National Center for Quality Assurance and Accreditation

of Educational and Training Institutions (NCQAAETIs)

Medical Education Accreditation Guide

Second edition 2021

National Center for Quality Assurance & Accreditation

of Educational and Training Institutions (NCQAAETIs)

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of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

About the Center

The National Center for Quality Assurance and Accreditation of Educational and Training Institutions is an independent governmental institution (administratively and financially). This center was established in 2006 by the General People's Committee, decree No.164 under the name "The Center for Quality Assurance and Accreditation of Higher Education Institutions". The center's main mission is accreditation and quality assurance of higher education institutions, quality culture awareness, and the equivalence of scientific degrees and educational levels issued outside of the country. The center is located in Tripoli city and has two branches; One in the country's eastern region based in Benghazi city, and another in the southern region, Sabha city.

After the issuance of Education Law No. 18 of 2010, the scope of the center has expanded to include the accreditation and quality assurance of basic education, pre-university education, and technical education institutions. The center became known as "The National Center for Quality Assurance and Accreditation of Educational and Training Institutions", operating under the umbrella of the Ministry of Higher Education and Scientific Research.

Since 2008, the center has been working on the implementation of accreditation and quality assurance requirements of educational institutions, conducting external audits for accreditation and ensuring the quality of their outcomes.

The National Center for Quality Assurance and Accreditation of Educational and Training Institutions is a member of the Arab Network for Quality Assurance. It also has partnership and cooperation agreements with many Arab and international accreditation and quality assurance bodies.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Foreword

The decline of medical education in Libya remained a concern for most successive governments, as some practical measures were taken to identify the underlying problems to fix and develop them to keep pace with the rapid development of the medical field every day.

The Government of National Accord, despite its short period of work, has begun to deal with many files, including this file through the Ministry of Higher Education and Scientific Research, which hastened since assuming its duties to take practical measures, so working committees were formed from experts and specialists with competence in the field of medical education to diagnose the current situation and develop it in a way that responds to the aspirations and hopes of our people to obtain optimal health care. In addition, the Ministry did not neglect any effort made by all successive governments to benefit from studies and opinions on this subject, and the efforts concluded with the second edition of the Institutional and Programs Standards for Medical Education in line with the international standards of the International Federation for Medical Education to improve the outputs of medical education in our country and to ensure the development and improvement of outputs. All standards and indicators related to tasks and duties in medical colleges have been included, and those responsible for their implementation are identified by the standards of the International Federation of Medical Education.

The Government of National Accord, despite its short period of work, has begun to deal with many files, including this file through the Ministry of Higher Education and Scientific Research, which hastened since assuming its duties to take practical measures, so working committees were formed from experts and specialists with competence in the field of medical education to diagnose the current situation and develop it in a way that responds to the aspirations and hopes of our people to obtain optimal health care. In addition, the Ministry did not neglect any effort made by all successive governments to benefit from studies and opinions on this subject, and the efforts concluded with the second edition of the Institutional and Programs Standards for Medical Education in line with the international standards of the International Federation for Medical Education to improve the outputs of medical education in our country and to ensure the development and improvement of outputs. All standards and indicators related to tasks and duties in medical colleges have been included, and those responsible for their implementation are identified by the standards of the International Federation of Medical Education.

We have great hope that this guide will contribute to the evaluation and improvement of the outputs of our medical educational institutions.

In the end, many thanks and appreciation to the work team, headed by the Director General of the National Center for Quality Assurance & Accreditation of Educational and Training Institutions.

We ask Allah for continuous success and progress for them.
Imran Muhammad Al-Qayeb
Minister of Higher Education and Scientific Research

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Preface

Improving the educational process has become mandatory for all medical colleges to meet international requirements for the recognition of their outputs. Since the center is the body responsible for granting institutional and programmatic accreditation for medical institutions, it has worked on preparing this guide in line with international standards approved by the 2015 edition of the International Medical Federation.

