



**Submission Document for
Accreditation and Recognition of
Malaysian Medical Specialist Training
Programme**

Malaysian Medical Council

**Submission Document for
Accreditation and Recognition of
Malaysian Medical Specialist Training Programme**

INSTRUCTIONS TO EDUCATIONAL TRAINING PROVIDER:

1. This submission document is to be used for purposes of new program approval (MQA/MMC-01) as well as for full accreditation and MMC recognition (MQA/MMC-02) or for MMC Recognition ONLY. (MQA/MMC-03)
2. All THREE (3) parts of the submission document are to be completed:
 - A. Part A: **General Information on the Educational Training Provider**
 - B. Part B: **Programme Description**
 - C. Part C: **Information of Compliance to Programme Standards**
 - D. Part D: **Programme Self-Review**
 - utilising the [Evaluation Instrument of Medical Specialist Training](#)
 - [Table 4](#) - download the latest version from the MQA website
3. Evidences of implementation (or proposed implementation) are to be appended to relevant standards described

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PART A: GENERAL INFORMATION ON THE EDUCATIONAL TRAINING PROVIDER

Part A of the submission document seeks general information on the Educational Training Provider (ETP).

1. Name of the ETP:
2. Date of establishment:
3. Date of registration (if applicable):
4. Reference No. of registration (if applicable):
5. Name of the Chief Executive Officer:
6. Address:
 - i. Address:
 - ii. Correspondence (if different from above):

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7. Tel.:
8. Fax:
9. Email:
10. Website:
11. Names and addresses of Training Centres:
- i.
 - ii.
 - iii.
12. Details of all programmes currently conducted by the ETP (and its branch campuses including any offshore arrangements):

No.	Name of Programme	MQF Level	Awarding Body	Location conducted	Type of Programme (Collaboration/ Home grown/ external programme/ joint award/ joint degree)	Approval authority and Date of Approval	Date and Duration Of Accreditation /Recognition by MQA/ MMC	Student enrolment	Programme Status *

* For public university/MOH/Academy, indicate status of each programme as follows: active, inactive (*jumud*), on-hold (*beku*), expunged (*lupus*) or re-offered (*penawaran semula*).

* For private ETP, indicate status of each programme as follows: active or inactive (approved but currently not conducted).

13. Total number of trainers:

Trainers	Number of Trainers		Total
	Malaysian	International	
Fulltime			
Part time			

14. Total number of trainees:

	Number of Students		Total	Persons With Disability
	Malaysian	International		
Male				
Female				
Total				

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15. Student attrition:

Period	Year	Total students (A)	Number of students leaving the institution without graduating (B)	Attrition Rate (%) (B/A)*100	Main reasons for leaving
Past 1 year					
Past 2 years					
Past 3 years					

Note: The attrition rate should be provided for each individual year.

16. Total number of administrative and support staff:

No.	Classification by function (e.g.: technical, counselling, financial, IT, human resource, etc.)	Number of Administrative and Support staff

17. Provide audited financial statement for last three consecutive years:

Year	Financial Statement	
	Profit/Surplus (RM)	Loss/Deficit (RM)
Past 1 year		
Past 2 years		
Past 3 years		

Note: Profit and loss reporting is based on after tax.

18. Provide the latest, dated and signed organisational chart of the ETP.

19. Details of liaison officer:

- i. Name and Title:
- ii. Designation:
- iii. Tel.:
- iv. Fax:
- v. Email:

PART B: PROGRAMME DESCRIPTION

1. Name of the programme (as in the scroll to be awarded):
2. MQF level:
3. Graduating credit (if applicable):
4. Has this programme been accredited by MQA for other premises? If yes, please provide the following details:

No.	Name and Location of the Premises (main centre / branch centre / cluster centre/ regional centre)	Mode of Delivery (Training for clinical specialty is by Course Work)	Accreditation Status	
			Provisional	Full
1.				
2.				
3.				

5. Type of award (e.g. single major):
6. Field of study and National Education Code (NEC):
7. Field of practise (specialty/subspecialty):
8. Language of instruction:
9. Type of programme (e.g., own, collaboration, external, joint award/joint degree, etc.):
10. Mode of study (e.g., full-time/part-time):
11. Mode of offer (please (/) where appropriate):

Postgraduate Programme	
Coursework	
Mixed mode	
Research	

12. Mode of delivery (please (/) as appropriate):

Conventional (traditional, online and blended learning)	
Open and Distance learning (ODL)	

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13. Duration of study:

	Full-time		Part-time	
	Long Semester	Short Semester	Long Semester	Short Semester
No. of Weeks				
No. of Semesters				
No. of Years				

Note: Number of weeks should include study and exam week.

