

Review Article

Quality Assurance Scheme for Under Graduate Medical Institutions: A brief overview

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Quality Assurance Scheme (QAS)

outlined in this guideline the roles and responsibilities of the groups and individuals involved in the course appraisal, faculty development and Review scheme. These are described in details along with process and procedures of QA.

Quality assurance

It is the guarantee that the required standards are being met (Australian Higher Education Council)

Purpose and Aims of Quality assurance

Purpose

- Achieving academic standard of course
- Learning quality
- Students' achievement

Aims

- Support academic staffs to enhance job satisfaction
- Improved performance of the institution
- Provide communication between staffs & institutes

Principles of Quality Assurance

- Accountability
- To ensure making progress towards planned objectives or targets
- Self evaluation
- External peer review

Components of Quality Assurance

- Course appraisal
- Faculty development and Review scheme
- External review

Framework of Quality Assurance

A. Organizational framework

Council and committees within which quality of teaching and learning is considered

- National Quality Assurance Body (NQAB)
- Local Quality Assurance Body (LQAB)

A.1. National Framework QAB

- Responsible for QA in undergraduate medical education
- Ensure standards in all medical institutions
- Review QA process through visits in every five years
- Members of NQAB (depending on countries protocol)

DGHS- Chairman

Joint secretary (Ministry of Health & Family Welfare)

President Medical &

Professor (Dr.) Md. Mahfuzar Rahman

Head, Department of Community Medicine
KYAMC

Source: WHO publication SEA-HSD-335

Dental Council

Director Medical Education

Deans of Universities

Centre for Medical Education (CME): Act as Secretariat

A.2. Local Framework QAB

- Academic council
- Course committee
- Phase coordinator groups
- Subject coordinators
- External examiners
- External assessor

The lines of communication and reporting as indicated below:

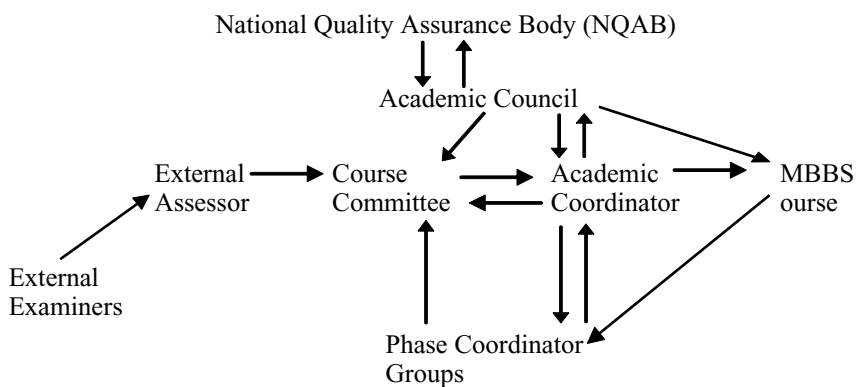


Table-1 Organizational Framework

Committees	Composition	Membership
Academic Council	Chair Academic Coordinator Members of Academic staff	Responsible to Course Committee College Principal Appointed by Academic Council Heads of Departments and others
Course Committee	Chair Academic Coordinator Members of Academic staff 3 Student Representatives	Responsible to Academic Council Vice Principal Appointed by Academic Council Heads of Departments and others Selected students from Phase coordination group
Phase I Coordination Group	Phase I Coordinator Subject Coordinators (Anatomy, Physiology, Bio-chemistry, Community Medicine) 2 Student Representatives	Responsible to Course Committee Appointed by Academic Council Responsible to Academic Coordinator Designated Heads of Departments Students selected on merit from top ten of each Year1 and 2
Phase II Coordination Group	Phase II Coordinator Subject Coordinators (Community Medicine, Pharmacology, Pathology, Microbiology, Forensic Medicine, Medicine, Surgery, and Gynae & Obstetrics) 2 Student Representatives	Responsible to Course Committee Appointed by Academic Council Responsible to Academic Coordinator Designated Heads of Departments Students selected on merit from top ten of each Year4 and 4
Phase III Coordination Group	Phase III Coordinator Subject Coordinators (Medicine, Pediatrics, Surgery, Community Medicine, Ophthalmology, ENT and Gynae & Obstetrics) 2 Student Representatives	Responsible to Course Committee Appointed by Academic Council Responsible to Academic Coordinator Designated Heads of Departments Students selected on merit from top ten of each Year 5
External Examiners External Assessor		Appointed for a single round of examinations Appointed by Academic Council with Faculty approval, renewable for 3-5 years

