



# GUIDE FOR ACCREDITATION ASSESSMENT OF SPECIALTY MEDICAL EDUCATION PROGRAMMES



*Document no: MMDC/DOC/2021/02- v01*

**MALDIVIES MEDICAL AND DENTAL COUNCIL**

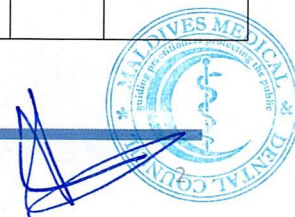
**Endorsed Date: 12/10/2021**



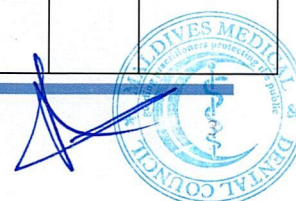
## INTRODUCTION

The purpose of this document is to provide a framework for the assessment of accreditation of specialty medical education programme as stipulated in the MMDC standards for specialty medical education (document ref no. *MMDC/DOC/2021/03- v01*). The target audience includes Accreditation Teams and medical education providers of specialty education programmes.

ASSESSMENT QUESTIONS  (In reference to the MMDC standards on specialty medical education programme)	METHODS OF VERIFICATION  Medical education provider must provide the documentation and facilitate site visits	MEETS CRITERIA  Yes/No. Remarks (e.g., document reference, observations form site visit)		
<b>STANDARD 1: PROGRAMME OBJECTIVES AND LEARNING OUTCOMES</b>		YES	NO	Remarks
1.1 Are goals and objectives specified and made in consultation with stakeholders?	Stakeholder endorsement statement (professional body, higher education institute)			
1.2 Does the programme addresses the health of the people of Maldives and relate to the health care needs of the population?	Medical education programme/course guide; Specified in the curriculum			
1.3 Does the programme specify competencies relevant to the specialist graduate learning outcomes in:  - specialist medical knowledge - communication - scholarship, attitudes and commitment to lifelong learning - professionalism - leadership & community engagement	Curriculum			
1.4 Does the programme include comparable educational experiences and equivalent methods of assessment for the specialty?	Specified in the curriculum; Site visits			



1.5 Is the specialist graduate learning outcomes made in consultation with the fraternity of the particular specialty?	Stakeholder endorsement statement (professional body, higher education institute)			
1.6 Has the programme been subject to internal review and updates based on the programme evaluation every three years?	Self-study/internal review report			
<b>STANDARD 2: EDUCATIONAL PROGRAMME AND PRINCIPLES</b>				
2.1 Is the name of the specialty medical education programme is appropriate, acceptable and reflective of the objectives of the course?	Specialty medical education programme/course guide			
2.2 Is the mode and framework of the course of study (internal, twinning, external or franchise) outlined?	Specialty medical education programme/course guide			
2.2.1 Are external sites consistent with parent school's programme and comply with the requirements in the relevant sections of the accreditation standards?	Specialty medical education programme/course guide/ Site Visit			
2.3 Duration				
2.3.1 Is the programme of sufficient duration, scheduled sequentially to ensure that the defined specialist graduate outcomes	curriculum; total duration and duration (hrs.) for each clinical component and research.			
2.3.2 Does the programme duration meets the minimum period as stipulated in the MMDC guidelines for additional registration in the relevant specialty	curriculum; criteria of MMDC registration guideline.			
2.4 Curriculum				
2.4.1 Does the curriculum specifies the intended competencies of the specialty and competencies in the areas of research, scholarship and technology relevant to the specialty	curriculum;			



2.4.2 Is the curriculum committee formed as the authority for planning and implementing the curriculum	Specialty medical education programme/course guide			
2.4.3 Is the curriculum trainee-centered, integrated within and between basic medical sciences, clinical subjects and medical research methods and should describe the content, extent and sequencing of courses, with specific learning outcomes or objectives for each year.	curriculum: Subjects, content, sequencing, research and learning objectives for each year			
2.4.4 Is the programme is structured using a wide range of curriculum models, such as system-based, case-based and discipline-based learning to provide balanced and varied learning opportunities	curriculum; mode and range of teaching and learning methods/ site visit			
2.4.5 Does the curriculum include the scientific foundations of medicine including production of a thesis	curriculum;/ trainee thesis			
2.4.6 Does the curriculum contain relevant communication, clinical, diagnostic, management and procedural skills to enable graduates to assume independent responsibility for evidence-based and safe patient care	curriculum; specific competencies and skills for communication, and clinical care/site visit			
2.4.7 Does the curriculum prepare graduates to protect and advance the health for their roles as medical experts in their specialty, scholars, professionals and leaders	curriculum; competencies for scholarship and leadership and community engagement			
2.4.8 Does the curriculum include both horizontal and vertical integration of curricular components that links biomedical, clinical, behavioral, social and physical sciences, hence enabling trainees to link theory with practice	curriculum; vertical and horizontal integration			



