

QUALITY ASSURANCE: FOUNDATION FOR THE FUTURE

**Efforts and Challenges to Achieve Quality Standards
towards Accreditation for Medical Education Institutes
in Developing Countries**

By


Dr. Jamal Bordom (*) and Dr. Hesham Elmazar ()**

Quality assurance Department, Faculty of Medicine in Gharian, Aljabal Algharby
University, Alzawia, Arab Libyan Jamahiriya

() Family & Community medicine Department and (**) Ophthalmology Department,
Faculty of medicine in Gharian, Arab Libyan Jamahiriya*


Introduction

- The fast and rapid increase of biomedical sciences and medical information in certain way force medical professionals to continually learning in order to stay update (Masić et al. 2007).
- These challenges requires development of new Graduate Medical Education (GME) management strategies and tools for institutional GME administrators to scrutinize programs, while still allowing these programs the autonomy to develop and implement educational methods to meet their unique training needs (Afrin et al. 2006).



□ In the last two decades, the curriculum in medical education has changed so as to maintain its efficiency and effectiveness. Considerable changes are underway in many medical colleges worldwide (Khalid 2008).

□ World Federation for Medical Education (1998) has decided to extend its 'International Collaborative Program for the Reorientation of Medical Education', aiming at the implementation of its educational policy at the institutional level.



□ Probably the biggest challenge in higher education is how can we send students out into the real world better equipped to handle all of life's situations that will confront them and to teach them not only their coursework but also how to be responsible citizens in a world that seems to encourage the postponement of adulthood (AAHEA 1999).

General Objectives

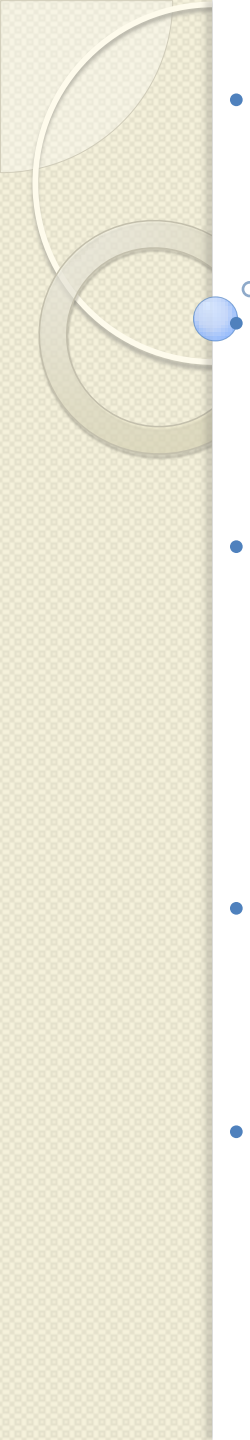
- Present the efforts and challenges to achieve quality standards towards accreditation for medical education institutes in developing countries and to introduce our experience at the faculty of Medicine in Gharian, Arab Libyan Jamahiriya as an example for a medical education institute planning to achieve accreditation.

Specific Objectives

- The vision of faculty of medicine in Gharian is to apply multiple quality standards for institutional, academic, and clinical aspects in order to assure accreditation for its academic and clinical programs.
- The mission is to educate medical sciences for the students through teaching, learning, and acquiring knowledge, skills, and ethical behaviors that are essential for the future doctor and to assure development of the teaching process.

❖ Ten Golden Steps Towards Accreditation:

- Orient the faculty staff members, employees, and students with the importance of quality assurance program and its standard through meetings, lectures, and group discussions.
- Formulate and announce the Vision, Mission, and objectives of the faculty.
- Participate in workshops, and meetings held to discuss accreditation in higher education institute.
- Publish the faculty index including all necessary information and regulation rules.
- Prepare the Intended Learning Outcomes (ILOs), skills labs, and museums for educational departments in addition to arrange the library, digital library, and computer lab.

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- Arrange the student file for every department including the ILOs, evaluation strategy, rubrics, and the time table for teaching courses.
 - Prepare the necessary questionnaires to assess the degree of satisfaction of students, staff members, and external examiners.
 - Carry out analysis of Strength, Weakness, Opportunities, and Threats (SWOT analysis) of the faculty and make the strategic planes on both short and long terms that enable the faculty to achieve its objectives and improve health services in the community.
 - Establish internal audit committee to monitor the progress in accreditation process and write their reports to the faculty administration.
 - Carry out the self study to evaluate the faculty before the application for accreditation.