B. Operational framework

Process and procedures by which under graduate medical course is monitored and evaluated

B.1. Course appraisal: procedures for planning, approval and review of courses, examining performance indicators, obtaining feedback from students, graduates and employees and analyzing External examiner's & External assessor's reports

B.2. Faculty development and review scheme: implementing staff appraisal and development

B.3. External review: responding to inspection by National Quality Assurance Body (NQAB)

Course Appraisal

Academic Council

- Responsible for taking appropriate actions and make recommendations for course development
- Critically appraises the Annual report from the Course Committee
- Ultimate responsibility for undergraduate medical course, QA and faculty development
- Takes appropriate action in response to Annual report, particularly in relation to QA and academic standards

Chairman: Principal (Head of the Institute)

Academic coordinator: Appointed by Academic council

All Heads of department

The Principal, as chairperson of the Academic Council, has to guide the critical appraisal of the Annual Report from the Course Committee. The Principal also has to ensure that necessary action is taken for compliance with the QA process and the maintenance of academic standards. Any deficiencies can not be ignored; the academic council has to be seen to be maintaining academic standards by the action it takes.

The academic coordinator is responsible for development and delivery of teaching and learning program of undergraduate MBBS course schedule for Academic Calendar. Appraisal and evaluation of the course. Preparation of Annual report on the operation of MBBS course to the Academic council

The Heads of departments are responsible for management of QA in their own departments. Also responsible for Critical appraisal of Course committees Annual report

Course committee

Chairman: Vice principal or any senior faculty as per protocol

Academic coordinator: Focal person & be appointed by academic council

All Heads of departments

3 student's representatives (One from pre, para & clinical disciplines)

Responsibilities:

Development, delivery & evaluation of undergraduate medical course & review of resources

Ongoing course appraisal and evaluation

Submission of an Annual report on respective phase and student's opinion

Plan staff development activities

Ensure actions upon academic council recommendations for course development

Phase coordinator groups (Pre-clinical, Para-clinical & Clinical)

Academic coordinator is the focal person of phase coordinator groups

Phase coordinators are responsible for delivery of respective phase of undergraduate medical course and monthly evaluation of course

Responsible for analysis of student Course evaluation questionnaires

Also responsible for preparation of Annual report to the Course committee

Subject Coordinators

Responsible for coordinating the delivery of respective subjects

Phase-I coordination group (Pre-clinical) including coordinator, subject coordinators and students representatives

Coordinator, appointed by academic council and will coordinate among the subjects of this phase

Subject coordinators: One person from the discipline of anatomy, physiology, bio-chemistry and community medicine or any other discipline of pre-clinical course 2 student representatives

Phase-II coordination group (Para-clinical) including coordinator, subject coordinators and students representatives Coordinator: appointed by academic council and will coordinate among the subjects of this

phase Subject coordinators: One person from the discipline of community medicine, pathology, microbiology, pharmacology, and forensic medicine, medicine, surgery, gynae & obs. or any other discipline of para-clinical course

2 student representatives

Phase-III coordination group (Clinical) including coordinator, subject coordinators and students representatives

Coordinator: appointed by academic council and will coordinate among the subjects of this phase

Subject coordinators: One person from the discipline of medicine, surgery, gynae & obs. pediatrics, ophthalmology, ENT and community medicine or any other discipline of clinical course

2 student representatives

Student representatives (are to selected on merit basis from the first ten in each year)

Represent student's opinion on committees by collecting views from fellow students about:

Total course, including quality of teaching and current assessment system with suggestions for improvement

Facilities available, general environment and individual

subject appraisal with suggestions for improvement

External examiners

External examiners are subject specialists

Appointed by Dean's office for a single round of examination

Prepare reports on specific examination covering

Standard of assessment

Student's performance

Conduct of examination

Recommendations

External Assessor

Nominated by academic council with approval of the faculty of University and be appointed by Dean for one year. Must be a senior medical teacher / educator, and be able and willing to give time required. The letter of appointment should have clear terms of reference including a checklist of activities.