2.4.9 Does the behavioral, social sciences component designed specifically to the understanding of health, disease, trauma diagnostic and treatment interventions relevant to the specialty practice	curriculum; social competencies			
2.4.10 Does the curriculum ensure that the trainees acquire sufficient knowledge and clinical and professional skills to assume responsibility for independent practice after graduation on real patients in outpatient, emergency and inpatient settings as the trainee progresses through the course	curriculum; sequencing, minimum contact hours for each component of clinical practice/site visit			
2.4.11 Does the curriculum enable trainees to understand the laws and regulation pertaining to medical practice, national reporting requirements, health system in the Maldives, health policies, national programmes and initiatives	curriculum; laws, medical ethics, standards programmes			
<b>STANDARD 3: ASSESSMENT OF LEARNING OUTCOMES</b>				
3.1 Are principles and methods for the evaluation of student achievement established?	curriculum; methods of assessment for different competencies;			
3.2 Are guidelines established for making decisions regarding progression and graduation including the criteria for setting pass marks and number of allowed resists?	curriculum; progression and graduation criteria;			
3.3 Does the assessment scheme for the education programme match with the methods of learning, the graduate outcomes and clearly identify the learning objectives and/or competency being assessed	curriculum; methods of learning and methods of assessment for different competencies;			



3.4 Are the assessments conducted at appropriate points during the course, using a range of assessment formats	curriculum; time table; formative and summative assessments			
3.5 Is there a mechanism for systematic observation of performance, attitudes and professional behavior throughout the specialty medical programme	Specialty medical education programme/course guide			
3.6 Are there a variety of methodologies, applied according to what is being assessed -Are written exercises (e.g., multiple choice, short answer and essay questions, academic articles, literature reviews) - faculty assessments (e.g., oral exams, viva voces; OSCE) - simulation exercises – OSCE and technology-based simulations - Peer and self-assessments (log books, case reports) - Observation and work-based assessment in the real clinical environment (e.g., clinical evaluation exercise, procedural skills, technology and instrument use) - Thesis (research report, thesis defense)	curriculum; assessment methods for different competencies			
3.7 Are their guidelines to ensure assessment methods should be conducted in a fair, valid and reliable manner	Specialty medical education programme/course guide			
3.8 Are processes in place for timely identification of underperforming trainees with a feedback mechanism on their performance and implementing remediation?	Specialty medical education programme/course guide			




3.9 Is there a procedure for close faculty supervision of the learning experience of each trainee at the appropriate level of graded clinical responsibility	Specialty medical education programme/course guide			
3.10 Examination				
3.10.1 Does the examination regulations that include the assessment methods, procedures of assessment, eligibility for examinations, marking and grading system, criteria for remediation, advancement, graduation and disciplinary action must be stated clearly and made known to the trainees and faculty	Examination regulations of the specialty education programme			
3.10.2 Are the examination regulations made known to the students and faculty?	education provider circulars/ website/site visit			
3.10.3 is there a procedure for calibrations and standardization amongst examiners	Examination regulations of the specialty education programme; site visit			
3.10.4 Are examiners selected appropriately amongst registered actively practicing specialist with experience in medical education and trained in assessment regulations?	List of examiners/practice and training records			
3.10.5 Are external examiners selected for major examinations, who are registered and practicing specialists involved in medical education of the specialty in a medical education programme recognized by MMDC	List of external examiners/practice, teaching and training records			
3.10.6 Is there a system of appeal of assessment results and examination oversight mechanism?	Examination regulations of the specialty education programme			




3.10.7 Is there a fair and relatively formal process for the faculty or administration to follow when taking any action that adversely affects the status of the trainees	Examination regulations of the specialty education programme			
3.11 Student academic records 3.11.1 Are Student records kept confidential and made available only to members of the faculty and administration with a need to know?	specialty education programme/course guide; site visit			
3.11.2 Is the trainee's academic record available for review by the trainee and process to challenge accuracy in place?	specialty education programme/course guide; appeal process			
3.12 geographically separate teaching sites 3.12.1 Are the methods of teaching and assessment must be equivalent across all the instructional sites, with a single standard for promotion and graduation	specialty education programme/course guide; MOU between parent school and alternate teaching site; site visit			
3.12.2 Does the principal academic officer have the authority to conduct and maintain quality of the educational experience and assessments across all instructional sites	specialty education programme/course guide; Scope of the principal academic officer; internal review reports; site visit			
3.13 Assessment quality 3.13.1 Are there a process to review the assessment and examination process and outcomes continuous quality control	Documents on Process for Internal review of assessments and examination; review reports including examiner feedback			
3.13.2 Is there a mechanism to review examination regulations, policies and practices such as standard setting, psychometric data, quality of data, and attrition rates	Documents on Process for review of examination regulation; review reports including data			






3.13.3 Is there a process for quality control of the assessment practices, processes and standards is consistent across all its teaching sites	Documents on process for quality assurance across instructional sites; site visits			
<b>STANDARD 4: TRAINEES</b>				
4.1 Selection	Specialty education programme/course guide; Selection committee membership and ToR			
4.1.1 Is there a committee for the selection of the trainees?				
4.1.2 Does selection process address issues or reliability, validity and fairness of the selection process?	specialty education programme/course guide; selection process and criteria document			
4.1.3 Are criteria and procedures for student selection stated clearly, including affirmative actions in favor of disadvantaged groups?	specialty education programme/course guide; selection process and criteria document			
4.1.4 Is the selection process available to the applicants?	Education provider website/ notice board; student feedback			
4.1.5 Does the selection criteria ensures knowledge/experience and existing license form MMDC for medical practice?	specialty education programme/course guide; selection process and criteria document			
4.1.6 Does the entry criteria include personal qualities and emotional stability, as well as policies and practices that address gender, racial, cultural and economic diversity of its trainees	specialty education programme/course guide; selection process and criteria document			
4.2 Class size				
4.2.1 Are the number of students to be admitted determined by the teaching learning resources of the school (including faculty) and patient load in the specialty at the teaching hospital or clinical setting?	specialty education programme/course guide; selection process and criteria document			



