

TEPDAD
NATIONAL STANDARDS FOR UNDERGRADUATE MEDICAL EDUCATION
2021

Preface

The main goal of medical education is to train “good physicians” who can improve public health and make necessary changes in the field of health. Physicians have responsibilities to themselves, to their patients and to their profession. The quality of medical education is important to meet these goals and responsibilities. There are important threats that affect the quality of medical education. The uncontrolled increase in the number of medical schools universally has led to the questioning of the quality and specifications of the graduates. Accreditation of the educational programs is an important tool against these threats.

Accreditation is the process of external evaluation of an educational program with defined standards. Institutions are able to identify and develop and maintain the qualities that need to be developed through accreditation process and continuous innovation and development culture.

In 2008, The National Medical Education Accreditation Committee (UTEAK) was founded by Council of Deans of Medical Schools. UTEAK defined the National Standards for Undergraduate Medical Education and started the accreditation process for medical education programs in 2010. The Association for Evaluation and Accreditation of Medical Education Programs (TEPDAD) was established in 2011 and registered by Turkish Higher Educational Council as an accrediting body in the same year. In 2013, TEPDAD was recognized by the World Federation for Medical Education. Higher Education Council has started to declare medical education programs accredited by TEPDAD in the University Entrance Examination Guide since 2016.

Since its establishment, 41 medical education programs have been accredited by TEPDAD. In this process, the National Standards, first published in 2009, were reviewed and updated every year. In 2018, a comprehensive renewal was made as a result of two years of devoted work within the framework of world standards and new developments in medical education. The 2020 standards, on the other hand, have been updated with minor changes on the basis of the 2018 standards. This year, new standards for online education, which are widely used with the COVID-19 epidemic, have been defined. These new standards will be used in 2021.

TEPDAD organized a "Symposium on Good Practices in Medical Education" twice in 2012 and 2015 to share good practices in medical education as well as accreditation studies. This symposium will be repeated in 2022. Additionally, in 2014, “Accreditation Workshop on Medical Education” was held in cooperation with the World Federation for Medical Education with participation of 110 professionals from twenty countries.

More than 150 faculty members from nearly 40 medical faculties are working on the boards and committees of TEPDAD today. We would like to thank all the colleagues who invest their efforts for the sake of better medical education and all the faculties of medicine that support the accreditation process.

Main objective and aim is to develop and maintain the accreditation processes that are important for a higher quality medical education and better health care provision for the community in our country.

Together, hand to hand for higher quality medical education nationally and globally.

With respect and friendship,

Dr. İskender Sayek

President, TEPDAD

Descriptions

2021 standards for Undergraduate Medical Education are structured similarly to the 2020 standards in terms of general characteristics, and two basic standards (TS.2.1.6. and TS.8.3.3.) have been added to the “Structure of the Educational Program” and “Organization, Management and Execution”. The first of these standards is within the scope of "online/distance learning and teaching being compatible with the outcomes of the faculty, its function being defined and the appropriate equipment, infrastructure and manpower support provided", and the second one within the scope of "determining strategies to ensure the continuation of education in extraordinary situations". Under nine main headings and 23 sub-headings, there are 66 basic and 29 development standards that must be met. In this document, the basic standards for the standard titles are placed in the blue text boxes and the development standards are placed in the brown text boxes. Before each main title, a brief explanation covering all of the mentioned standards is given. Then, the standards are presented under the headings by numbering. Some concepts that are included in the standard sentences throughout the document are highlighted in bold and explained under the heading "Definitions" at the end of the document.

The Self-Assessment Report Preparation Guide prepared for the institutions applying for accreditation has also been updated according to the 2021 standards, explanations regarding the standards are included in the guide and the required additional documents and evidence are defined. The Self-Assessment Report Preparation Guide also includes a list of additional documents required for applying medical education programs conducted in a foreign language and additional questions to be answered.

Hoping that 2021 Standards for Undergraduate Medical Education will contribute to achieving the goal of high quality medical education.

Dr. Berna Musal

Chairman of UTEAK

1. AIMS AND OBJECTIVES

The aims and objectives of the educational program are the most decisive component of the program carried out in the institution. It is necessary for the medical school to have goals and objectives in order to ensure social accountability.

1.1. Institutional goals

Basic Standards

The institutional aims of the medical school must;

BS.1.1.1. Take into account the social obligations of the school,

BS.1.1.2. Include the elements of education, research and service separately,

BS.1.1.3. Be defined with broad participation, shared with the internal stakeholders and society.

