Entrustable Professional Activities are core to health care and competent graduates should be trusted to execute these without supervision and were conceptualized for postgraduate training, to operationalize competency-based training and the transition to unsupervised practice. Undergraduate education has developed substantial interest in applying EPAs, but the concept and its application may require adaptation. EPAs for a new undergraduate curriculum at UMC Utrecht were developed in iterative discussions with curriculum developers and clinicians. This presentation discusses critical issues that were considered.

Approach
Based on the US core EPAs for entering residency and other sources, EPAs for undergraduate medical education for a new curriculum at University Medical Center Utrecht -- a six year program with enrolment directly from high school -- were developed in iterative discussions with curriculum developers and clinicians and with input from partners in an international EU-funded project.

Lessons learned
The resulting framework includes EPAs for 3rd, 4th, 5th and 6th year medical students. Critical issues discussed were (a) distinguishing ad-hoc entrustment from summative entrustment, (b) adapted levels of supervision within the coming framework and operationalizing the decrease in level across curricular stages, (c) discipline-specific contributions to general EPAs and (d) varying breadth (e.g. “conducting simple medical procedures” (e.g. taking a smear, venous and capillary blood withdrawal) in year 3, as a nested EPA within “conducting general medical procedures” in year 5 and (e) translation to examination rules.

Significance
Restructuring workplace education in medical school using EPAs before MD certification seems feasible, but requires consideration of a number of critical issues. Take-home message: Implementation of an EPA-based curriculum in undergraduate medical education can benefit from extensive discussion. This is work in progress.

**PRESENTER:** Olle ten Cate

**AUTHORS/INSTITUTIONS:** O. ten Cate, L. Welink, Center for Research and Development of Education, UMC Utrecht, Utrecht, Utrecht, NETHERLANDS|M. van Dijk, UMC Utrecht, Utrecht, NETHERLANDS|