This guide was prepared to help medical colleges self-assess their current situation and to be able to take the necessary steps to develop their strategy for the planning process for evaluation and development. The guide contains a set of indicators that the institution will use to ensure its compliance with quality standards and accreditations based on several indicators, and then apply to the center to obtain accreditation, which will lead to gaining community confidence in its outputs and increase its competitiveness locally and internationally. We affirm that the primary goal of the quality system is not only the achievement of the required accreditation indicators but rather continuous development so that quality becomes an essential part of the daily practice within the institution

Since medical education has a direct relation to human life. It has gained international consensus on the need to develop it and raise the sufficiency of its graduates. From this standpoint, the world has set 31st December 2023 as a deadline for recognizing only the graduates of human medicine faculties that have obtained accreditation by a national quality assurance body. Accordingly, we call on all those responsible for medical colleges to take the necessary measures related to obtaining accreditation from the center to meet this global demand.

Allah bless everyone
Dr. Abdalla Abdljalell Mohammed
Director General of the center

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

The Team

The following are the team members of the second edition according to the Minister of Higher Education and Scientific Research Decree **(285/2021)**

Dr. Abdalla Abdljalell Mohammad	Team Leader
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Prof. Tawfik Taher Ajaal	Member
Prof. Abdelmjed Ataib Shaban	Member
Dr. Jamal Mustafa El-Swiah	Member
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**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Contents

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

Terminology and Technical Definitions

- The Center

The National Center for Quality Assurance and Accreditation of Educational and Training Institutions (NCQAAETI) is the national authorized body to grant accreditation.

- Educational or Training Institution

Every institution (governmental/ private/ foreign) provides regular educational or training programs.

- Medical Education Institution

The educational institution that provides basic and/or specialized educational program in the field of "Medicine, and Dentistry" which is associated with teaching hospitals/clinics.

- Faculty

It is a university unit responsible for implementing an educational/training program in a specific specialty.

- Department

The faculty unit is responsible for preparing, organizing, and implementing educational, clinical training, and research programs.

- Educational Program

Is a structured course of study designed for a group of students or learners to acquire knowledge, and a specific set of skills, or competencies.

- Accreditation

The process of ensuring that the institution/program has met the minimum accreditation requirement

- Standard

A set of indicators that fall within the framework of a process, or a common resource.

- Indicators

A set of quantitative or qualitative measures, used to track performance of any particular standard over time.

- Evidence

Any witnessed material that reflects a level of achievement in any particular indicator of a standard.

- Mechanisms

A set of planed procedures that are implemented to achieve any particular indicator of a standard.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

- Procedures

A set of steps or instructions needed to achieve a particular goal or objective.

- Documentation

Refers to the process of collecting, copying, organizing, analyzing, storing, and retrieving information including written documents, electronic files, photographs, videos, and audio recordings according to the needs of those concerned.

- Annual Report

A written report prepared by the institution at the end of the academic year. It is compiled based on the performance of educational and training programs including various activities.

- Licensing

Preliminarily approval is issued by the authorized body for establishing an educational or training institution.

- Auditing

An orderly process used to assess the compliance of an institution or program with established standards or criteria.

- Self-assessment

Is a process of evaluating the institution's own performance in accordance to the accreditation criteria issued by the Center.

- Self-study report

Is a report prepared on the basis of the institution's self-assessment, submitted to the Center for accreditation.

- Minimum Level

It is a specific level of achievement attained by the institution for accreditation, which is 65% for each standard and 70% for the overall standards.

- Academic Recognition

Mutual recognition of educational, training institutions and accreditation bodies, within the same regional or international network for quality assurance and accreditation.

- Facilitator

A member of the institution's staff, who helps the accreditation team during the site visits.

- Institutional Accreditation Certificate

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

A document granted by the Center confirms the institution ability to achieve its stated mission and objectives according to the standards of institutional accreditation.

- Program Accreditation Certificate

A document granted by the Center confirms the institutional program's ability to achieve its stated mission and objectives according to the standards of program accreditation.

- Governance

The framework in which institutions exercise their tasks, and clarify the relationship between the relevant parties of the institution and the external stockholders to guarantee the rights of all parties.

- Self-learning

A learning activity driven by the learner to acquire knowledge and skills needed by the educational program.

- Feedback

Provide the institution with notes related to the standards, indicators, and procedures required by the accreditation process for the purpose of continuous development and improvement.