14. Estimated date of first intake (applicable for provisional accreditation/new programme): month/year

15. Projected intake and enrolment: (applicable for provisional accreditation/new programme)

Year	Intake	Enrolment
Year 1	e.g.: 100	e.g.: 100
Year 2	e.g.: 100	e.g.: 200
Year 3	e.g.: 100	e.g.: 300
Year 4		
Total		

16. Total enrolment of student (applicable for full accreditation/on-going programme):

Year	Intake	Enrolment
Year 1	e.g.: 60	e.g.: 60
Year 2	e.g.: 70	e.g.: 130
Year 3	e.g.: 90	e.g.: 220
Year 4		
Year 5		
Total		

17. Estimated date of first graduation: (applicable for provisional accreditation/new programme) month/year.

18. Awarding body:

- Own
- Others (Please name)

(Please attach the relevant documents, where applicable)

- i. Proof of collaboration between ETP and the collaborative partner such as copy of the Validation Report* of the collaborative partner** and the Memorandum of Agreement (MoA)
- ii. Approval letter from the Higher Education Department (*Jabatan Pendidikan Tinggi*, JPT) of the Ministry of Higher Education for programmes in collaboration with Malaysian public universities
- iii. Proof of approval and supporting letter to conduct the programme from certification bodies/awarding bodies/examination bodies
- iv. A copy of the programme specification as conducted by the collaborative partner (eg. Handbook)
- v. Proof of collaboration with Quality Partners*** for the programme, where applicable
- vi. For programmes which require clinical training, please attach proof of approval from the relevant authority
- vii. Any other document where necessary

19. Provide a sample of scroll to be awarded.

Note:

* Validation report is an evaluation by the collaborative partner on the readiness and capability of the institution to offer the programme.

** Collaborative partner is the institution who owns the curriculum of the programme and confers the award (franchisor), while the programme delivery is conducted by another institution (franchisee).

*** Quality partners are usually better established universities which attest to the quality of a programme through the involvement or oversight of curriculum design, teaching and learning, or assessment.

PART C: INFORMATION ON COMPLIANCE TO PROGRAMME STANDARDS

Part C of the MQA-02 requires the Education Training Provider (ETP) to furnish information on all the standards in the seven areas of evaluation for quality assurance on the programme to be accredited and recognised. The following pages provide a series of questions and statements to guide the ETP in furnishing such information.

Area 1 (Programme Development and Delivery)	26 questions/statements & 16 Standards
Area 2 (Assessment of Trainee Learning)	19 questions/statements & 16 standards
Area 3 (Trainee Selection and Support Services)	23 questions/statements & 19 standards
Area 4 (Trainers)	17 questions/statements & 12 standards
Area 5 (Educational Resources)	18 questions/statements & 9 standards
Area 6 (Programme Management)	26 questions/statements & 16 standards
Area 7 (Programme Monitoring, Review and Continual Quality Improvement)	9 questions/statements & 5 standards

Note:

1. **Part C is to be prepared in alignment with the Evaluation Instrument of Malaysian Medical Specialist Training (Excel)**
2. **Self-review for each Area which should include the following:**
 - i. **Strengths of the programme in meeting its goals and compliance to standards;**
 - ii. **Areas of concern that need to be addressed; and**
 - iii. **Steps taken to address the problem areas and / or other opportunities for improvement that have yet to be implemented**

INFORMATION ON AREA 1: PROGRAMME DEVELOPMENT AND DELIVERY

1.1 Statement of Educational Objectives of Academic Programme and Programme Learning Outcomes

1.1.1 The programme must state its **educational objectives** which include standards of training, assessment and professionalism consistent with and supportive of the needs of the nation.

a) State the educational objectives or purpose of the programme.

b) Explain how the programme addresses the needs of the nation.

1.1.2 The curriculum must demonstrate its relevance and applicability in meeting the changing **healthcare needs of the Malaysian population**.

a) How does the curriculum demonstrate relevance and applicability to changing needs?

b) How does the curriculum demonstrate its awareness of the nation's needs?

