



Enhancement of the national assessors capabilities

Area One

Mission and outcomes

Hilal Al Saffar



- Consultant cardiologist
- Rapporteur NCAMC
- International advisor for RCP London



World federation for medical
education (WFME)

BASIC MEDICAL EDUCATION (BME)
**WFME GLOBAL STANDARDS FOR QUALITY
IMPROVEMENT**



- In 2011, **WFME** estimated that the global standards had been used by around **50%** of medical schools worldwide.
- The standards are endorsed by the World Health Organization **WHO 2013**, the World Medical Association **2004** and, International association of medical regulatory authorities **IAMRA 2016**.

National standards for accreditation medical colleges in Iraq



Nine areas :

1. Mission and outcomes .
2. Educational program .
3. Assessment of students.
4. Program evaluation.
5. Students .
6. Academic staff/faculty.
7. Educational resources.
8. Governance and administration.
9. Continuous renewal.

Mission and outcomes



Sub areas :

1.1 Mission .

1.2 Institutional autonomy and academic freedom.

1.3 Educational outcome.

1.4 Participation in formulation of mission and outcomes.



Mission statement الرسالة

- *Mission* provides the overarching frame (الاطار الشامل) (to which **all other aspects** of the **educational institution** and its **program** have to be related.

Mission statement would include **general and specific issues** relevant to institutional, national, regional and global policy and needs.

Mission in this document includes the institutions' vision.



1. What is the mission statement?
2. Why it is important?
3. What should include?
4. Who should participate in its development?
5. How we develop the mission statement and when it should be renewed?
6. What are the intended educational objectives/outcomes/competencies.
7. What evidence the medical college should generate to prove compliance with the standards



Mission Statement: should include **very brief mentioning** the followings:

- a. Vision
- b. Aims
- c. Educational strategy
- d. Type of curriculum
- e. Instructional methods
- f. Assessment methods
- g. Curriculum management.
- h. Feedback
- i. Monitoring and evaluation.
- j. Medical research
- k. Global health



What evidence the medical college should generate to prove compliance with the standards?

We have to remember that the evidence generated by the academic institution have three levels:

- a. Present
- b. Applied
- c. Effective



Any evidence will be more impressive if it includes the three levels **which is not necessary to fulfill all three feature.**

- **Documents** (including official administrative orders issued by college council ,dean or vice deans , departments , units etc.and minutes of meetings)
- **Questioner and survey** (faculty, students , administrative staff, graduates ,health sector workers)
- **Direct interview.** (faculty, students , administrative staff, graduates ,health sector workers)

1.1 Mission الرسالة

Basic level sub area 1 must



- **1.1.1 State its mission** اعلان , توضيح الرسالة
- **1.1.2 make it known** to its community and the health sector it serves.
- **1.1.3 outline** the **aims and the educational strategy** resulting in a **medical doctor** :
 - 1.1.3.1 competent at a basic level.
 - 1.1.3.2 with an appropriate foundation for future career in any branch of medicine.
 - 1.1.3.3 capable of undertaking the roles of doctors as defined by the health sector.
 - 1.1.3.4 prepared and ready for postgraduate medical education.
 - 1.1.3.5 committed to life-long learning.
- **1.1.4** consider that the mission encompasses :
 - the health needs of the community
 - the needs of the health care delivery system and other aspects of social accountability.



Quality development level should

Mission encompasses :

- Medical research attainment. تحقيق
- Aspects of global health.

?

What dose it contain?



- a. Vision
- b. Aims
- c. Educational strategy
- d. Type of curriculum
- e. Instructional methods
- f. Assessment methods
- g. Curriculum management.
- h. Feedback
- i. Monitoring and evaluation.
- j. Medical research
- k. Global health

?

Who developed it?
How it was developed?



?

Mission statement



?

Was it renewed?



Example of Mission statement

Vision

The “X” strives to deliver excellent medical education to produce medical graduates who will be well prepared to work in Iraq and elsewhere and be able to undertake postgraduate training.

Description to curriculum

The medical curriculum will be outcome focused where the aim is to produce graduates who are able to fulfil their role as junior doctors ✓ ie local health services and who also possess the generic skills expected of students attending “X” University .

The course will feature increasing opportunities to see patients in the community; a high degree of in ✓ tegration of basic and medical sciences with clinical practice; an emphasis on facilitating student ✓ rning; and an increase in student choice as regards their studies.

The course will be organised on a body system basis with a progressive emphasis on learning around undifferentiated pati ✓ roblems.