- Objectives

A group of strategic objectives that represents the vision of the institution, which aims to achieve.

- E-learning

Multimedia-based educational content delivered to the learners enable them to interact with the teachers and their peers, whether synchronously or asynchronously.

- Distance Learning

A type of education in which learners are physically separated from their instructors and classmates, and use technology to interact and access educational materials and resources.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Evaluation Process

❖ The auditing report includes a performance assessment according to each standard. The scores are allocated according to the audit team's findings, which are based on concrete evidence, including physical and non-physical ones, on a scale from zero to four as follows:

  ✓ Score: zero for indicator with no action.

  ✓ Scores: (1, 2, 3, and 4) for indicators have been achieved, based on (PDCA) cycle.

❖ Non-applicable indicators are excluded from scoring.

❖ To achieve accreditation, the program must obtain at least 65% in each standard, and 70% of overall standards.

❖ The good practices performed by the program which do not include within the standard indicators are points of praise and do not affect the score of the standard.

❖ A 3-year accreditation is granted if the program obtains 70% to less than 80% of the total score of overall standards.

❖ A 4-year accreditation is granted if the program obtains 80% to less than 90% of the total score of overall standards.

❖ A 5-year accreditation is granted if the program obtains 90% or more of the total score of overall standards.

❖ The standards performance rate is calculated as follows:

  ✓ Standard performance rate $= \dfrac{\text{The sum of the all indicators scores}}{\text{number of indicators x 4}}$

  ✓ Standards' total performance rate $= \dfrac{\text{The sum of the standards performance rate}}{\text{The number of standards}}$

  ✓ The results are displayed as a percentage.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Part 1:

**Accreditation Standards for
Basic Medical Education Program**

This part includes nine standards

Standard 1: Mission and Vision

Standard 2: Educational Program

Standard 3: Students Evaluation

Standard 4: Students' Affairs

Standard 5: Teaching Staff

Standard 6: Educational Resources

Standard 7: Program Evaluation

Standard 8: Management and Governance

Standard 9: Continuous Improvement

These standards consist of 207 indicators

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Accreditation Standards

Standard 01: Mission and Vision

(26 indicators)

The indicators that meet this standard are:

1. The educational program must have a mission, a vision, and goals **.**

2. The mission and vision must be clear and seen by the public and the health sector that it serves.

3. The mission must include the needs of community health, the healthcare delivery system, and other aspects of social accountability.

4. The mission should include achieving medical researches.

5. The mission must include aspects of global health issues.

6. The program must ensure the active participation of key stakeholders in the design and formulation of the mission, and the targeted educational outcomes.

7. The program must ensure that the mission, vision, and educational outcomes will also be based on input from other stakeholders.

8. The program must specify the educational goals that lead to a qualified physician at the basic level.

9. The program must have an effective operational plan to implement the educational process in any branch of medicine.

10. The Program must have the capacity to graduate doctors who are able to practice the medical profession as determined by the health sector.

11. The program must equip its graduates with abilities for lifelong learning.

12. The faculty academics and management staff are independently responsible for developing and implementing policies on the design of the curriculum for the program.

13. The program must be independent in the formulation and implementation of policies regarding the use of the allocated resources for the implementation of the curriculum for which the faculty and its departments are responsible.

14. The program should guarantee the academic freedom of faculty members and students who are involved in developing its curriculum.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

15. The program must ensure that the academic staff and students are able to use new research findings to explain and clarify certain topics without expanding the curriculum.

16. The program must determine the targeted educational outcomes that students must show upon graduation in relation to their achievements at the basic level, skills, and attitudes.

17. The program must determine the targeted educational outcomes that students must show upon graduation in regard to their fundamental professional readiness to start their future careers in any branch of medicine.

18. The program must outline the intended educational outcomes that students should exhibit at graduation in regard to their future roles in the health sector.

19. The program must outline the intended educational outcomes that students should exhibit at graduation in regard to postgraduate training.

20. The program must outline the intended educational outcomes that students should exhibit at graduation in regard to their commitment and skills in life-long learning.