1.2. Aims and objectives of the educational program

Basic Standards

The aims and objectives of the educational program must be;

BS.1.2.1. Compatible with Turkey Higher Education Qualifications Framework, the National Core Curriculum and include the graduation competencies/outcomes to fulfill their roles and responsibilities in the community,

BS.1.2.2. Defined for years/program phases and associated with graduation aims / competencies / competences / outcomes

BS.1.2.3. Defined with wide participation of internal stakeholders and be known to its constituency,

BS.1.2.4. Updated regularly,

BS.1.2.5. Utilized in education and teaching processes.

Development Standards

The medical faculty in the process of defining its goals and objectives should;

DS.1.2.1. Take the contributions and opinions of external stakeholders

DS.1.2.2. Consider the aims of objectives of International medical education organizations

2. STRUCTURE AND CONTENT OF THE EDUCATIONAL PROGRAM

The educational program, which is a contract between school-society-student; a structure that is consistent with scientific basis of education and that will achieve the educational goals and objectives to meet the health needs of the community.

Under this heading, the structure and content of the training program; the standards harmonizing purpose, content and structure, and transformation into learning-teaching activities are covered.

2.1. The structure of the educational program

Basic Standards

The educational program must;

BS.2.1.1. Define the structure and the teaching methods used in general and for all stages of the program and shared with all the stakeholders,

BS.2.1.2. Include learner-centered educational practices at every stage,

BS.2.1.3. Be integrated horizontally and vertically,

BS.2.1.4. Include electives and independent study hours at every stage,

BS.2.1.5. Include educational activities that take place in health institutions and in the community outside the tertiary level.

BS.2.1.6 Design the online/distance learning and teaching activities to be compatible with the outcomes of the program, and their operation should be defined within the framework of a directive and carried out with the support of appropriate equipment, infrastructure and manpower.

Development Standards

Educational program should;

DS.2.1.1. Include behavioural sciences, social sciences and humanities in the program integration

DS.2.1.2. Ensure confrontation of the students with the patients, community health problems and needs at the early stages of the program

DS. 2.1.3. Include community based educational activities at all stages

DS. 2.1.4. Include medical electives in all stages

DS. 2.1.5 Include components and activities aimed at providing students with a continuous professional development and lifelong learning attitude,

DS 2.1.6 Include non-medical electives

2.2. The content of the educational program

Basic Standards

The content of the educational program must;

BS. 2.2.1. Be structured to meet the goals and objectives defined at every level / year or phase,

BS.2.2.2. Ensure compliance with the current national core curriculum and show this with a systematic analysis,

BS.2.2.3. Include behavioral and social sciences as well as medical humanities,

BS.2.2.4. Provide learning opportunities by using scientific principles and methods to develop skills such as analytical, critical thinking and evaluation, problem solving, and decision making,

BS.2.2.5. Ensure learning opportunities that will encourage students to participate in scientific research and gain experience,

BS.2.2.6. Provide opportunities to gain understanding and skills to work in a team,

BS.2.2.7. Include elements to prepare the graduates for postgraduate training and working conditions,

BS. 2.2.8 Plan social and community based projects or educational activities in which the students can take responsibility.

Development Standards

Educational program content should;

DS.2.2.1. Include evidence based medicine practices,

DS.2.2.2 Provides students with the opportunity to learn and gain experience in electronic patient information management and decision support systems,

DS.2.2.3. Give the students an inter-professional perspective in the provision of health services and practice.

3. ASSESSMENT OF STUDENTS

Assessment methods; content, form, timing, and consequences of their use, are important components of the program that directs the students to reach their educational goals and objectives.

Under this heading standards for planning and implementation of assessment practices to guide students and faculty are defined.

3.1. Assessment applications

Basic Standards

The methods and criteria used for assessment must be;

BS.3.1.1. Determined according to the years or phases of the program, published and shared with students and faculty members,

BS.3.1.2. Compliant with aims and learning objectives and validated,

BS.3.1.3. Planned and implemented to support learning.

Development Standards

Assessment of students should;

DS.3.1.1. Be continuously improved using innovative methods and following new developments in the field,

DS.3.1.2. Evaluate the utility of assessment practices,

4. STUDENTS

Students are the main subject of education. Individual and social opportunities that meet the needs of the learners, a learning climate that provides professional ethics and intellectual developments as well as academic developments that offer opportunities are required. It is important that students participate actively in all processes related to the planning, implementation and evaluation of learning experiences.