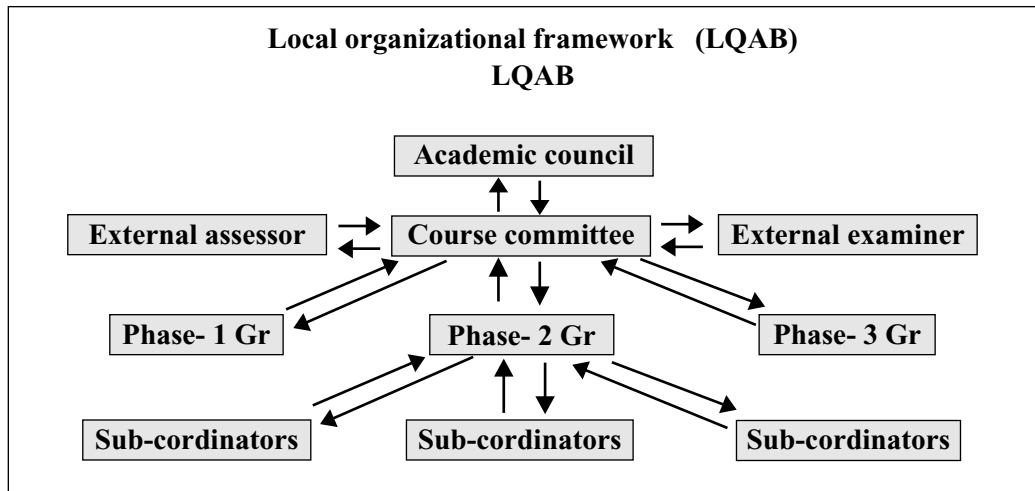
Renewable for 3-5 years Consider external examiners report Consult with external and internal examiners, students & staffs on course organization, teaching, assessment, resources & facilities Prepare annual report for academic coordinator

Table-2 Operational Framework

Committees	Membership	Responsibilities
Academic Council	Chair (Principal) Academic Coordinator Heads of Departments	Ultimate responsibility for MBBS course, QA and Faculty Development Guide critical appraisal of Course Committee's Annual report Prepare course Schedule for Academic Calendar Coordinate delivery and appraisal of course Review of academic staff
Course Committee	Chair (Vice-Principal) Academic Coordinator Heads of Departments 3 Student Representatives	Development, delivery and evaluation of MBBS course and review of resources Ensure Academic Council's recommendations for course development are acted upon Plan appropriate staff development activities Prep[are Annual report for Academic Council (based on minutes of meetings, cohort analysis and Annual reports) On-going appraisal of respective subject areas Present student views

External Examiners External Assessors		Prepare reports on specific examinations Consider External Examiners report Consult with External Examiners, students and staff Prepare Annual Report to Academic Coordinator
Proposed National Quality Assurance Body		Review MBBS course every 5 years