21. The program must outline the intended educational outcomes that students should exhibit at graduation in regard to understanding the needs of community health, the health care delivery system, and other aspects of social accountability.

22. The program must determine the objectives of students' participation in medical research.

23. The program must announce the targeted educational objectives.

24. The program must ensure that students conduct themselves appropriately towards teachers, fellow students, patients, their families, and other healthcare professionals.

25. The program should provide coordination linkages to ensure that the results of training and graduation are matched.

26. The program should draw attention to global health-related issues including health reports.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Accreditation Standards

Standard 02: Educational Program

(41 indicators)

The indicators that meet this standard are:

1. The program must determine the exact course contents.

2. The program must ensure that the courses prepare students for lifelong learning.

3. The program must follow scientific principles, including analytical and critical appraisal in the teaching course.

4. The program must identify and integrate the core biomedical science in the courses to create and apply basic concepts and methods for clinical training.

5. The program must update the courses to ensure the integration of biomedical sciences in scientific, technological, and clinical training improvements.

6. The program should update the courses to incorporate the contributions of biomedical sciences in order to meet the current and anticipated needs of society and the healthcare system.

7. The program must use educational/learning methods that prepare, support, and motivate students to take responsibility for self-directed learning.

8. The program must teach evidence-based medicine in all courses.

9. The program must include original or advanced research elements in the courses.

10. The program must identify and integrate the contributions of behavioral sciences into the course plans.

11. The program must identify and integrate the contributions of social sciences into the course plans.

12. The program must identify and integrate the contributions of medical ethics into the course plans.

13. The program must identify and integrate the contributions of medical jurisprudence into the course plans.

14. The program should update the course plans to incorporate the contributions of behavioral and social sciences, as well as medical ethics and jurisprudence, in scientific, technological, and clinical training improvement.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

15. The program should update the course plans to incorporate the contributions of behavioral and social sciences, as well as medical ethics and jurisprudence, in order to meet the current and anticipated needs of society and the healthcare system.

16. The program should update the course plans to incorporate the contributions of behavioral and social sciences as well as medical ethics and medical jurisprudence in the context of demographic and cultural changes.

17. The program must identify and integrate the contributions of clinical sciences into the course plans, to ensure that students acquire sufficient knowledge and clinical and necessary professional skills.

18. The program must identify and integrate the contributions of clinical training into the course plans, to ensure that students are able to communicate with patients in clinical environments.

19. The program must identify and integrate the contributions of clinical training into the course plans, to ensure the promotion of health and preventive medicine for the student experience.

20. The program must determine the timeframe spent for students' clinical training in major specialties.

21. The program must describe the content of the training courses, their sequence, and other theoretical and practical elements, to ensure appropriate coordination between the biomedical, behavioral, social, and basic clinical subjects.

22. The program must organize clinical training, taking into account patient safety.

23. The program must update the course plans to incorporate the contributions of clinical training in scientific, technological, and clinical developments.

24. The program should update the course plans to incorporate the contributions of clinical training in the current and anticipated needs of society and the healthcare system.

25. The program must ensure that every student has early gradual contact with the patient, including participation in patient care.

26. The program must structure the different components of training in clinical skills according to the stages of the course program.

27. The program should ensure that the course plan maintains the horizontal integration of associated sciences, disciplines, and related topics.

28. The program should ensure that the course plan maintains the vertical integration of clinical training, basic biomedical, behavioral, and social sciences.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

29. The program must allow the course plans to incorporate elective subjects and to maintain the balance between the core and elective subjects as part of the educational program.

30. The program should describe the integration of complementary medicine in the course plan.

31. The program must have a committee, under the supervision of the academic leadership (Dean), to be responsible for course planning, implementation, and ensuring the targeted educational outcomes.

32. The program must ensure the representation of academic members, support staff, and students in the course plan committee.

33. The program should implement innovations in the curriculum, through the course plan committee.

34. The program should include representatives of other stakeholders in the course plan committee.

35. The program course plan committee should request input from the labor market and incorporate it into the program.

36. The program should ensure that the course plan committee considers modifying the components of the educational program in response to the feedback from the local society.

