT provider shall... d) give opinions and interpretations as well as **advice to the participants**
- 7.4.2 Evaluation of performance  
7.4.2.2 Where applicable for the objective of the PT scheme, the PT provider shall provide **expert commentary** on the performance of participants with regard to the following:  
*d) possible sources of error (with reference to outliers or poor performance) and **suggestions for improving performance**;*  
*e) **advice and feedback** to participants as part of the continuous improvement procedures of participants;*

# 1. In your opinion, **what is the role** of the EQA organisers in providing education and guidance to the participants?

EQA providers should play an essential role (24/24)

- EQA organisers should play a **supportive role**, and not to control and punish. Support labs so they feel assured that the results they provide to the patients are trustworthy.
- Advise on method issues, interpretation of EQA results, inform about the discrepancies that we see including those they can ignore.
- Educational commentaries in feedback reports, advices by email and phone, e-learning programs, multiple choice questionnaires for pre and post analytic phases, user symposia/annual meetings,
- Should provide one-to-one guidance
- Important since **ISO 15189 requires EQA participation** from pre to post analysis.

## 2. Do you **adjust your educational strategy** according to the type of participant (lab specialist, technician, academic, secretary, nurse etc.)?

Yes 15 of 24 responders

- Generally, **POCT users** need a lot more support, compared to laboratory staff
- Some targeted education for POC operators
- **Tailored education**, mix of courses, presentations, written information and e-learning

No 9 of 24 responders

- All participants can benefit from the presentations / feedback reports
- Our target audience is lab specialist and IVD industry
- No experience in communication with the other than lab specialists

### 3. Do you include pre and/or post analytical education in your schemes?

Yes 19, No 2, Sometimes 2 (23 responders)

- Some include pre and post analytical aspects as an integrated part of the scheme
- Preanalytical schemes, including POCT (patient identification, blood drawing, etc.)
- EQA for HIL-testing
- Post analytical for genetics schemes
- Case histories

#### 4. How do you **know if it works** - how do you measure the effect of the education/guidance?

23 responders

- Random customer feedback, personal communication
- Satisfaction surveys
- **Yearly evaluation** of the effectiveness of surveys
- Evaluation of EQA performance over time (trends), for each lab and at a national level

#### 4. How do you **know if it works** - how do you measure the effect of the education/guidance?

23 responders

- Evaluation of performance over time for pre- and post-analytical EQA schemes
  - **Not always improvements**
  - High turnover
- Ask questions in which the answers were given in the previous surveys
- Repeat the points that posed problems in previous surveys

## 5. What do you think is the **greatest problem** in providing education and guidance?

22 responders

- Resources, **time consuming** (on both sides), have enough staff
- Personnel turnover
- To reach the right person
- It can never be complete, but some is better than nothing
- Only the engaged personnel attend educational activities/user meetings



## 5. What do you think is the **greatest problem** in providing education and guidance?

22 responders

- To reach all lab's interests because of the multitude of contexts, **different training needs**
- To have consensus of the experts, and international consensus
- Some participants are not receptive to our education and guidance, "they know best", lack of desire to understand complex situations, always someone else's problem
- **Communication**

# Group discussions

1. How can EQA providers **solve the main challenges** in providing help and guidance?
2. What **should the participants expect** in terms of receiving help and guidance from the EQA providers to improve their performance?