Local QAB Framework



Communication and Reporting of Local QAB

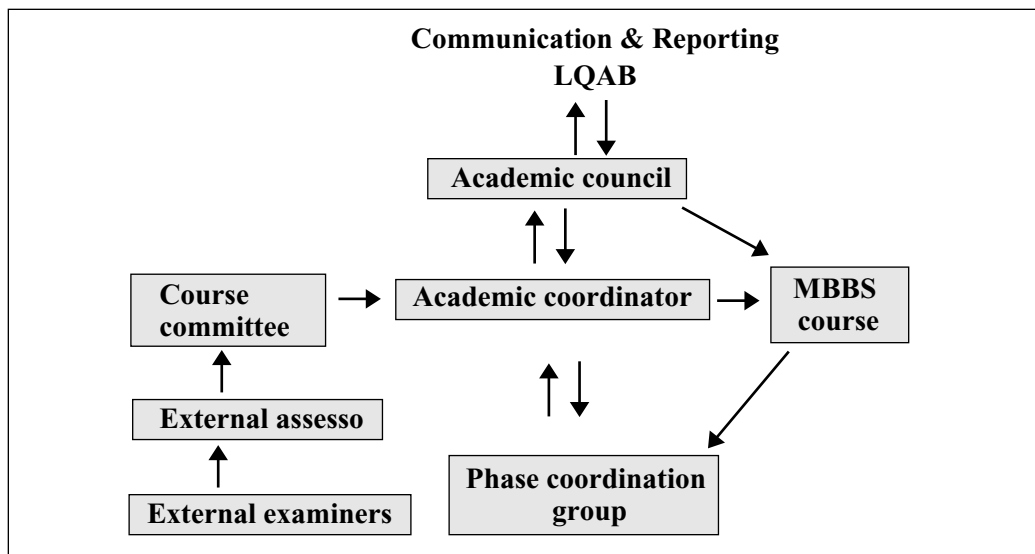


Table-3 Course appraisal

Activity	Responsible	Survey of information	Reported to	Frequency
Phase coordination group meetings	Phase coordinator			Monthly
Phase coordination group reports	Phase coordinator	Minutes of phase coordination Group meetings	Academic Coordinator	Quarterly
Distribution of proforma to External Examiners	Vice-Principal			At the time of Summative Examinations
Distribution of proforma to External Assessor	Principal			Annual
Distribution of Students Evaluation Questionnaire	Academic Coordinator and Phase Coordinators			Annual
Analysis of student data	Phase Coordinators	Student Evaluation Questionnaires	Academic Coordinator	Annual
Annual Report to Course Committee	Phase Coordinators	Student Evaluation Questionnaires Phase Coordination Group Meetings	Course Committee	Annual
Completion of External Examiners Reports	External Examiners and External assessor	Observation of Examinations Examination Results Consultation with staff and students	Principal Academic Coordinator	Annual
Completion of Cohort analysis	Academic Coordinator assisted by student clerk	Examination results Admission book	Course Committee	Annual
Completion of Course Committee Annual report (Course Appraisal proforma)	Academic Coordinator	Phase Coordinators reports External Examiners reports Cohort Analysis Course Committee minutes Formal/Informal discussion	Academic Council	Annual
Response to Annual report	Academic Council	Course Committees annual Report		Annual

Faculty Development and Review Scheme (Academic Staff)

The quality of teaching and learning depends heavily on the abilities of the teaching staff. Within the QA process the opportunity is given for teaching staff to develop their abilities in relation to teaching and learning through the Faculty Development and Review Scheme.

The Academic Council is responsible for the Faculty Development and Review Scheme and the Heads of Departments are responsible for implementing it. The aims are to:

- help academic staff develop as individuals by supporting their professional development
- provide a means of communication between the staff member and the medical college towards an effective relationship between the needs of the individual and the institution that can be achieved within the resources available

Each staff member has an annual review meeting, normally with the Head of Department, which is expected to last at least one hour. In the case of Heads of Department the reviewer is the Principal. The Director General of Health Services reviews the Principals of Medical colleges. It is vital to the scheme that review meeting is conducted in a manner which the member of staff considers to be supportive and fair so that the outcome is constructive.

The most important components of the scheme is each staff members personal or self review carried out prior to review meeting. This includes observations on achievements; difficulties and aspirations, together with a factual record of work, emphasizing work undertaken since the previous meeting if appropriate (Personal Review Form). The self review not only helps in clarifying the thoughts and ideas of the staff members, it also assists in setting the agenda for the review meeting.

The outcome of the meeting is an agreed statement setting new objectives together with an action plan on how these are to be attained (Action Plan Form). The individual's objectives are formulated to take account of professional development needs and department and college plans and resources.

The notification of completion of review form is sent by the head of the department to the Vice-Principal so that appropriate faculty development activities can be planned. To help members of staff with their personal development, the college make available an on going program of the faculty development concerned with teaching and learning, assessment and evaluation, educational media, research methodology, research and technical writing, management and information technology. This can be done locally in MEU or with the help of CME. The Academic Council considers as required the views of staff on the operation of the scheme and makes appropriate recommendations.

Table-3 Faculty Development and Review Scheme

Person Responsible	Activities
Academic Coordinator	Prompt Heads of department to distribute Review Forms and Guidance Notes
Heads of Department	Distribute Review Forms Consult with colleagues Conduct review Submit Notification of completion of Review to Vice-Principal
Staff Member	Complete and submit Personal Review Form Complete and return Action Plan
Vice- Principal	Analyze Action Plan Liaise with Medical Education Unit (MEU) and Centre for Medical Education (CME) regarding training needs

External Review

The Quality Assurance (QA) Scheme in medical education has more to do with the way in which the colleges implement the course. It is therefore proposed that with Government approval, a National QA body should be formed. It would be appropriate for the membership of the body to include representatives of the BMDC and other national medical professional bodies like the Bangladesh Medical Association (BMA). The body could arrange annual visit to the colleges by a team of external reviewers. They would

review both the extent to which the QA scheme was being implemented and also the quality of the teaching and learning process. A report would be made to the college Principal for the purpose of stimulating a further improvement of standards.

The views of graduates and employers will also provide valuable information on the appropriateness of the knowledge and skills acquired on the MBBS course. This on going monitoring and evaluation will provide feedback for individual colleges and also for the periodic national curriculum review exercise.