37. The program must ensure the link between the educational program and subsequent stages of education or post-graduation practice.

38. The program must describe the educational program according to the template prepared by the NCQAAETI.

39. The program must describe all courses according to the template prepared by the NCQAAETI.

40. The program must specify the course description for each stage of the course plan.

41. The program must ensure that the course plan design reflects a clear and practical coherence between theoretical and practical subjects, according to national and international standards that reflect the practice of theoretical subjects in all cognitive medical sciences, that should be consistent with the mission and vision of the institution.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

Accreditation Standards

Standard 03: Student Evaluation

(16 indicators)

The indicators that meet this standard are:

1. The program must specify the evaluation methods used for assessing students' performances, including the reference standards, the number of allowed failures, the passing grades.

2. The program must publish and announce the various methods used to evaluate the students.

3. The program must ensure coverage of assessments for targeted educational outcomes and different educational situations.

4. The program must employ various methods, techniques, and different forms of student evaluation to achieve the "benefit of evaluation" and be far from conflicts of interest.

5. The program must ensure that evaluations are available for external expert review.

6. The program must employ evaluation principles, methods, and practices that ensure the achievement of targeted educational outcomes.

7. The program must use evaluation principles, methods, and practices that are clearly consistent with targeted learning outcomes.

8. The program must use and announce a system for student complaints regarding assessment results.

9. The program must establish specific and fair procedures to ensure timely feedback to students when announcing assessment results.

10. The program must evaluate and document the credibility and validity of assessment methods

11. The program should ensure the introducing of new assessment methods when necessary.

12. The program should encourage the participation of external examiners.

13. The program must use the principles of evaluation methods, and practices that promote student learning.

14. The program must use evaluation methods and practices that ensure balanced formative and summative evaluation to guide teaching, learning processes and decisions taken for academic improvement.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

15. The program should consider the number and nature of course exams to encourage the acquisition of both knowledge and integrated learning.

16. The program should questionnaire student's feedback regarding the evaluation methods, analyze them, and use the results for improvement

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Accreditation Standards

Standard 04: Student Affairs

(21 indicators)

The indicators that meet this standard are:

1. The program must formulate, approve, and publish student admission procedures and adhere to them, in accordance with applicable regulations.

2. The program must have clear and announced procedures, and be committed to accepting students with disabilities

3. The program must have clear and announced procedures for student transfer between local and international educational programs, committed to them.

4. The program must clarify the relationship between student admission to the program, its mission, and the desired attributes of graduates.

5. The program must review the admission procedures periodically.

6. The program should use a procedure for appealing admission decisions.

7. The program must determine its capacity for accepting students and adhere to it in accordance with the regulations of the Ministry of higher education.

8. The program should periodically review the size and nature of student admissions and mobility in consultation with other stakeholders and organize it to meet the health needs of society.

9. The program must have an academic guidance system and scientific leadership for students.

10. The program must provide support to students that meet their social, financial, and personal needs.

11. The program must allocate resources to support students.

12. The program must ensure confidentiality with regard to advice and support for students.

13. The program should provide academic advice that is based on monitoring students' academic achievements.

14. The program should provide academic advice that includes guidance and career planning.

15. The program must establish clear, announced, and binding procedures for student representation and appropriate participation in defining the program's mission and objectives.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

16. The program must establish clear, announced, and binding procedures for student representation and appropriate participation in updating and designing the educational program.

17. The program must establish clear, announced, and binding procedures for student representation and appropriate participation in managing the educational program.

18. The program must establish clear, announced, and binding procedures for student representation and appropriate participation in evaluating the educational program.

19. The program must establish clear, announced, and binding procedures for student representation and appropriate participation in other matters related to students.

20. The program must facilitate and support student activities and encourage student organizations and unions.

21. The program should take electronic backup copies of students' administrative and academic records and keep them in a secure place outside the institution's site.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Accreditation Standards

Standard 05: Teaching Staff

(14 indicators)

The indicators that meet this standard are:

1. The program must formulate, publish, and implement a teaching staff employment policy, taking into consideration their specialties, responsibilities, and balance in basic biomedical sciences, behavioral and social sciences, and clinical sciences need to provide the course plan adequately.