Instructional strategy

The approach to learning and teaching will be based on a spine of problem, case and patient-based integrated learning activities complemented by a range of other teaching and learning activities. There will be systematic teaching of some components to ensure competence in key areas.

Students will become progressively more self-directed in their learning, aided by increasing reliance on IT-based and distance learning materials and activities.

Assessments will be closely matched to the defined outcomes.

Students will receive regular feedback on their progress aided by a personal tutor.

The curriculum will be managed centrally by a multidisciplinary team and led by a Dean of Medical Education, dynamically responded to social needs as well as global health.

A monitoring system will be established to evaluate the implementation of the curriculum and to support a process of continuous improvement.

Sub area 2

Institutional autonomy



would include appropriate independence to be able to make decisions about key areas :

- design of curriculum
- assessments
- students admission ,
- staff recruitment/selection
- employment conditions
- research
- resource allocation



1.2 Institutional autonomy and academic freedom

- **Basic standards: Must**
- The medical college **must** have institutional autonomy to :
- formulate and implement policies for which its faculty/academic staff and administration are responsible, especially regarding :
- **design** of the curriculum.
- **use of the allocated resources** necessary for implementation of the curriculum



Quality development level , should :

Ensure academic freedom for its staff and students :

- in addressing the actual curriculum.
- in exploring the use of new research results to illustrate specific subjects without expanding the curriculum.

1.3 Educational outcomes or learning outcomes/competencies



- Refer to statements of **knowledge, skills and attitude** that students demonstrate at the end of a period of learning.
- Educational/learning objectives are often described in terms **of intended outcomes**.
- Outcomes within medicine and medical practice - to be specified by the medical college would include documented knowledge and understanding of :
 - (a) the **basic biomedical sciences**,



- (b) the **behavioral and social sciences**, including public health and population medicine,
- (c) **medical ethics, human rights and medical jurisprudence** relevant to the practice of medicine,
- (d) the **clinical sciences**, including clinical skills with respect to diagnostic procedures, practical procedures, communication skills, treatment and prevention of disease, health promotion, rehabilitation, clinical reasoning and problem solving;
- (e) the ability **to undertake life-long learning** and demonstrate professionalism in connection with the different roles of the doctor, also in relation to the medical profession.



1.3 EDUCATIONAL OUTCOMES

Basic standards: must

1.3.1 **define the intended educational outcomes** that students should exhibit upon graduation in relation to :

- their **achievements at a basic level** regarding knowledge, skills, and attitudes.
 - appropriate **foundation for future career** in any branch of medicine.
 - their future **roles in the health sector**.
 - their **subsequent postgraduate training**.
 - their commitment to and skills in **life-long learning**.
 - the **health needs of the community**, the needs of the health care delivery system and other aspects of social accountability.
-
- 1.3.2 ensure **appropriate student conduct** with respect to fellow students, faculty members, other health care personnel, patients and their relatives.
 - 1.3.3. make the intended educational outcomes publicly known.



Quality development standards: should

- 1.3.4. specify and co-ordinate the **linkage** of acquired outcomes by graduation with acquired outcomes in **postgraduate training**.
- 1.3.5. specify intended outcomes of student **engagement in medical research**.
- 1.3.6. draw attention to **global health** related intended outcomes



1.4 PARTICIPATION IN FORMULATION OF MISSION AND OUTCOMES

Basic standard: must

- Ensure that its **principal stakeholders** participate in formulating the mission and intended educational outcomes.



Quality development standard: should

- 1.4.2. ensure that the formulation of its mission and intended educational outcomes is based also on input from other stakeholders.



Stakeholders

Principal stakeholders would include the :

- Dean, the faculty council, the curriculum committee representatives of staff and students.
- The university leadership and administration.
- Relevant governmental authorities and regulatory bodies.

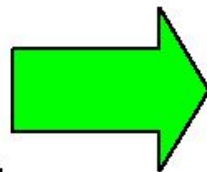
- *Other stakeholders would include :*
- representatives of other health professions, patients, the community and public). representatives of academic and administrative staff, education and health care authorities, professional organizations, medical scientific societies and postgraduate medical educators.

Curriculum Review
Team

Clinical academics
Hospital clinicians
Basic scientists
Behavioural scientists
Population health scientists
Postgraduate tutors
Medical educationalists
Medical students

Met every 10 days for 18 months

Wide consultation



Vision Statement

For the entire curriculum

Relevant points

- Mission statement copied from others
- Failure to show its formulation and development
- Mixing institutional outcomes with academic program intended outcomes
- Failure to document the participation of principle stakeholders as well as other stakeholders