Subjects and Methods

□ A cross sectional study was carried out from April, 2010 to July, 2010 using simple random sample technique to measure the under graduate student's satisfaction after applying quality assurance standards for the under graduate program at the faculty of Medicine in Gharian, Arab Libyan Jamahiriya

□ Questionnaires were designed to measure the under graduate students satisfaction about the educational effectiveness and administrative abilities in both academic and administrative departments respectively and to monitor the relationship between the students, staff members, and administration (Figure I).

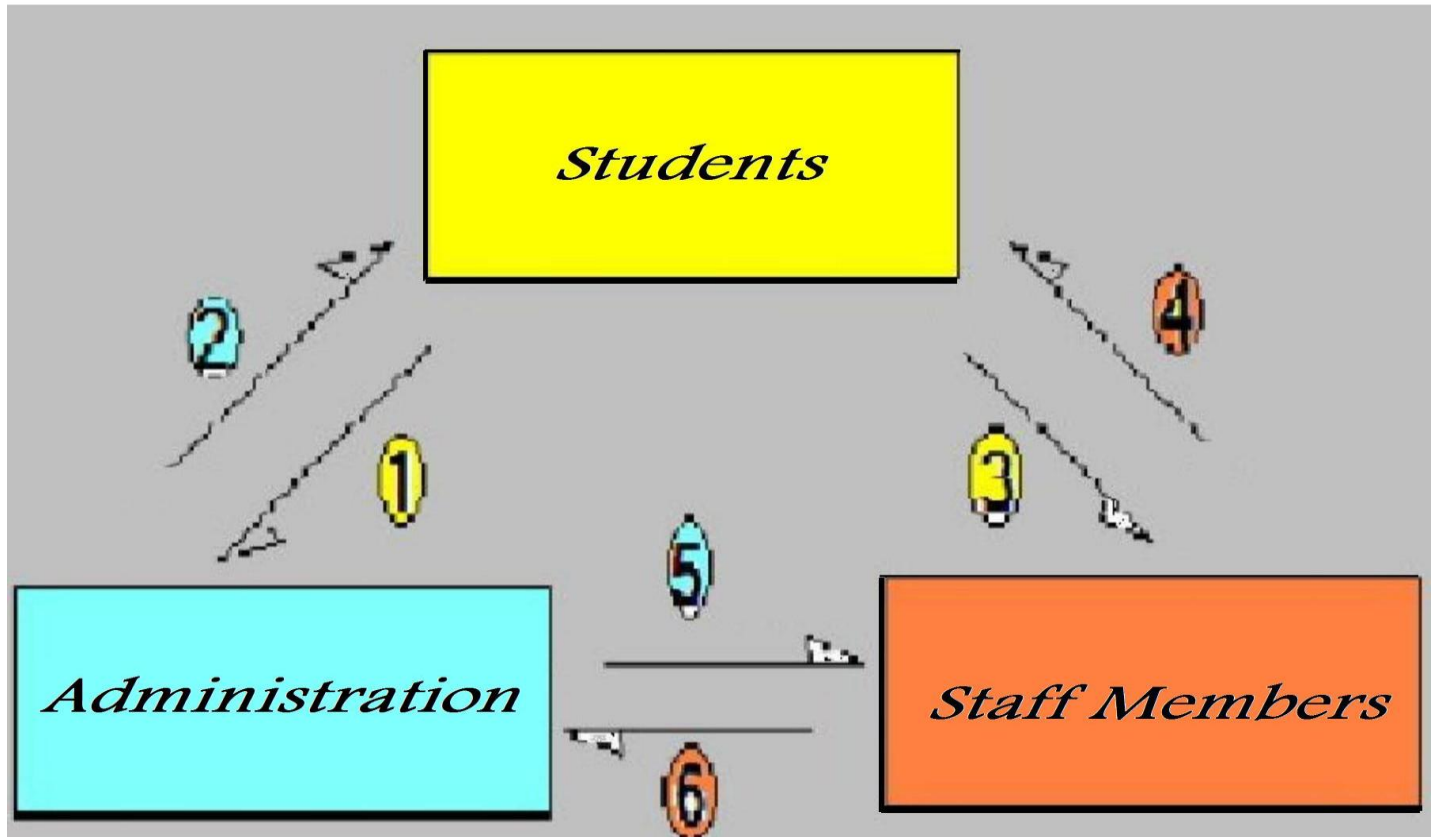



Figure 1. Tools to monitor the relationship between students, staff members, and administration; (1) Students questionnaire about administration, (2) Students final results, (3) Students questionnaire about staff members, (4) Staff members questionnaire about students, (5) External examiners and internal audit committee reports, and (6) Staff members questionnaire about administration



❑ To assess educational aspects variables in the student's questionnaires included course specs, learning outcomes, course time table, academic supervision, evaluation strategy, and staff efficiency. To assess administrative aspects variables included registration, examinations, library, transportation, and faculty administration.