4.2.2 Does the criteria for determining class size consider the need to share resources to educate undergraduate medical trainees within the teaching hospital? Does the class size allow for a minimum of 1:5 patients?	Selection process and criteria document; data on number of students undergoing medical training at the teaching hospital; Internal review report of daily inpatient census data from hospital; site visit			
4.2.3 Does the intake exceed 4 trainees per year?	specialty education programme/course guide; selection process and criteria document			
4.3 Trainee support				
4.3.1 Are student support academic advisory services to address students' financial, social, cultural, personal, physical and mental health needs?	specialty education programme/course guide; Student support services the instructional sites.			
4.3.2 Are student support services available including counselling, to address students' mental health needs?	specialty education programme/course guide; student support services the instructional sites. medical education provider and at the instructional sites.			
4.3.3 Are academic advisors assigned to for progress evaluation that enables trainees with academic difficulties to be detected early enough for remediation	specialty education programme/course guide; student support services the instructional sites.			
4.3.4 Is there a procedure for providing preventive and therapeutic health services including appropriate immunization to trainees	specialty education programme/course guide student support services the instructional sites.			
4.3.5 Are their procedures for dealing with trainees' exposure to infectious and environmental hazards at teaching hospital and clinical sites?	Stated in specialty education programme/course guide; Stated in student support services the instructional sites/hospital health and safety protocol			



4.4 Professionalism and Fitness to Practice				
4.4.1 Are health assessment conducted for trainees and management process in place for trainees with impairments raises concerns about their fitness to practice the scope of the specific specialty	specialty education programme/course guide; student support services the instructional sites/hospital health and safety protocol; selection criteria			
4.4.2 Are policies and procedures in place for identifying and supporting trainees whose professional behavior raises concerns about their fitness to practice medicine or ability to interact with patients	specialty education programme/course guide; student support services the instructional sites/hospital health and safety protocol			
4.4.3 Is there a process for trainees to declare any criminal convictions, investigations for alleged criminal activity and that may impact on their future practice scope of the specialty?	specialty education programme/course guide; student support services the instructional sites/hospital health and safety protocol; trainee declarations			
4.5 Is their opportunity for trainees to be represented at governance of and evaluation of the medical education programmes	Specialty medical education programme/course guide; Evaluation committee structure/membership			
4.6 What is the policy and process to ensure fair and equitable policies for the refund of tuition, fees and other allowable payments	Specialty medical education programme/course guide; Fees and refund policies			
4.7 Trainee amenities				
4.7.1 Are their study space, lounge areas, information communication technology (ICT) connections that trainees can use at the teaching hospital and clinical sites	Site map; site visit			
4.7.2 Is there a system that enables security and safety for its trainees	Specialty medical education programme/course guide; health			



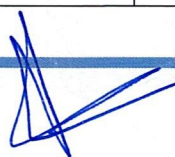
including safety from discrimination and gender-based violence?	and safety policy at instructional sites; site visit			
4.8 Transfer trainees				
4.8.1 Is there a process to accept transfer students including assessment of teaching resources and verification of skills and the credentials of such trainees	Specialty medical education programme/course guide; selection criteria			
4.8.2 Is there a clear policy that transfer students can be taken only within the first 18 months?	Specialty medical education programme/course guide; selection criteria			
<b>STANDARD 5: ACADEMIC STAFF/FACULTY</b>				
5.1 Does the policy on selection of faculty ensure appropriate mix of specialists with field experience, teaching and research experience	Specialty medical education programme/course guide; faculty appointment policy and process			
5.2 Does the faculty have capability, reserved teaching time and continued commitment to effective teaching	Specialty medical education programme/course guide; faculty appointment policy and process; Faculty duty roster; programme time table			
5.3 Are the faculty trained so that they understand and deliver the objectives of the educational programme according to the curriculum and provide the basis for evaluating the effectiveness of the educational programme in order to achieve the defined competencies of the graduates	Specialty medical education programme/course guide; faculty appointment policy and process; training records of the faculty			
5.4 Does the full-time equivalent (6 hours per day) faculty account for more than 50% of total faculty	Specialty medical education programme/course guide; faculty appointment policy; List of faculties by FTE; contracts and paid hours for teaching the specialty programme; site visit			




5.5 Is there a programme for professional development of faculty in teaching methods, scholarly activities, student support and appraisal	Specialty medical education programme/course guide; training plan;			
5.6 Does all specialty faculty have registration and valid practicing license at MMDC?	Specialty medical education programme/course guide; faculty appointment policy List of faculties with details of MMDC registration and license			
5.7 Staff-trainee ratio 5.7.1 Is the policy on staff/ trainee ratio based on the activities undertaken that does not compromise trainee contact hours within the period of training?	Student enrolment and faculty register at the instructional site; time table; roster/workload of faculty and trainees			
5.7.2 Are these ratio and group size-maintained teaching hospital and clinical sites? - Overall clinical faculty/ trainee ratio 1:2 - Tutorials group size: 8 trainees per group - Problem-based sessions, Clinical teaching in hospital setting: group size not exceeding 4 trainees per group	Time table; roster/workload of faculty and trainees			
5.8 Management of faculty academic staff 5.8.1 Is their clear policies for selection and appointment, renewal of appointment, promotion, and dismissal of members of the faculty, including the Principal Academic Officer	policies and processes for faculty selection, appraisal and promotions policy and process			
5.8.2 Is there a principal academic officer for the specialty is responsible for the overall conduct and organization of the specified specialty medical education programme and implementation of the curriculum	Record of appointment of PAO, TOR and authorities of the PAO			