1.1.3 The programme must state its **programme learning outcomes, teaching-learning and assessment strategies** and ensure constructive alignment between them.

a) State the programme learning outcomes, teaching-learning and assessment strategies. Demonstrate the constructive alignment between them.

(Complete Table 1 - Evaluation Instrument of Medical Specialist Training)

1.1.4 The programme learning outcomes must **support the development of relevant competencies** which can be mapped to Malaysian Qualification Framework (MQF) learning domains as below:

1. Knowledge and understanding

2. Cognitive skills

3. Functional work skills with focus on:

a) Practical skills

b) Interpersonal skills

c) Communication skills

d) Digital skills

e) Numeracy skills

f) Leadership, autonomy and responsibility

4. Personal and entrepreneurial skills

5. Ethics and professionalism

These outcomes and skills must address many **interdependent areas**, such as patient safety, patient-centredness, principles of equality and diversity, healthcare economics, operational perspectives and workforce safety.

a) How does the curriculum support the attainment of competencies in the MQF learning domains?

(Complete Table 1.1 - Evaluation Instrument of Medical Specialist Training)

1.1.5 The programme must state the required **breadth and depth of experience** to enable graduates to function as competent medical specialists and enable them to further sub-specialise.

a) How are the programme outcomes related to trainees' ability to function independently as a specialist and their preparedness for subspecialisation training upon completion of the programme?

1.2 Programme Development: Process, Content, Structure and Teaching-Learning Methods

1.2.1 The programme must state the **resource requirements and governance structures** to implement and sustain delivery of the curriculum.

a) Describe the process of the development of the training programme and governance structure. Provide evidence of autonomy of contributors/writing group members.

b) How does the training programme ensure that resources required to implement and sustain the delivery of the curriculum are available?

1.2.2 The curriculum must be developed using **appropriate experts and processes**, leading to approval by the Malaysian Medical Council.

a) Describe the process of the curriculum development.

1.2.3 The programme must **consult stakeholders** (including educational experts, where appropriate) in the development of the curriculum.

a) Who and how are the stakeholders consulted in the development of the curriculum?

b) Explain the involvement of educational experts (medical educationist) in this curriculum development.

- 1.2.4 The curriculum must show that the training covers **all aspects of professional development** including*:
- i. the acquisition of relevant competencies
 - ii. opportunities for trainer-trainee interactions for the application of principles of scientific method, analytical and critical thinking and value-based medicine
 - iii. aspects of behavioral sciences, social sciences, medical ethics and medical law that are relevant to the practice of the specialty
 - iv. training in patient safety and patient-centeredness
 - v. planned contact with patients and communities in relevant healthcare settings
 - vi. participation in health promotion and preventive medicine activities
 - vii. healthcare economics including funding frameworks, cost of care and clinical decision-making

a) Indicate where in the curriculum has training programme included the general requirements of professional development of a clinical specialist.

b) State the competencies required at various stages of training during the programme.

(Complete Tables 2, 3 and 4 - Evaluation Instrument of Medical Specialist Training)

***This Standard is to be read with the Discipline-Specific Requirements.**

- 1.2.5 The curriculum must detail appropriate and current **teaching and learning methods** relevant to the programme educational objectives and learning outcomes.

a) Describe how the programme facilitates the achievement of programme educational objectives and learning outcomes through relevant teaching and learning methods.

1.3 Programme Delivery

- 1.3.1 The educational training provider must take responsibility to ensure the **effective delivery** of programme learning outcomes. This includes specifying the amount of time spent in training and ensuring sufficient range of cases.

a) Provide evidence on how the curriculum committee has responsibility and authority for planning, implementing

and reviewing the curriculum with representation of relevant stakeholders.

b) How does the provider ensure the effective delivery of the training programme?

c) Where is the duration of training specified?

d) How is the case mix in training centres ensured?

1.3.2 Trainees must be **provided with and briefed** on current information about the objectives, structure, outline, schedule, learning outcomes and methods of assessment of the programme at the commencement of their studies.

a) Show evidence that the trainees are provided with, and briefed on, the current information about the programme.

1.3.3 The programme must have a **programme committee** with adequate authority for the effective delivery of the programme.

a) State the name of the committee responsible for the oversight and implementation of the programme.

b) Describe the terms of references of this committee.