2. The program must formulate, publish, and implement an employment policy, taking into consideration the balance between medical and non-medical teaching staff.

3. The program must formulate, publish, and implement an employment policy, taking into consideration the balance between full-time and part-time teaching staff.

4. The program should consider in its selection policies, the ratio of teaching staff to students in various components of the program courses.

5. The program must establish, publish, and implement a policy for the recruitment of teaching staff, that addresses the standards of scientific, educational, and clinical excellence, including the balance among teaching, research, and service duties.

6. The program should consider local interests in its policy regarding the recruitment of teaching staff.

7. The program should consider specific criteria, such as economic issues in its policy regarding the recruitment of teaching staff.

8. The program must define, monitor, and evaluate the responsibilities of teaching staff in basic biomedical, clinical, behavioral, and social sciences.

9. The program must establish and implement a policy for conducting capacity-building activities for teaching and supporting staff, that maintains the balance and capability among teaching, research, and service duties.

10. The program must establish and implement a policy for developing teaching staff activities, that recognize appreciated academic standards, with emphasis on teaching qualifications, research, and service.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

11. The program must formulate and implement a policy for developing teaching and supporting staff activities, that includes the utilization of clinical activities and research in teaching and learning.

12. The program must establish and implement a policy for developing teaching staff activities, that ensure each teaching staff has adequate knowledge regarding the course program.

13. The program must establish and implement a policy for developing teaching staff activities, that include training, development, support, and evaluation for senior, new teaching staff, and hospital representative members.

14. The program must establish a clear policy for the promotion requirements for each academic degree and publish it with credibility and transparency.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Accreditation Standards

Standard 06: Educational Resources

(29 indicators)

The indicators that meet this standard are:

1. The program must have adequate physical facilities such as laboratories, classrooms, and lecture halls to ensure the proper delivery of academic courses.

2. The program must ensure a safe learning environment for staff, students, patients, and their relatives.

3. The program should improve the learning environment by regularly updating, modifying, or expanding the physical facilities to align with evolving educational practices.

4. The program must ensure the availability of necessary resources to provide students with sufficient clinical experience, including adequate clinical training facilities in teaching hospitals.

5. The program must ensure the availability of necessary resources to provide students with sufficient clinical experience, including supervision of their clinical practice in teaching hospitals.

6. The program must ensure the availability of necessary resources to provide students with sufficient clinical experience, including an adequate number of patient categories.

7. The program should evaluate the clinical training facilities and adapt them to meet the needs of the population they serve, including all categories of individuals, including those with disabilities.

8. The program must develop and implement a policy for the appropriate use, evaluation, and ethical use of information and communication technology.

9. The program must ensure access to electronic media or other internet-based media.

10. The program should enable teaching staff and students to use appropriate new information and communication technology for independent learning.

11. The program must enable teaching staff and students to use appropriate new information and communications technology to access relevant information.

12. The program should enable faculty and students to use appropriate new information and communication technology to manage patients' data.

13. The program must provide students access to relevant patient data and healthcare information systems.

14. The program must use medical research and scholarships as the basis for enhancing the curriculum.

15. The program must develop and implement a policy that promotes the relationship between research and medical education.

16. The program must describe the potential and priorities of scientific research in the educational institution.

17. The program should secure adequate resources to ensure the interaction between medical research and the current educational process.

18. The program must ensure adequate resources to ensure the interaction between medical research and education to engage students in medical research and development.

19. The program must have access to educational expertise when needed.

20. The program must develop and implement a policy, utilizing educational expertise to develop the curriculum.

21. The program must develop and implement a policy to improve teaching and evaluation methods by using educational expertise.

22. The program should involve internal or external educational expertise in developing teaching staff capabilities.

23. The program should prioritize the involvement of experts in educational and research assessment in the field of medical education.

24. The program should allow teaching staff to pursue educational research interests.

25. The program should develop and implement a policy for local and international cooperation with other educational institutions, including staff and student mobility.

26. The program should develop and implement a policy for educational accreditations of certificates and educational programs, as well as regional and international accreditation.