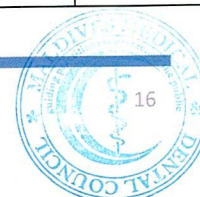

5.8.3 Does the appointed faculty have a clear definition of the terms of appointment, responsibilities, minimum teaching hours, line of communication, privileges and benefits	Faculty contracts/job descriptions			
5.8.4 Is there a process of regular scheduled appraisal and feedback of faculty, including feedback from trainees, on their performance.	Specified policies and processes for faculty selection, appraisal and promotions policy and process			
5.8.5 Are their opportunities for CPD to enhance faculty members' skills and leadership abilities in teaching, research and service	Records of training, research publications, seminars			
5.8.6 Is there a mechanism to check the time and commitments of faculty members who have multiple academic responsibilities in several educational programmes and clinical responsibilities, so as to ensure the programme has adequate resources	Internal review report of faculty workload in terms of teaching, clinical services and research			
5.8.6 Are their guidelines and policies to deal with circumstances in which the private interests of its faculty or staff (e.g., private practice) may conflict with their teaching responsibilities	policies and processes for faculty selection, appraisal and promotions policy and process			
5.8.7 Are their health and safety policies that address to prevent faculty exposure to infectious and environmental hazards and appropriate immunizations and prophylaxis for faculty	Health and safety policies at instructional sites.			
5.9 Eligibility criteria for faculty				
5.9.1 Does all clinical teaching faculty specialty qualification registered at MMDC and hold a valid license to practice.	Specialty teaching faculty list with MMDC registration number and license			




5.9.2 Are basic medical sciences taught by academic staff with a postgraduate degree in the particular basic science subject or are suitably qualified in the basic science are with related qualification?	Specialty programme teaching faculty list with qualifications and MMDC registration (if required)			
5.9.3 Are their tutors assigned from final year of specialty programme?	Duty roster and responsibility of final year residents			
5.9.4 Are their Professor Emeritus/ Visiting Faculty holding posts in other Universities? Are their terms specified?	List of visiting faculties affiliated with the specialty programme with details of the host University and education programme			
5.9.5 Are visiting faculty excluded in the student faculty ratio?	Specialty programme teaching faculty list			
<b>STANDARD 6: THE LEARNING ENVIRONMENT (FACILITIES AND RESOURCES)</b>				
6.1 Does the medical education provider have financial resources and management plan to obtain and manage material and human resources, both administrative and technical environment for imparting quality specialty medical education	Approved resource allocation from the University Senate/Council for the obtaining faculty and resources			
6.2 Physical facilities 6.2.1 Does the students have access to a wide range of physical facilities including hospital with specialty department and medical materials and devices required for the specialty programme and conduct of research.	Signed agreements of medical education provider with teaching hospital that is approved by MMDC as a teaching site to conduct the specialty medical education programme			
6.2.2 Has the medical education provider verified if there are the physical facilities at the teaching hospital including offices for faculty and administration, tutorial rooms,	Internal review report of the medical education provider, Site visit			




library and information technology services?				
6.2.3 Has the medical education provider verified if teaching hospital have facilities (materials and equipment), and teaching aids to impart required clinical skills to the trainees.	Internal review report of the medical education provider, Site visit			
6.2.4 Has the medical education provider verified if the medical school and teaching hospitals have facilities materials and devices for conducting research	Internal review report of the medical education provider, Site visit			
6.3. Clinical facilities 6.3.1 Is the designated specialty department located at a teaching hospital approved by MMDC for the specialty medical education programme	MMDC approval document			
6.3.2 (If the teaching hospital is an affiliate to the medical school), Is there a written agreement which defines clearly the responsibilities of each party in the areas of teaching, research and patient care including details of persons that will be accountable for these responsibilities	Agreement between medical school and teaching hospital			
6.3.3 (If there is a teaching hospital/clinical site is geographically separated from the medical school), Are there communication linkages through internet, tele-conferencing that allows for teaching and learning experiences	Site visit observation. Written protocols on online modes of clinical instruction.			
6.3.4 Has the medical education provider ensured that the teaching hospital have adequate resources to provide clinical instruction through the full spectrum of preventive,	Internal review report of the medical education provider. Site visit observation to specialty department – services, facilities			