❑ Results were analyzed to stand on the strength and weakness in each department. Data sources employed were the medical education databases, the self-study prepared by quality assurance department, student final results, and the reports of both internal audit team and external examiners.

Results


- Orientation of the staff members, employees, and students with the importance and value of accreditation was achieved in addition to obtaining vision, mission, objectives, intended learning outcomes, clear evaluation strategy, SWOT analysis, and finalizing the self study
- Number of students in the sample ranged from 99 students out of total 564 students (17.5%) while evaluating the administrative abilities to 3 students out of total 7 students (42.8%) while evaluating small educational groups in some departments.

Table. 1. For educational departments, the ophthalmology department comes with the highest student satisfaction score with 100% giving excellent

Department (Educational)	Degree of acceptance			
	Accepted %	Good %	Very Good %	Excellent %
Microbiology	0.0	33.3	33.3	33.3
Pharmacology	25.0	8.3	66.6	0.0
Pathology	7.2	42.9	35.7	14.3
Histology	0.0	21.9	40.6	37.5
Medicine	41.7	33.3	12.5	12.5
Anatomy	14.3	28.6	25.7	31.4
Surgery	15.4	69.2	15.4	0.0
Parasitology	15.4	0.0	53.8	30.8
Biochemistry	0.0	21.1	42.1	36.8
Gynecology	0.0	16.7	83.3	0.0
Community	0.0	0.0	87.5	12.5
Pediatrics	0.0	33.3	0.0	66.6
Ophthalmology	0.0	0.0	0.0	100.0
Physiology	0.0	31.8	54.5	13.6

Table. 2. For administrative abilities, the registration department comes with the highest student satisfaction score with 50% giving excellent, 35.7% giving very good, 11.2% giving good, and 3.1% giving accepted.


Department (Administrative)	Degree of acceptance			
	Accepted %	Good %	Very Good %	Excellent %
Examination	13.8	26.4	33.3	26.4
Library	4.1	23.1	29.1	43.4
Transportation	34.4	16.1	30.1	19.4
Registration	3.1	11.2	35.7	50.0
Administration	6.3	25.0	40.6	30.2



□ Results of each department were reviewed and compared with the internal audit reports, external examiner reports, and students final results to stand on the strength and weakness in each department as in case of ophthalmology department where the department was found to obtain specific Intended Learning Outcomes (ILOs) and apply an Objective Structured Clinical Examination (OSCE) to assess different Intended Learning Outcomes (ILOs) through out the clinical exam (Table 3). It was proved that both ophthalmology and registration departments were applying most of the required quality standards.

Table 3. Objective Structured Clinical Examination (OSCE) in Ophthalmology Department to assess different Intended Learning Outcomes (ILOs) through out the clinical exam.

Objective Structured Clinical Examination (OSCE) - Ophthalmology Department	
Knowledge (20%)	<ul style="list-style-type: none"> • Recognize History taking • Recall Definitions, Clinical pictures • Interpret and differentiate similar diseases (DD) • Summarize treatment strategy • Classify disease stages • Compare investigations and etiological factors of diseases • Explain common complication of diseases
Skills (20%)	<ul style="list-style-type: none"> • Applying some clinical examination skills as Visual acuity assessment, Corneal reflex, IOP evaluation (Digitally), Field examination (Confrontation), Pupillary examination (RAPD), and Ocular motility & Squint examinations
Performance (10%)	<ul style="list-style-type: none"> • Over all Attitude, appearance, and Behaviors including Communication Skills with patient and examiner
Products (40%)	<ul style="list-style-type: none"> • Reaching final diagnosis after taking the scientific way of thinking and a systematic approach in patient evaluation
Affection (10%)	<ul style="list-style-type: none"> • Obtaining high degree of moral, ethical and professional attitude



❖ Correlation between **students' final success rate** and **students' satisfaction score** was extremely helpful in assessing educational departments as it was evident that departments with **high** students' final success rate and **low** students' satisfaction score have a **defective evaluation strategy** and departments with **low** students' final success rate and **high** students' satisfaction score have a **defective intended learning outcomes**.