1.3.4 The educational training provider must provide trainees with a conducive **learning environment and mentoring system**.

a) Describe how the training provider provides an appropriate educational approach, socio-cultural context and physical setting for teaching and learning aligned with best practices of medical education.

b) Show evidence of a supervisory / mentoring system.

1.3.5 The educational training provider must encourage **innovations** in teaching, learning and assessment.

a) Where does the curriculum specify learning innovations that must be implemented?

1.3.6 The educational training provider must obtain **feedback** from stakeholders to improve the delivery of the programme outcomes.

a) State what feedback the training provider obtains and uses to improve the delivery of the programme outcomes. Provide evidence.

INFORMATION ON AREA 2: ASSESSMENT OF TRAINEE LEARNING

2.1 Relationship between Assessment and Learning Outcomes

2.1.1 **Assessment principles, methods and practices** must be aligned to the learning outcomes and curriculum of the programme, to enable progressive judgements to be made about trainees' preparedness for independent specialist practice.

a) State assessment principles, methods and practices, and their alignment with learning outcomes.

2.1.2 The **alignment between assessment and the learning outcomes** of the programme must be systematically and regularly reviewed to ensure its effectiveness.

a) Describe and provide evidence on how the alignment between assessment and learning outcomes are regularly reviewed to ensure its effectiveness.

2.1.3 The **assessment requirements for progress and completion** must be clearly documented. These documents must be accessible to all staff, supervisors and trainees.

2.2 Assessment Methods

2.2.1 There must be a **variety of methods and tools** that are appropriate for the assessment of learning outcomes, competencies and entrustable professional activities.*

a) State the various assessment methods and tools used in assessing learning outcomes and competencies.

b) Provide a description of the programme of assessment and a progression guide.

**This Standard is to be read with the Discipline-Specific Requirements.*

2.2.2 The programme must have a **blueprint** to guide assessment through each stage of the specialty medical programme.

a) Provide assessment blueprint.

2.2.3 **Formative and summative** assessment methods must be employed.

a) Show the evidence of utilisation of both summative and formative assessment methods within the programme.

2.2.4 Assessment methods must be **reliable, valid, current and fair.**

- a) **Explain how the programme ensures the validity, reliability, integrity, currency and fairness of student assessment over time and across sites (if applicable).**
- b) **Describe the processes for verification of summative assessments.**
- c) **What guidelines and mechanisms are in place to address assessment misconduct among students (plagiarism, cheating etc.)?**

2.2.5 The **frequency, methods, and criteria of trainee assessment** - including the grading system and appeal policies - must be documented and communicated to trainees on the commencement of the programme.

- a) **Provide information on the frequency, methods, criteria and grading system of trainee assessment.**
- b) **Provide information on the appeal policy and processes.**

2.2.6 **Changes to assessment** methods must follow established procedures and regulations and be communicated to trainees prior to their implementation.

- a) **Explain the processes in making changes to the assessment method. How the changes are made known to the students?**

2.3 Management of Trainee Assessment

2.3.1 The educational training provider must have an **adequate level of autonomy in making decisions** pertaining to trainee assessments within the context of the approved curriculum.

- a) **Explain the process of how autonomy is maintained in the management of trainee assessment.**

2.3.2 The educational training provider must facilitate regular and timely **feedback** to trainees on performance to guide learning.

- a) **Explain how and when continuous and final assessments results are made available to students.**

2.3.3 The educational training provider must have processes for **early identification** of trainees who are underperforming and implement appropriate remediation measures in response.

a) Describe processes for early identification of trainees who are underperforming and remediation measures taken.

2.3.4 There must be mechanisms in place to ensure the **security** of assessment documents and records.

a) Describe how the integrity of assessment documents are ensured. Procedures and consequences of breach of security must also be documented and communicated.

2.3.5 The **assessment results** must be communicated in a timely manner to trainees to facilitate progression decision.

a) Describe how and when continuous and final assessments results are made available to trainees.

2.3.6 The educational training provider must have appropriate guidelines and mechanisms for trainees to **appeal** their results.

a) Provide guidelines and mechanisms on trainees' appeal against assessment results.

2.3.7 There must be mechanisms to ensure **periodic review** of the validity, reliability, integrity, currency and fairness of the assessment methods. These mechanisms must take into account feedback from stakeholders and external assessors / examiners. Findings of these reviews must be acted upon accordingly.

a) Explain how the educational training provider periodically reviews the management of trainee assessment and measures it take to address the issues highlighted by the review.