treatment, and rehabilitative interventions in that specialty				
6.3.5 Has the medical education provider ensured that the teaching hospital provide sufficient patient contact, appropriate to achieve the specialist graduate outcomes of the programme	Internal review report of the medical education provider. Site visit observation to specialty department, patient load and per student patient rations in outpatient and inpatient areas			
6.3.6 Does the teaching hospital have materials and procedures for ethical conduct research primary and secondary data collection.	Ethical Review policies and procedure documents; past research approval records			
6.3.7 Does the programme have provision to provide trainees experiences in special care institutions such as homes and shelter for children, the elderly, prisons, drug rehabilitation centers and home-based care (as relevant to the specialty)	Curriculum, rotation, duty roster			
6.4 Teaching hospital				
6.4.1 Does the teaching hospital have a clear policy and standards for conduct of the specialty medical education programme including the use of resources for providing a scholarly environment	Documents on hospital teaching policy and standards			
6.4.2 Does the teaching hospital have a named programme coordinator/supervisor with the authority and responsibility for the oversight and administration of the medical education programme	Hospital medical education programme coordinator and his/her ToR/job description			
6.4.3 Are the Principal Academic Officer for the specialty programme and the Programme coordinator/supervisor at the teaching hospital familiar with the protocols and procedures for effective	Site visit – discussion with PAO/ and Hospital medical education programme coordinator			



communication and collaboration between the				
6.4.4 Does the teaching hospital have written policies and procedures in place for teaching faculty and trainees, to guide their roles, responsibilities in the teaching hospital including development of duty roster, addressing trainee grievances and disciplinary action	hospital teaching policy and standards; Hospital guidelines for teaching faculty and trainees.			
6.4.5 Does the teaching hospital have facilities, equipment and materials the trainees need conduct research for their thesis including access to secondary data primary data collection from patients and ethics approval	Hospital guideline for use of facilities, information and patients for trainee research. Hospital ethical review guideline.			
6.4.6 Does the teaching hospital have an internal process to assess the hospital's performance and quality in medical education, and plans for international accreditation as a medical education institution	Hospital protocol for internal review of teaching quality.			
6.4.7 Does the teaching hospital have a Continuing Professional Education Programme that is the clinical faculty and trainees can access?	Hospital protocol for CPD of clinical faculty and trainees.			
6.4.8 Has the clinical faculty received training in medical teaching methods and principles of effective education?	Records of trainings completed by teaching faculty.			
6.4.9 Does teaching hospital have adequate resources in terms of patients, diagnostic and treatment capabilities and equipment to meet the requirements	Hospital internal review report on teaching resources for the programme.			
6.4.10 Are there at least 20 beds allocated for the specialty at the teaching hospital?	Hospital statistics disaggregated by specialty – beds by specialty and bed occupancy for 3 years.			



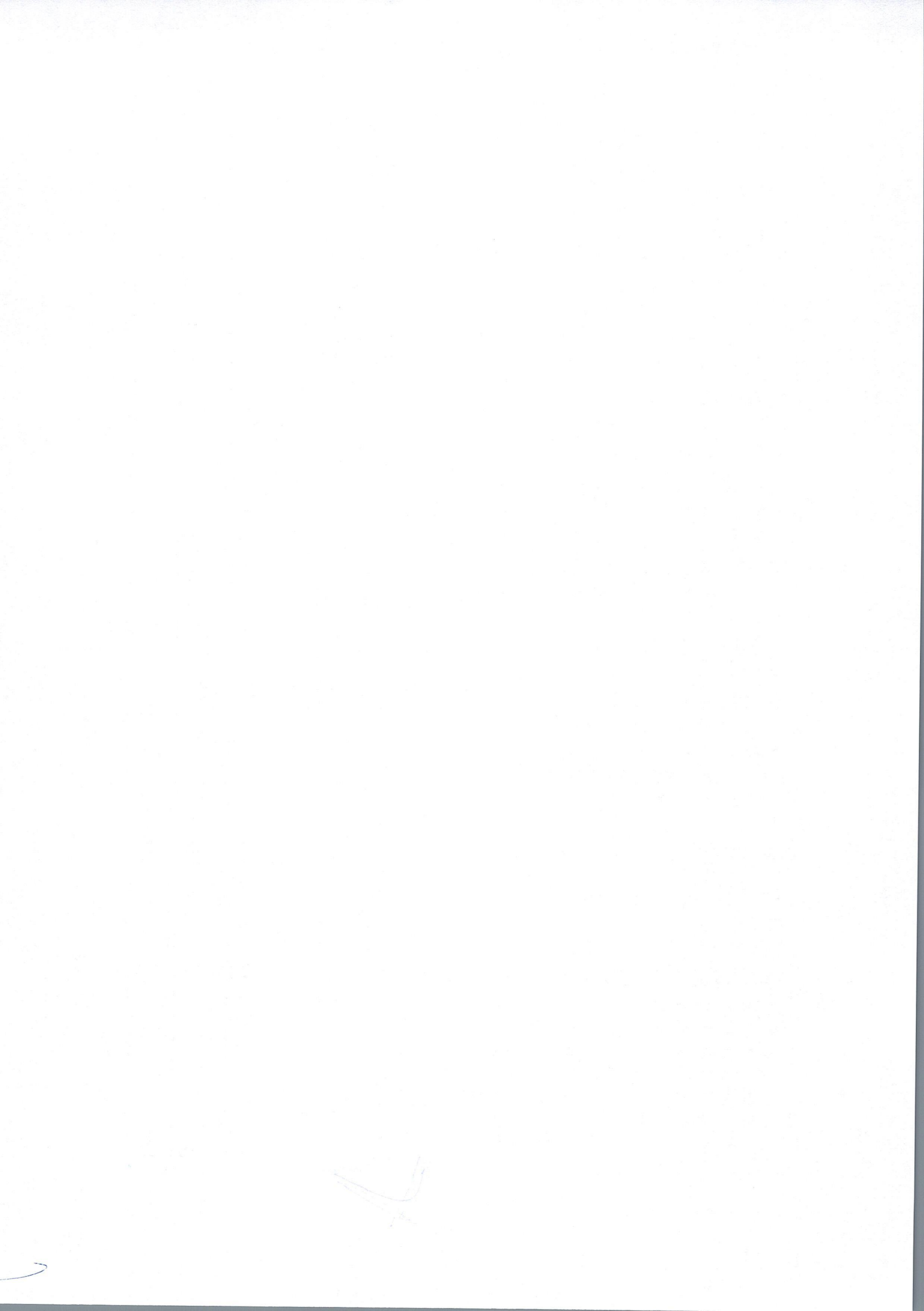
<p>Has the annual bed occupancy rate remained above 80% for the past 3 years?</p>				
<p>6.4.11 Does the teaching hospital have following departments? What is the workload of these departments?</p> <ul style="list-style-type: none"> <li>• Outpatient care</li> <li>• Ambulatory care (day) special clinics and procedures</li> <li>• Emergency Care</li> <li>• Critical care (intensive and high dependency)</li> <li>• Rehabilitation</li> <li>• Medial Laboratory services</li> <li>• Radiology and Imaging</li> <li>• Pharmacy services (including therapeutic materials and devices)</li> <li>• Sterile medical supplies</li> <li>• Operating Theatres and procedure rooms</li> <li>• Public health and nutrition advice</li> <li>• Medical records and Information Systems</li> <li>• Quality improvement and patient safety</li> <li>• Medical education and research</li> </ul>	<p>Hospital organizational structure and annual statistics with monthly averages of work load (patients, procedures as relevant) and Site visit.</p>			
<p>6.4.12 Does the specialty department have a outpatient load of more than 400 patients per month over the year?</p>	<p>Hospital's ambulatory patient load by specialty</p>			
<p>6.4.13 Does the specialty department have a trainee/bed ratio of 1:5 for the specialty?</p>	<p>Hospital statistics and total students (existing and planned)</p>			
<p>6.4.14 Does the specialty have 3 theatre days?</p> <p>Does the specialty perform 30 major and 80 minor surgeries a month?</p>	<p>Hospital theatre bookings and surgery type details by specialty.</p>			