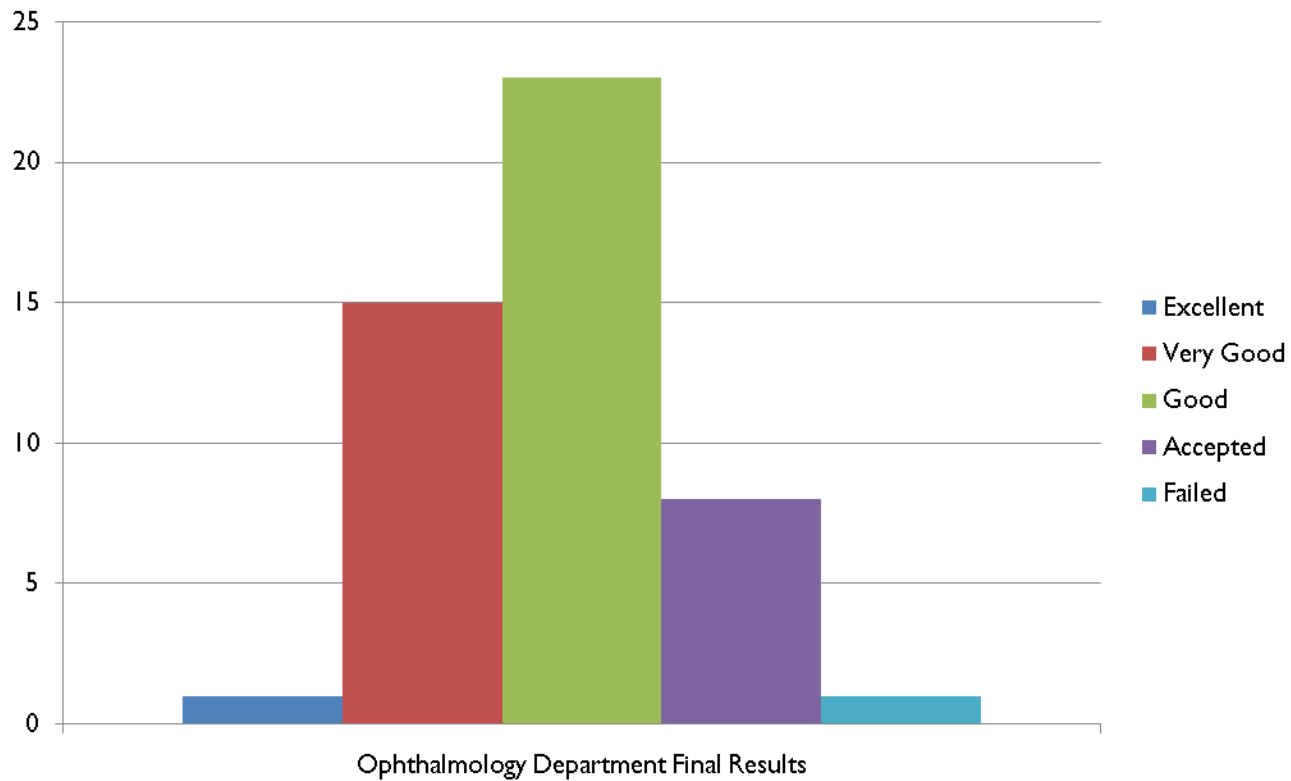


Figure. 4. Final results for ophthalmology departments in 4th year, the department comes with the highest student success rate with 96% score that follows the normal curve.

Conclusion

- ✓ The process of quality assurance towards accreditation for medical education institutes in developing countries requires a lot of efforts to obtain vision, mission, objectives, intended learning outcomes, clear evaluation strategy, SWOT analysis, and a self study.
- ✓ Feedback from participants in the educational process (**students**, **staff members**, and **administration**) with proper correlation between them is crucial to assess the educational process and stand on the points of strength and weakness in order to improve the overall performance of the educational institute.

We Need Broad Vision, Clear Mission & Team Spirit
We need Outcome Based Education & Objective Evaluation

أشكركم على حسن المتابعة

Thank You