INFORMATION ON AREA 3: TRAINEE SELECTION AND SUPPORT SERVICES

3.1 Trainee Selection

3.1.1 The programme must have clear **criteria and processes** for trainee selection (including that of transfer trainees).*

- a) **State the criteria and the mechanisms for trainee selection including that of transfer trainees.**
- b) **Provide evidence that the students selected fulfil the admission policies.**

This Standard is to be read with the **Discipline-Specific Requirements.*

3.1.2 The criteria and processes of trainee selection must be **transparent, objective, equitable, diverse, non-discriminatory and comply with regulatory requirements.**

- a) **Explain how the selection criteria are accessible to the public.**
- b) **Show evidence that the admission policy and mechanism are free from unfair discrimination and bias.**

3.1.3 The **number of trainees** selected must be within the capacity of the educational training provider and training centres to effectively deliver the programme.*

- a) **Provide information on trainee intake for each session since commencement and the ratio of the number of applicants to intake.**
- b) **For each specialty, describe how the size of trainee intake is determined in relation to the capacity of the educational training provider.**

This Standard is to be read with the **Discipline-Specific Requirements.*

3.1.4 The programme must:

- State the **relationship between selection criteria and objectives** of the programme and the desired qualities of graduates.
- **Periodically review** the selection policy.
- Have a system for **appeal of admission** decisions.

- a) **Mapping of trainee selection criteria to exit criteria.**
- b) **Provide evidence of review of selection policy.**
- c) **Describe the policies, mechanisms and practices for appeal on student selection, if applicable.**

3.2 Articulation and Transfer

3.2.1 The programme must have well-defined **policies and mechanisms** to facilitate trainee mobility, which may include trainee transfer within and between institutions, between programmes, nationally and internationally.

a) Describe how the educational training provider facilitates trainee mobility, exchanges and transfers, nationally and internationally.

3.2.2 The educational training provider must ensure that incoming transfer trainees have the **capacity to successfully follow** the programme and comply with relevant regulations.

a) Describe how trainees are accepted for transfer.
b) Demonstrate comparable achievements in their previous programme of study.

3.3 Trainee Support Services

3.3.1 An **induction to the programme** must be available to all new trainees with due attention to those with special needs.

a) How are trainees inducted into the programme?
b) Additionally, highlight programmes or support given to international trainees and trainees with special needs.

3.3.2 The programme must define the appropriate **administrative structure and appropriate resources** to provide trainee support services.

a) State the administrative structure and services to provide trainee support.

3.3.3 There must be **mechanisms** to identify and facilitate trainees with academic, behavioural, psychological and social issues requiring support.

a) Describe the mechanisms that exist to identify and assist trainees who are in need of academic, financial and psychological support.

3.3.4 Trainees must have access to **academic and non-academic counselling** provided by qualified staff.

a) Describe the provision of the academic and non-academic counselling services to student.
b) How are the effectiveness of the academic and non-academic counselling services measured, and the

progress of those who seek its service monitored? What plans are there to improve the services, including that of enhancing the skills and professionalism of counsellor?

3.3.5 The educational training provider must have clearly defined and documented processes and procedures in handling of **disciplinary** cases in trainees.

a) Describe the policy and procedures in handling disciplinary cases involving the trainees.

3.3.6 The educational training provider must have an effective mechanism for trainees to **voice their grievances** and seek resolution on academic and non-academic matters and ensure **confidentiality** in relation to counselling and support.

a) Describe the mechanism for students to complain and to appeal on academic and non-academic matters.

3.4 Trainee Representation and Participation

3.4.1 Policies and processes for **trainee engagement** especially in areas that affect their interest and welfare must be made known to the trainees.

a) State the policy and processes in place for active trainee engagement in areas that affect their interest and welfare, and how these are communicated.

3.4.2 There must be adequate **trainee representation** at the institutional and departmental levels.

a) Explain student representation and organisation at the institutional and departmental level.

3.5 Professional Bodies and Societies

3.5.1 The educational training provider must **foster active linkages** with professional bodies and societies to develop, review and continuously improve the programme.

a) Describe the linkages with the professional bodies and societies (including alumni) and their roles in continual improvement of the programme.