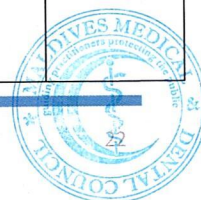
6.4.15 Does the specialty department have fixed time-table for clinical faculty and trainees with the clinical topics allocated for daily teaching in clinical areas?	Time table for specialty teaching with details of topics and faculty and duty roster			
6.4.16 Does the specialty department have a well-planned rotation schedule for posting at clinical areas, together with clearly specified learning objectives	Time table for specialty teaching with details of topics and faculty and duty roster			
6.4.17 Does the teaching hospital have adequate teaching space (small group /lecture hall/conference facilities) for the anticipated numbers of trainees?	Site visit.			
6.4.18 Does the teaching hospital use a range of instruments and equipment, including up to date technology, in required amount for teaching/learning and serving patients?	Site visit.			
6.4.19 Does the teaching hospital have a plan for monitoring and assessment in place with focus on knowledge, skills and attitudes to improving quality of learning outcomes?	Operational procedures for assessments and examinations linked to the curriculum.			
6.4.20 Does the teaching hospital adhere to national laws and regulation and standards and guidance of MMDC?	Records of non-compliance; complaints received.			
6.4.21 Has the hospital provided their service data (IP/OP/procedures/beds etc.) to MMDC or made available in the public domain?	Teaching hospital's data.			
6.5 Library and information resources	Procedure for trainee access to library.			

6.5.1 Does the trainees have access to a central library managed by the medical education provider?				
6.5.2 Does the trainees have access to reference books (1 book for every 4 trainees) at the central/or departmental libraries?	Site visit – reference books available for the specialty			
6.5.3 Does the trainees have access to computers in the ratio should be 8:1?  Does the trainees have access to ley internet and knowledge databases to meet research needs?	Site visit – computer and medical literature databases available			
6.5.4 Does the central library observe extended timings, accessible to trainees for individual study?	Library operational procedures Library timings			
6.5.5 Does the library have personnel with relevant skills and expertise to provide services to trainees for production of thesis and academic publication?	Site visit/library staff skills and programmes to support research			
6.5.6 Does the medical education provider have sufficient information communication technology infrastructure and support systems required for trainee learning outcomes?	Site visit – ICT capability			
6.6 Research facilities				
6.6.1 Does the medical education provider have a clear policy that fosters research with education?	Medical school policy on student research.			
6.6.2 Does the medical education provider have clear the research priorities communicated to the trainees and with adequate facilities and support for research and dissemination?	Medical school and teaching hospitals priorities for student research/ Medical school policy on student research			



