

Quality Accreditation: Graduate vs School Accreditation

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Global minimum essential requirements in medical education

- Presently there are about
 - Six millions physicians worldwide
 - Serving over six billion inhabitants
 - Over 1800 medical schools

International Standards for Medical Education (Institute for Medical Education)

- **Content standards or curriculum standards** describe skills, knowledge, attitudes and values that teachers are supposed to teach and students are expected to learn
- **Assessment or performance standards** define degrees of attainment of content standards and level of competencies in compliance with the professional requirements
- **Process or opportunity-to-learn standards** define the availability of staff and other resources necessary for medical school students to meet the content and performance standards

Trend of Medical Education

- Prepare doctors for the needs and expectations of society
- Cope with the explosion in medical scientific knowledge and technology
- Inculcate physicians' ability for lifelong learning
- Ensure training in the new information technologies
- Adjust medical education to changing conditions in the health care delivery system

Input → Process → Output → Practitioner

Student



Medical school

Output

M.D.
Specialist

License exam
Board exam

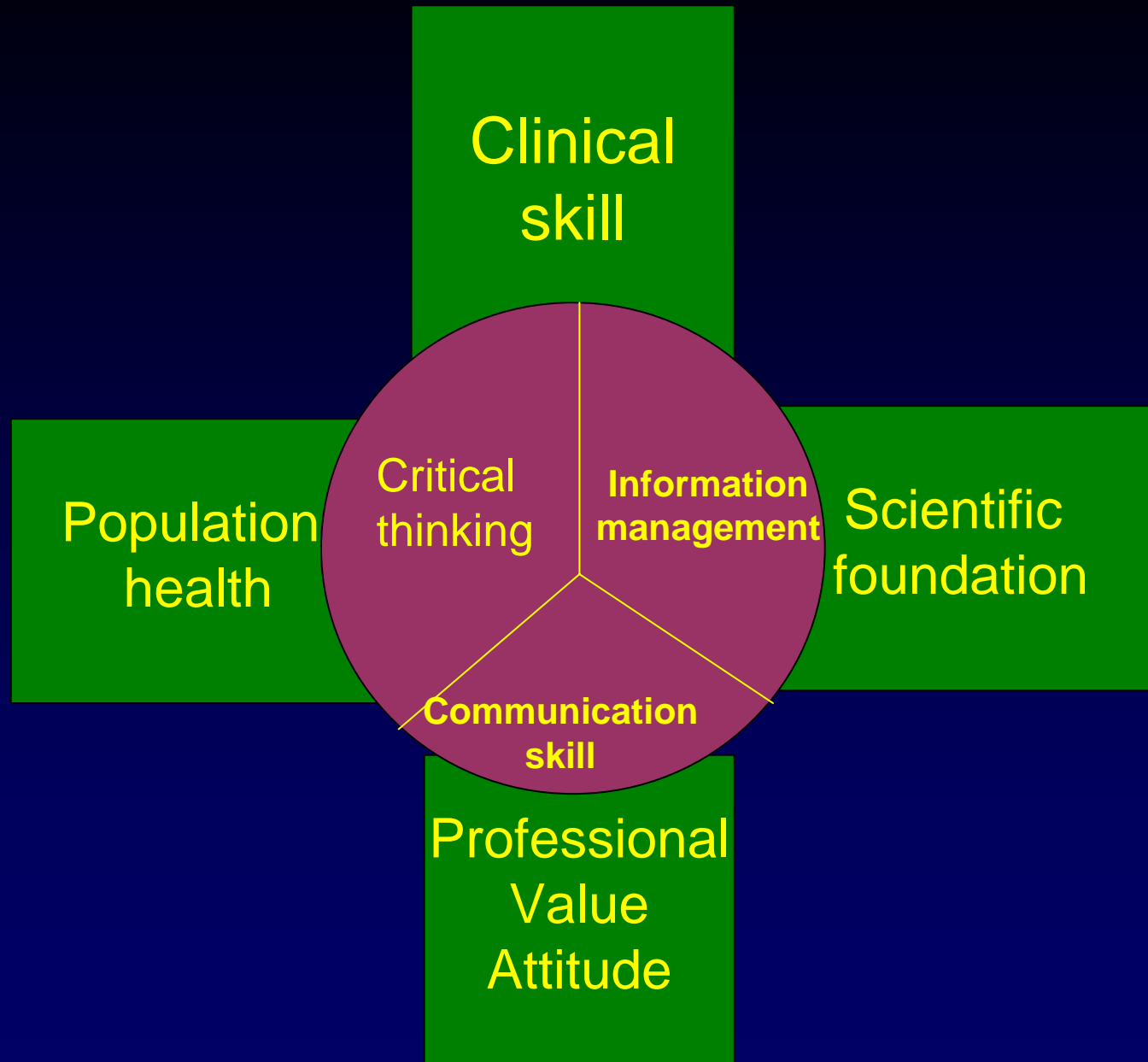
CME
Ethical clearance
Achievement test

Re-registration
Re-licensing
Re-certification

School accreditation

Assessment of doctors who are already in practice

- **Achievement tests** and simulation, including practice under supervision
- **Continuing medical education** and training programs or related achievement test
- **Examine physicians' work process** – e.g. peer reviews of medical records, surveys of co-workers and colleagues about a physician 's communication skills and collaborative practices, portfolios etc.
- **Assessments of the outcomes of doctors' work**, including patient-satisfaction surveys, complaints or malpractice claims, specific markers of patients' outcomes or wellness, data on mortality and morbidity.



Global minimum essential requirements in medical education (IIME)

Minimum requirement for consideration by the Liaison Committee on Medical Education

- Institution setting
- Educational program
- Medical students
- Faculty
- Educational resource

Criteria for new medical school in Thailand

1. Institution setting
2. Faculty
3. Students
4. Curriculum
5. Basic sciences
6. Pre-clinic
7. Clinical part
8. Student supervision
9. Physical facilities e.g. lecture hall
10. Dormitory
11. Information technology and library
12. Administration
13. Financial resource
14. Quality assessment

Use of standard for basic medical education

- Institutional Self-evaluation
- Peer Review