INFORMATION ON AREA 4: TRAINERS

4.1 Recruitment and Management

4.1.1 The educational training provider must have a clearly **defined plan for its manpower needs** consistent with institutional policies and programme requirements.

a) Demonstrate the manpower planning and how it is consistent with training requirements.

4.1.2 The educational training provider must have a clear and documented **trainer recruitment policy** where the criteria for selection are based primarily on academic merit and relevant experience. The trainer must be registrable with appropriate regulatory bodies.*

a) State the policy, criteria, procedures, terms and conditions of service for the recruitment of trainers/specialists.

b) Show evidence that the programme has appropriate and qualified academic staff.

*This standard is to be read with the **Discipline-Specific Requirements**.

(Complete Table 5 - Evaluation Instrument of Medical Specialist Training)

4.1.3 The **trainer-trainee ratio** for the programme must be appropriate to the teaching-learning methods and comply with the programme standards for the discipline.

a) Provide data on the trainer-trainee ratio.

4.1.4 The policy of the educational training provider must reflect an **equitable distribution of responsibilities** among the trainers to allow effective training.

a) Describe how the educational training provider ensures equitable distribution of clinical, training, research and administrative duties and responsibilities among the trainers.

4.1.5 The recruitment policy for a particular programme must seek **diversity** among the trainers in terms of experience, approaches and backgrounds.

a) Describe how the recruitment policy for the programme seeks diversity among the trainers such as balance

between senior and junior trainers as well as between clinical and allied health trainers.

4.1.6 The policy for promotion, recognition and other benefits of its trainers must be **transparent**.

a) State the policies, procedures and criteria for appraisal, recognition, promotion, salary increment or other remuneration for trainers.

b) How are the above information made known to the trainers?

4.1.7 The educational training provider must pursue **national and international linkages** to provide for the involvement of experienced professionals, academics and practitioners in order to enhance teaching and learning in the programme.

a) Describe the nature and extent of the national and international linkages to enhance teaching and learning in the programme.

4.2 Service and Development

4.2.1 The educational training provider must have **policies** addressing matters related to **service, development, welfare and appraisal** of the trainers.

a) Provide the relevant information.

4.2.2 The educational training provider must have clear **policies on conflict of interest and professional conduct**, including procedures for handling disciplinary cases among trainers.

a) State the educational training provider's policies on conflict of interest and professional conduct of trainers.

b) State the educational training provider's procedures for handling disciplinary cases.

4.2.3 The educational training provider must have mechanisms and processes for **periodic trainer evaluation** by trainees for quality improvement.

a) Describe the mechanisms, processes and frequencies for periodic trainee evaluation of the trainers.

b) Show how this evaluation is taken into account for quality improvement.

4.2.4 The educational training provider must have a **development programme** for new and existing trainers to enhance their roles as educators.

a) How does the educational training provider ensure that the trainers are given opportunities to be trained?

4.2.5 The educational training provider must encourage and facilitate its trainers to play an active role in **community and professional engagement** to enhance the programme.

a) Describe how the educational training provider encourages and facilitates trainers in community engagement activities.

b) Describe how such activities are rewarded.

INFORMATION ON AREA 5: EDUCATIONAL RESOURCES

5.1 Physical Facilities

5.1.1 The programme must have access to **sufficient and appropriate healthcare-related facilities** to ensure its effective delivery, including facilities for practical and skill-based activities. The programme must have access to facilities that can cater for trainees with special needs.*

- a) *Describe and assess the adequacy of the physical facilities and equipment (e.g., clinical skill lab and laboratories) as well as human resources (e.g., laboratory professionals and technicians).*
- b) *Provide information on the clinical and practical facilities for programmes which requires such facilities. State the location and provide agreements if facilities are provided by other parties.*
- c) *Provide information on the arrangement for clinical training if the hospital is used by more than one educational training provider.*

(Complete Table 6 - Evaluation Instrument of Medical Specialist Training)

This Standard is to be read with the **Discipline-Specific Requirements.*

5.1.2 The physical facilities must comply with the **relevant laws and regulations.**

- a) *Explain (with evidence) that the physical facilities comply with the relevant laws and regulations, including issues of licensing.*

5.1.3 The educational training provider must provide access to a **resource centre** with adequate and current references and learning materials including e-learning resources that meet the needs of the programme.