27. The program should provide appropriate resources to facilitate the international exchange of staff and students.

28. The program should ensure that both staff and students' exchange is organized purposefully, taking into account institutional needs, and respecting ethical principles.

29. The program must sign bilateral agreements with the Ministry of Health to provide the needs of the educational process in teaching hospitals.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Accreditation Standards

Standard 07: Program Evaluation

(26 Indicators)

The indicators that meet this standard are:

1. The program must develop an effective mechanism for evaluating the course plans of the educational program.

2. The program must benefit from the results of the institution's evaluation of the course plans for the educational program.

3. The program must develop an effective mechanism for evaluating students' practical application and assessing their scientific and practical skills.

4. The program must benefit from the results of evaluating programs and activities that address students' progress.

5. The program should evaluate the educational content periodically through a comprehensive treatment of the context of the educational process.

6. The program should benefit from a periodic evaluation of the overall management of the context of the educational process.

7. The program should periodically evaluate the components of its educational program through a comprehensive review of the specific elements of the course plan.

8. The program should benefit from a periodic evaluation of the comprehensive address of the specific elements of the course plan.

9. The program should evaluate its educational program periodically through a comprehensive review of the long-term learning outcomes.

10. The program should benefit from periodic evaluation of the comprehensive processing of elements of targeted learning outcomes.

11. The program should evaluate the educational program periodically through a comprehensive social responsibility.

12. The program should benefit from the periodic evaluation of comprehensive social responsibility.

13. The program must explore and collect feedback from students, teaching, and supporting staff to analyze and respond to them.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

14. The program must use the results of questionnaire and feedback from students, teaching, and supporting staff, to update the components of the educational program.

15. The program must analyze the performance of students and graduates in relation to targeted learning outcomes.

16. The program must benefit from the analysis results of the students' and graduates' performance in relation to targeted learning outcomes and refer it to the committees responsible for course planning.

17. The program must analyze the performance of students and graduates in relation to the course plan.

18. The program must benefit from the analysis results of the students' and graduates' performance in relation to the targeted course plan and refer it to the committees responsible for course planning.

19. The program must analyze a sample of students and graduates' performance in relation to the provision of resources.

20. The program must benefit from the analysis results of the students' and graduates' performance in relation to targeted resource provision.

21. The program must analyze the performance of a sample of students and graduates in relation to the qualifications and admission conditions.

22. The program must benefit from the results of the student and graduate performance analysis and submit it to the committees for the student's selection and admission.

23. The program must involve stakeholders such as students and their parents in activities related to monitoring and evaluating the program.

24. The program should request other stakeholders to evaluate the performance of graduates.

25. The program should request feedback from other stakeholders on the course curriculum.

26. The program should allow stakeholders to access the results of courses and programs.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Accreditation Standards

Standard 08: Management and Governance

(16 indicators)

The indicators that meet this standard are:

1. The program must determine its organizational structure and administrative positions, including the relationship within the university.

2. The program must describe the responsibilities of the academic and administrative leadership in determining and managing the medical education programs.

3. The program must have professional administrative staff who are suitable for ensuring good management and efficient use of resources.

4. The program must establish specific requirements for all academic and administrative positions.

5. The program should include a College Council in its administrative structure and reflects the representation of the main stakeholders.

6. The program should include a College Council in its administrative structure and represents other stakeholders

7. The program should ensure mechanisms to guarantee transparency in work and decision-making.

8. The program should periodically evaluate its academic leadership in terms of achieving its mission and the targeted educational outcomes.

9. The program must have a clear plan of responsibility and authority to provide resources for the curriculum, including a dedicated education budget.

10. The program must allocate the necessary resources to implement the curriculum and distribute educational resources, in regard to educational needs.

11. The program should have self-autonomy in directing resources, including appropriate teaching incentives, in order to achieve its output.

12. The program should consider developments in medical science and the health needs of the community when distributing resources.

13. The program should establish and implement an internal program to ensure the quality of management.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

14. The program must have constructive interaction with the relevant sectors of the Ministry of Health in society and government.

15. The program should formalize its cooperation, including involving staff and students, with partners in the health sector.