- Combination of institutional Self-evaluation and External Peer Review
- Recognition and Accreditation

Set of Global Standards in Basic Medical Education

1. Mission and Objective
2. Educational program
3. Assessment of students
4. Students
5. Academic staff / Faculty
6. Educational resources
7. Program evaluation
8. Governance and Administration
9. Continuous Renewal

Mission and Objectives

- Statements of mission and objectives
- Participation in formulation of mission and objectives
- Academic autonomy
- Educational outcome

Educational program

- Curriculum models and instructional methods
- Scientific method
- Basic bio-medical sciences
- Behavioral and social sciences and medical ethics
- Clinical sciences and skills
- Curriculum structure, composition and duration
- Program management
- Linkage with medical practice and health care system

Assessment of students

- Assessment methods
- Relation between assessment and learning

Students

- Admission policy and selection
- Student intake
- Student support and counselling
- Student representation

Academic staff / Faculty

- Recruitment policy
- Staff policy and development

Educational resources

- Physical facilities
- Clinical training and resources
- Information technology
- Research
- Educational expertise
- Educational exchanges

Program evaluation

- Mechanisms for program evaluation
- Teacher and student feedback
- Student performance
- Involvement of stakeholders

Governance and administration

- Governance
- Academic leadership
- Educational budget and resource allocation
- Administrative staff and management
- Interaction with health sector

Continuous Renewal

- Adaptation of the mission and objectives
- Modified the required competencies of the graduate students
- Adaptation of the curricular model and instruction methods
- Adjustment of curricular elements and their relationships with new knowledge
- Development of assessment principles and the methods
- Adaptation of student recruitment policy and selection methods
- Adaptation of recruitment and staffing policy
- Updating of educational resources according to changing needs of the medical school
- Refinement of the process of program monitoring and evaluation
- Development of the organizational structure and management principles in order to cope with changing circumstances and needs of the medical school.

An aerial photograph of a city skyline under a blue sky with scattered white clouds. The central focus is a tall, slender skyscraper with a distinctive top section. In the foreground, a building with a green roof and a satellite dish is visible. The word 'AJINOM' is printed in red on the side of a building in the lower-left corner. The rest of the city is filled with various high-rise buildings of different heights and colors.

*Thank you
for
Your Attention*