- a) *State the available resource centres / facilities (e.g.: library, anatomy museum, clinical skills labs, simulation labs etc).*
- b) *Describe the types of teaching and learning resources available (e.g. databases, subscriptions, e-learning resources etc).*
- c) *State the number of staff and their qualifications in these resource centres / facilities.*
- d) *Describe resource sharing mechanisms that are available to broaden access.*

- e) **Comment on the extent of use of these facilities by academic staff and students.**

(Complete Table 7 - Evaluation Instrument of Medical Specialist Training)

- 5.1.4 The educational resources, services and facilities must be **well-maintained and periodically upgraded.**

- a) **Describe how the educational training provider maintains, reviews and improves the adequacy, currency and quality of its educational resources.**

5.2 Research and Development

- 5.2.1 The **interaction between research and learning** must be reflected in the curriculum, influence current teaching and prepare trainees for engagement in research, development and scholarship.

- a) **Describe teaching and learning activities where evidence-based medicine is promoted.**
b) **Describe the research activities in the curriculum. This may include clinical audits, systematic reviews, clinical trials, basic bench research, translation research, policy research etc.**

- 5.2.2 The educational training provider must have a **policy on research** with access to adequate facilities and resources to sustain them.

- a) **Describe the policies, facilities and budget allocation available to support research.**

- 5.2.3 The educational training provider must **periodically review** its research resources and facilities to promote a conducive research environment.

- a) **Describe the processes by which the educational training provider reviews its research resources and facilities.**
b) **State steps taken to enhance its research capabilities and environment.**

5.3 Financial Resources

- 5.3.1 The educational training provider must demonstrate **financial viability and sustainability** for the programme.

- a) **Provide audited financial statements or certified supporting documents for the last three consecutive**

years.

b) Explain the financial viability and sustainability based on the provided statements/documents.

5.3.2 The educational training provider must have a **clear line of responsibility, authority and processes** for budgeting and resource allocation that takes into account the specific needs of the programme.

a) State the financial management structure, lines of responsibilities and processes.

INFORMATION ON AREA 6: PROGRAMME MANAGEMENT

6.1 Programme Management

6.1.1 The educational training provider must clarify its **management structure and function, and the relationships** between them. These must be communicated to all parties involved based on the principles of accountability and transparency.

- a) Describe the management structure and functions, and the main decision-making components of the educational training provider.*
- b) Indicate the major committees, TOR and frequency of meetings.*
- c) Describe how the information is disseminated.*

6.1.2 The educational training provider must provide accurate, relevant and timely **information about the programme** which are easily and publicly accessible, especially to prospective trainees.

- a) Describe the policies and procedures that ensure accurate, relevant and timely information about the programme which are easily and publicly accessible, especially to prospective students.*

6.1.3 The educational training provider must have policies, procedures and mechanisms for **regular review and updating** of its structures, functions, strategies and core activities to ensure continuous quality improvement.

- a) Describe the policies, procedures and mechanisms for regular review and updating of the educational training provider's structures, functions, strategies and core activities to ensure continuous quality improvement.*
- b) Identify person(s) responsible for continuous quality improvement within the educational training provider.*
- c) Highlight any substantial improvements resulting from these policies, procedures and mechanisms.*

6.1.4 The educational training provider must establish a committee or board for management of the programme that must be an effective **decision-making body** with an adequate degree of autonomy.

- a) Describe the committees/boards responsible for management of training e.g. conjoint board, Post-graduate training committee.*
- b) State the membership of the committees and the TORs for the committees.*

6.1.5 The educational training provider must establish mechanisms to ensure **comparability of educational quality** for programmes conducted in different training sites or partner institutions.

- a) *Describe the arrangements agreed upon by the educational training provider and with other training sites/partner institutions to assure functional integration and comparability of educational quality.*
- b) *State criteria for training sites to enable quality benchmarking (e.g. passing rates, graduate on time, trainer/trainee feedback).*

6.1.6 The educational training provider must have **constructive interaction** with healthcare-related sectors of society and the government to gauge healthcare needs and graduate employability.

- a) *Describe the interaction with the health and health-related sectors of the society and government.*
- b) *Show evidence of internal and external consultations, and needs analysis (for new programmes only).*

6.2 Program Leadership

6.2.1 The Head of Programme, programme lead(s) and programme coordinators must be **appropriately appointed** and their responsibilities clearly stated.