Under this heading, standards are set for student-related regulations in order to create a learning climate that supports learning and development.

4.1. Approach to student selection, intake and number

Basic Standards

Medical school must;

BS.4.1.1. Determine the number of students to be admitted taking into account the objectives, structure, features, institutional human power and infrastructure of the educational program

4.2. Duties and responsibilities of students

Basic Standards

Medical school must;

BS. 4.2.1. Define and make known the duties and responsibilities of the students in preclinical period of the program,

BS. 4.2.2. Define and make known the duties and responsibilities of the students in clinical clerkship and internship period.

4.3. Student representation

Basic Standards

The medical school must

BS.4.3.1. Define and establish an institutional system that will provide qualified and effective student representation in all the structures and processes related to education and training.

4.4. Counseling services for students

Basic Standards

The medical school must;

BS.4.4.1. Define and establish an academic and social counseling system and demonstrate its functionality.

Development Standards

The medical school should,

DS.4.4.1. Provide accessible psychological counseling and guidance services,

DS.4.4.2. Provide methods / activities to assist in career planning for the students

4.5. Social, cultural, and sports facilities

Basic Standards

The medical school must;

BS.4.5.1. Provide social, cultural, sports facilities and equal access opportunities for the students.

Development Standards

The medical school should;

DS.4.5.1. Encourage interaction of the students with the instructors in social, cultural, and sports activities,

DS.4.5.2. Facilitate the student access to resources that provide economic support according to their needs.

4.6. National and international exchange opportunities

Basic Standards

The medical school must;

BS.4.6.1. Provide students national and international exchange opportunities and give administrative and economic support within a specific plan and policy framework,

4.7. Continuous and regular communication system with students

Basic Standards

The medical school must;

BS.4.7.1. Provide the students with an environment of continuous and regular interaction using up-to-date communication tools and methods.

5. PROGRAM EVALUATION

Program evaluation; includes data collection, analysis and evaluation of all the components of the education program. Evaluation results are used for program improvement. This requires a continuous monitoring and development process for evaluation.

Under this heading, the structure of the program evaluation system and the standards for the use of its results are defined.

5.1. Structure of program evaluation system

Basic Standards

Program evaluation system must;

BS.5.1.1. Include feedback from students and faculty members which are regularly taken, analyzed and reported,

BS.5.1.2. Include regular monitoring and evaluation of student performance.

Development Standards

The program evaluation system should;

DS.5.1.1. Include monitorization and evalaution of all components of the program,

DS.5.1.2. Include external evaluation methods and processes.

5.2. Use of program evaluation results

Basic Standards

Program evaluation results must;

BS.5.2.1. Be regularly assessed and reported,

BS.5.2.2. Be shared with the academic staff and students,

BS.5.2.3. Be used in the development and improvement of the program.

6. ACADEMIC STAFF

The characteristics of the academic staff are the most important determinants of the quality of the training program.

Under this heading are defined standards for the creation of a qualified academic staff and the promotion of their development.

6.1. Academic Staff Policy

Basic Standards

The medical school must;

BS.6.1.1 Demonstrate that it has the academic staff structure suitable for the workload required in different periods, processes and activities in relation to the application characteristics of the educational program,

BS.6.1.2. Define and monitor the duties and responsibilities of the academic staff in relation of the educational program with the fields of study and academic level,

BS.6.1.3. Select, appoint and promote academic staff based on methods and meritorious criteria that ensure equal opportunity, taking into account academic excellence

Development Standards

The medical school in the selection, appointment and promotion of teaching staff should;

DS.6.1.1. Define additional criteria in the field of education in addition to university's selection, appointment and academic promotion criteria.

6.2. Continuous professional development of academic staff

Basic Standards

The medical school must;

BS.6.2.1. Offer faculty development programs implemented in a planned and institutional framework to improve the quality of the educational program,

BS.6.2.2. Plan professional development activities at an institutional framework constantly,

BS.6.2.3. Support the faculty members to participate in faculty development programs and other individual continuing professional development activities and monitor their contribution and participation

Development Standards

Medical school should;

DS.6.2.1. Provide administrative and economic support for the faculty members in an institutional framework for participation in professional development activities,

DS.6.2.2. Constantly monitor and evaluate the professional development of the faculty members,

DS.6.2.3. The medical school should assess the effectiveness of educational development programs and ongoing professional development programs carried out in the institution.