6.6.3 Has medical education provider ensured that the teaching hospital and clinical sites should facilitate access to population and materials required for conducting the research?	Medical school's policy and hospital policy on use of their resources for student research			
<b>STANDARD 7- TEACHING, LEARNING AND RESEARCH</b>				
7.1 Does the programme provide adequate contact hours and methods for learning that meets the outcomes of the specialty medical education programme and prepares them for lifelong learning?	Curriculum/ Time table/ Duty rosters for faculty and trainees			
7.2 Does the curriculum include various methods of instruction that will enable trainees to understand healthcare in the particular specialty of medicine within in the health system?	Curriculum and study guide/ site visit			
7.3 Does the teaching and learning methods include conventional approaches, self-directed learning, team work, as well as technology-based methods that allow multi-disciplinary learning?	Curriculum and study guide/ site visit			
7.4 Does the programme include evidence based novel teaching methods such as?  <ul style="list-style-type: none"> <li>• Self- directed learning to inculcate the habit of lifelong learning</li> <li>• Problem Based Learning and Interactive sessions</li> <li>• Ambulatory teaching in the outpatient, emergency and inpatient areas for better exposure and understanding of commonly encountered clinical problems</li> <li>• Experiential training in scholarly activities, communication, professionalism and medical ethics</li> <li>• Acquiring clinical examination and procedural skills in real-life clinical settings under supervision</li> </ul>	Curriculum and study guide/ time table/ duty roster/ site visit			



<ul style="list-style-type: none"> <li>• Maintaining digital log books to document the competencies acquired during practical, clinical rotations</li> <li>• Promoting learning in community settings (Community Based Learning)</li> <li>• Integrated teaching, learning and community exposures</li> <li>• Periodic review of scientific literature in relation to relevance to common and important clinical problems</li> <li>• Computer assisted teaching-learning for diagnostics and therapeutic interventions</li> </ul>				
7.5 Does the trainees have sufficient supervised involvement with patients to develop their clinical skills	Curriculum and study guide/ time table/ duty roster/ Site visit			
7.6 Dose the faculty function as role models in clinical practice and in an inter-professional team	Curriculum and study guide/ time table/ duty roster/ Site visit			
7.7 Are there agreements with teaching hospitals to ensure that clinical faculty have adequate time allocated for teaching	Agreement between education provider and teaching hospital; time table/ duty roster/ Site visit			
7.8 Does the progarmme provide least 120 clinical weeks of training with 90-95% must be on real patients	Curriculum and study guide/ time table/ duty roster/ site visit			
7.9 Does the programme provide an increasing experience in logical deductions to diagnose and manage patients in the specialty	Curriculum and study guide/ time table/ duty roster/ assessment outcomes/ site visit			
7.10 Does the teaching hospital provide diagnostic imaging and clinical microbiology and pathology, pharmacology, selection of materials, devices and instruments relevant the specialty practice	Site visit – hospital resources/ duty roster for trainees			






7.11 Does the programme provide trainees with experience in diagnosing and managing patients in primary or secondary care settings	Curriculum and study guide/ time table/ duty roster/ assessment outcomes/ site visit			
7.12 Does the teaching hospital provide a variety of patients having the major and common types of problems represented in the specialty	Site visit – discussion with teaching faculty/ hospital records			
7.13 Does the programme includes research and production of a thesis?	Curriculum and procedures for supervision of research; Manual on production of thesis.			
7.14 does the instructional methods focus on total medical needs of patients rather than individual organ systems or disease	Curriculum/ study guide/ site visits – interviews with faculty and trainees			
7.15 Does the programme and instructional methods encourage good medical practice attitudes and professional conduct in the caring for patients	Curriculum/ study guide/ Site visits – interviews with faculty and trainees			
7.16 Does the medical education provider has a research advisory committee that can facilitate faculty and trainees on research	Guideline and ToR of research advisory committee			
<b>STANDARD 8: LEADERSHIP/ADMINISTRATION AND GOVERNANCE</b>				
8.1 Does the mission of the medical education provider reflects the social responsiveness of the medical education provider to society's needs for competent and compassionate doctors, quality and safe health care and research?	Medical school's mission statement			
8.2 Does the medical education provider have institutional autonomy to formulate and implement policies and resource allocation to ensure	Regulations on institutional autonomy of medical school			




smooth execution of its educational outcomes?				
8.3 Governing Board				
8.3.1 Is there a governing body responsible for the oversight of the medical education provider and education component of the affiliated teaching hospitals and clinical settings?	Policy on governing body, ToR and operational protocol.			
8.3.2 Does the governing body include people with knowledge and experience in higher education provision, general and specialty medical education, and medical specialists?	Composition of governing board and their expertise; any declaration of conflicts of interest			
8.3.3 Does the terms of governing body overlap and detailed to permit the members to gain an understanding of the medical education programmes of the medical education provider?	Policy on governing body, ToR and operational protocol.			
8.3.4 Has the governing body gives the Dean appropriate operational autonomy, authority and control over the medical education provider and its attached teaching hospital?	Decisions of governing body.			
8.4 Is it clear the authority and responsibility of institution's matters along its hierarchy?	Medical school's structure and authority, responsibility and autonomy and hierarchy in relation to the wider education provider (University)			
8.5 Are the roles and authority clearly stated for the Dean, Head of Departments and the Principal Academic Officer for the specialty medical education programme	Job descriptions and reporting lines of Dean, Heads of departments and Principal Academic Officer			