- a) *State the criteria for the appointment and terms of reference of the programme leadership. Explain the selection process.*

6.2.2 The Head of Programme, programme lead(s) and programme coordinators must have appropriate **qualification, knowledge and experience** related to the programme he/she is responsible for.*

- a) *Indicate the programme leaders of this programme. Describe the qualifications, experiences, tenure and responsibilities of the programme leader.*

This Standard is to be read with the **Discipline-Specific Requirements.*

6.2.3 There must be mechanisms and processes for **communication** between the Head of Programme and educational training providers on matters such as staff recruitment and training, trainee admission, allocation of resources and decision-making processes.

- a) *Describe the relationship between the programme leadership and educational training provider on matters*

such as staff recruitment and training, student admission, allocation of resources and decision-making processes.

6.3 Administrative Staff

6.3.1 The educational training provider must have **sufficient number of qualified administrative** staff to support the effective implementation of the programme and related activities.

- a) Describe the administrative structure which supports the programme.***
- b) Explain how the number of the administrative staff is determined in accordance to the needs of the programme and other activities.***
- c) State the terms and conditions of service.***

(Complete Table 8 - Evaluation Instrument of Medical Specialist Training)

6.3.2 The educational training provider must conduct **regular performance review** of the administrative staff of the programme.

- a) State the mechanisms and procedures for monitoring and appraising the performance of the administrative staff of the programme.***

6.3.3 The educational training provider must have **appropriate training for the advancement** of the support staff of the programme.

- a) State the policy/guidelines on training for the advancement of the administrative staff to meet the needs of the programme.***

6.4 Academic Records

6.4.1 The educational training provider must have **appropriate policies and practices** concerning the nature, content and security of trainee, trainer and other academic records.

- a) State the policies and practices on the nature, content and security of trainee, trainer and other academic records of the educational training provider.***
- b) Explain the policies and practices on retention, preservation and disposal of student, academic staff and other academic records.***

6.4.2 The educational training provider must **maintain trainee records** relating to their admission, performance, completion and graduation in such form as is practical and preserve these records for future reference.

a) Explain how the educational training provider implements the policy on trainee records relating to their admission, performance, completion and graduation.

6.4.3 The educational training provider must implement **policies on the rights of individual privacy** and the confidentiality of records in compliance with relevant regulatory requirement.

a) Describe how the educational training provider ensures the rights of individual privacy and the confidentiality of records.

6.4.4 Policies pertaining to security of records, including the increased use of electronic technologies and safety systems must be **regularly reviewed** by the educational training provider.

a) Describe the educational training provider's review policies on security of records and safety systems and its plans for improvements.

INFORMATION ON AREA 7: PROGRAMME MONITORING, REVIEW AND CONTINUAL QUALITY IMPROVEMENT

7.1 Mechanisms for Programme Monitoring, Review and Continual Quality Improvement

7.1.1 The programme must have quality assurance **processes to monitor and review** the training.

a) Describe the processes and mechanisms for regular monitoring and review of the programme.

7.1.2 There must be a designated **person or unit responsible** for continual quality improvement of the programme.

a) Describe the roles and the responsibilities of the educational training provider's Quality Assurance unit responsible for internal quality assurance of the programme.

7.1.3 The programme must have **policy, structure and procedures** as well as **implement** the following:

- **Monitor/regularly review and update** the process, structure, contents, outcomes/competencies, assessment and learning environment of the programme.
- **Rectify** documented deficiencies.
- Allocate **resources** for continuous renewal.
- Involve **stakeholders** in continual quality improvement processes.

a) State the quality improvement policy including the frequency and mechanisms for monitoring and reviewing the programme.

b) Describe how the educational training provider utilises the feedback from a programme monitoring and review exercise to further improve the programme.

c) Explain how the monitoring and review processes help ensure that the programme keeps abreast with scientific, technological and knowledge development of the discipline, and with the needs of society.

7.1.4 The educational training provider must make the **programme review report accessible** to stakeholders.

a) State the stakeholders involved in a programme review.

b) Describe their involvement and show how their views are taken into consideration.

c) Explain how the educational training provider informs the stakeholders the result of a programme review and how their views on the report are taken into consideration for the future development of the programme.

7.1.5 In collaborative arrangements, the partners involved must **share the responsibilities** of programme monitoring and review.

a) Describe the responsibilities of the partners involved in collaborative arrangements in programme monitoring and review.