7. INFRASTRUCTURE AND OPPORTUNITIES

Implementation of the educational program in the planned manner requires appropriate infrastructure and opportunities.

Under this heading the standards are defined for the components of the infrastructure that need to be in place.

7.1. Infrastructure and educational facilities

Basic Standards

The school, in accordance with the structure, characteristics and number of students of the training program must,

BS.7.1.1. Have adequate numbers of lecture halls, classrooms, seminar rooms, student laboratories for large and small groups

BS.7.1.2. Provide study areas besides, social areas and other areas and facilities reserved for student use,

BS.7.1.3. Provide library and information access facilities via internet or other electronic media,

BS.7.1.4. Provide clinical training environments that enable students to gain sufficient experience in medical knowledge, skills and practice,

BS.7.1.5. Provide facilities such as classrooms, seminar rooms, areas dedicated to student use during the clinical training at the hospital,

BS.7.1.6. Provide the environment for students, academic and administrative staff, patients and their relatives at the hospital,

BS.7.1.7. Have made arrangements for disabled students to meet their needs and access.

Development Standards

Medical School should;

DS.7.1.1. Have a training program devoted to institutional collaboration protocols to provide learning opportunities in the community,

DS.7.1.2. Have simulated / standardized patients for learning and evaluation opportunities,

DSA. 7.1.3. Provide a research infrastructure for students, with opportunities for all students to plan, implement and share the results of research that they can participate individually or in a team.

7.2. Financial facilities

Basic Standards

Medical school must;

BS.7.2.1. Create financial resources and use the resources effectively to sustain, evaluate, develop and improve the educational program, infrastructure and opportunities for students.

8. ORGANIZATION, MANAGEMENT AND EXECUTION

Ensuring the desired result of education programs requires proper organization to fit the program structure.

Under this heading the standards defined are for educational organization, management staff and components for executive processes.

8.1. Organization

Basic Standards

The medical school must;

BS.8.1.1. Establish an organizational structure in accordance with the educational program and define its authorities, duties and responsibilities with proper institutional regulations,

BS.8.1.2. Define the mutual duties and responsibilities of the administrators and instructors, relations with the training hospitals and other units where education is maintained,

BS.8.1.3. Define institutional structures that provide administrative, technical and secretarial support to education management, organization and operational processes,

BS.8.1.4. Define education and training-related regulations and practices which includes competent and functional medical education units and benefit from the knowledge and experience of the experts in medical education.

8.2. Governance

Basic Standards

The Dean of medical school, must;

BS.8.2.1 Be a graduate of the medical school with experience in education and management.

Development Standards

The medical school should;

DS.8.2.1. Have the majority of the executive staff who are medical school graduate, has educational and management experience,

DS.8.2.2. Provide faculty development programs for the members who would take tasks related to educational management.

8.3. Executive

Basic Standards

Medical school must;

BS.8.3.1. Have autonomy to organize training programs in line with the institutional aims and objectives, to establish and implement relevant legislation,

BS.8.3.2. Establish a system of regular records and archives that documents the decisions and processes related to education.

BS. 8.3.3 Define strategies to ensure that education is continued in extraordinary situations

Development Standards

Medical School should;

DS. 8.3.1. Structure the training in the hospital in a framework focused on education.

9. CONTINUOUS RENEWAL AND IMPROVEMENT

It is necessary for the schools to have a system that supports continuous renewal and improvement.

Under this heading, standards regarding the qualifications of priority areas and mechanisms that require continuous renewal and improvement are defined.

9.1 Continuous Renewal and Development Mechanism

Basic Standard

The continuous renewal and development mechanism related to education must be;

BS.9.1.1. Associated with the institutional goals and plans of the faculty,

BS.9.1.2. Structured as a continuous institutional and functional format,

9.2. Continuous Renewal and Development Areas

Basic Standard;

In the context of the needs of the society, the developments in the field of education and the characteristics of the students, and the program evaluation, the continuous renewal and development activities of the medical school must;

TS.9.2.1. Include the aims and objectives of the educational program,

TS.9.2.2. Include teaching, training and assessment methods and practices,

TS.9.2.3. Include the physical infrastructure and opportunities,

TS.9.2.4. Cover the renewal and development of academic and administrative staff.