8.6 Is there a Curriculum Committee responsible for the overall design, management, and evaluation of the curriculum	Policy on curriculum committee and its ToR , composition and rules of operation.			
8.7 Are their joint committees of the medical education provider, faculty and teaching hospital?	Policy on joint committee and its ToR , composition and rules of operation.			
8.8 Are the responsibilities and privileges of heads of departments, Principal Academic Officer, faculty, trainee and committees in accordance with higher education authority and MMDC regulations and guidelines?	Medical education providers internal review report of the compliance with relevant guidelines/ site visit – interviews with Dean, faculty and trainees			
8.9 Is the list of its faculty for the programme and annual report published on the official website of the medical education provider.	Website – list of faculties by programme and annual reports			
8.10 Are there regular meeting of full faculty/Academic teaching staff discuss, establish, and otherwise become acquainted with medical education provider policies and practices	Procedure for full faculty meetings; meeting minutes and decisions			
8.11 Dean				
8.11.1 Is the Dean medically qualified by education and have at least 5 years' experience in the field and medical education (includes part time lecturing, supervising interns) to provide leadership in medical education	Dean and his/her CV; Registration at MMDC / Referee checks			
8.11.2 Has the Dean appointed a Principal Academic Officer for the medical specialty education programme who has the qualification and experience in the specific specialty?	PAO appointment letter; PAO and his/her CV; Registration at MMDC / Referee checks			
8.11.3 Does the Dean have access to the university officials, the governing	Site visit – working procedures of the Deans office; interviews			

body and other officials as necessary to fulfill the responsibilities of the Dean's office	with university officials, Dean's office staff, faculty			
8.11.4 Does the Principal academic officers have allocated adequate time for the conduct of the responsibilities for the programme, research and teaching faculty support and development	Agreement of Terms and Conditions of the PoA, including working hours/FTE ; job description			
8.11.5 Is there a mechanism for addressing disciplinary issues and prevention of harassment of faculty and trainees?	Medical school policy and Teaching hospital policy and on harassment and disciplinary action			
8.11.6 Has the Dean ensured compliance with MMDC regulations and supplied of correct information as required by MMDC	Medical school Internal review of the compliance with MMDC regulations. Information provided to MMDC/ Site visit			
8.12 Are the financial resources sufficient to achieve the objectives of the medical education programme? Are sources fully disclosed?	Resource envelope for the programme and its sources.			
8.13 Is the annual academic calendar of operation for all years for the programme including examinations published?	Official website of the medical school; circulars/notices sent to faculty and trainees			
8.14 Are their policies to foster medical research and scholarship as a basis for the specialty programme?	Medical school policy on research and scholarship as the basis for medical education curricula.			
<b>STANDARD 9. MONITORING AND EVALUATION</b>				
9.1 Is there a mechanism to regularly monitor and review its specialty medical education programme?	Medical school policy on monitoring and evaluation of the education programmes; internal review reports			
9.2 Is there a collaborative mechanism with other faculties/ teaching hospitals to systematically seek faculty and trainee feedback, analyze	Operation procedures and institutional mechanisms			



and use this feedback in improving the learning outcomes of the programme?	monitoring and evaluation o the programme			
9.3 Is there a mechanism to analyze the performance of cohorts of trainees and graduates in relation to the specialist graduate outcomes?	Operation procedures and institutional mechanisms for outcome evaluation.			
9.4 Does the curriculum committee monitor the pass rates in individual components of the course, and investigate situations?	Curriculum committee ToR; operational procedures and methods used and its monitoring and evaluation reports			
9.5 Does the monitoring and evaluation use a variety of sources? (Data on trainee performance, recommendations of external examiners, programme advisors, faculty, the profession and trainees)	Curriculum committee ToR; operational procedures and methods used and its monitoring and evaluation reports			
9.6 Are there carefully defined goals and plans for implementation of research experiments that require facilities and resources and ethical clearances?	Policy and procedures for obtaining and used resources for trainee research			
9.7 Is there a plan for integrated review of the design, implementation of the curriculum at least once in 3 years?	Plan and procedure for review; Medical school's internal review reports prior to start of the programme.			
9.8 Is there a procedure to share outcome evaluation with the governance body of the medical education provider, with the faculty, trainees and MMDC and professional bodies,	Plan and procedure to share outcome evaluation; Outcome evaluation reports			
<b>STANDARD 10- CONTINUOUS REVIEWING AND RENEWAL</b>				
10.1 Does the medical education provider has a quality management system in place?	Policy, Standards and mechanism for medical school's quality assurance			



10.2 Is there a mechanism to address the gaps observed in the monitoring and evaluation of the specialty medical education programme	Standard Procedure of the medical school to address gaps (including obtaining additional resources and bringing procedural changes)			
10.3 Is there earmarked resources allocated in the budget to address the deficiencies of monitoring and evaluation of the specialty medical education programmes	Earmarked budget as contingency to improve the quality of the programme			
10.4 Does the programme evaluations is in compliance with MMDC accreditation standards and beyond	Medical school's procedures, methods and tools for evaluations of the specialty programme; evaluation report			
10.5 Does the specialty programme evaluation procedures involve trainees, faculty and administration?	Medical school's procedures, methods and tools for evaluations of the specialty programme; evaluation report			
10.6 Does the specialty education setting allow faculty members work closely together in teaching, research and health care delivery fostering social responsiveness?	Site visit – interviews with faculty, trainees, patients			
10.7 Are there mechanisms to facilitate continuing professional development to disseminate emerging knowledge to peers and other health professionals?	Plans and reports of CPD, seminars, publications			
10.8 Has the education provider ensured that the specialty medical education programme is accredited by MMDC, and its accreditation is valid?	Applications for accreditation; internal reviews report on compliance with accreditation standards; Valid accreditation.			