16. The program should have a suitable number of highly competent administrators and technicians to support the execution of the educational program, and other activities, to ensure good management and optimal utilization of resources.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Accreditation Standards

Standard 09: Continuous Development and Improvement

(18 Indicators)

The indicators that meet this standard are:

1. The program must undertake regular review procedures to develop and improve the organizational structure of the program, procedures, curriculum, outputs, and competencies**.**

2. The program must undertake regular procedures to evaluate and improve the educational environment**.**

3. The program must address weaknesses as a dynamic program subject to social accountability.

4. The program must secure resources for the continuous renewal of educational and administrative processes as a dynamic program subject to social accountability.

5. The program should ensure the process of updating and restructuring through reviewing policies and practices based on previous experience and current activities, reflecting on future plans.

6. The program should in the improvement process, adapt its mission and vision to the scientific, social, economic, and cultural development of the society.

7. The program must in the improvement process, align to targeted educational outcomes for graduating students according to the documented needs of the environment they will enter, which may include adjustment of clinical skills, public health training, and participation in patient care, according to the responsibilities they will face after graduation.

8. The program should ensure that the process of updating and restructuring leads to refining policies and practices based on previous experience, current activities, and future perspectives.

9. The program should address the following issues in the renewal process: adapting the mission statement, vision, and objectives to the scientific, social, economic, and cultural development of the community.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

10. The program should address the process of renewing the curriculum model and teaching methods to ensure that these issues are appropriate and relevant.

11. The program should in the improvement process, renew the study elements and their relationships, according to the basic biomedical, clinical, behavioral, and social sciences developments, and ensure the inclusion of new relevant knowledge, concepts, and methods, with the elimination of old ones.

12. The program should in the improvement process, manage the curriculum elements and their relationships according to the changes in population lifestyle, health patterns, social, economy, and cultural conditions of the society.

13. The program must address the process of renewing the development of the assessment process, methods, and number of examinations, based on changes in targeted educational outcomes and teaching methods.

14. The program must align the student admission policy, selection methods, and enrollment with changing expectations and circumstances, human resource needs, changes in pre-medical education systems, and the requirements of the medical educational program.

15. The program policy should address the process of recruiting and developing teaching and supporting staff according to changing needs.

16. The program should address the process of renewing and updating educational resources according to changing needs.

17. The program should refine the process of monitoring, evaluating, and updating the educational processes.

18. The program must address the process of renewing and developing the organizational structure, governance, and administration to deal with circumstances and needs changes over time, to meet the interests of various stakeholder groups.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Part 2:

**Accreditation Standards for
Postgraduate Medical Education Programs**

This part includes nine standards

Standard 1: Mission and objectives

Standard 2: Education and Training

Standard 3: Learning Evaluation

Standard 4: Students' Affairs

Standard 5: Academic and Functional Staff

Standard 6: Educational Resources

Standard 7: Evaluation of the Educational Process

Standard 8: Management and Governance

Standard 9: Continuous Development and Improvement

These standards consist of 164 indicators.

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of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Standard 01: Mission and objectives
(16 indicators)

The indicators that meet this standard are:

1. The program should have a clear statement of purpose that is accessible to potential students, sponsors, employers, and funders.

2. The program should achieve the desired outcomes of a graduate, demonstrating mastery of the theories, concepts, and practices of health professions education.

3. The program has objectives that achieve the desired outcomes of a graduate, who understands the unique nature of theory, research, and evidence in the social and health sciences.

4. The program has objectives that achieve the desired outcomes of a graduate, who demonstrates intellectual, personal, and professional capabilities for independent thinking.

5. The program has objectives that achieve the desired outcomes of a graduate, who demonstrates intellectual, personal, and professional capabilities for gathering information.

6. The program has objectives that achieve the intended educational outcomes for a graduate, who can solve problems, communicate clearly, and demonstrates an appreciation for the social, environmental, and global implications of his studies and activities.

7. The program has objectives that achieve the demonstration of knowledge and applied skills to perform a variety of leadership, managerial, or organizational roles in developing education in their institutions or departments.

8. The program has objectives that achieve the extent of demonstrating knowledge and applied skills to conduct educational research and evaluate curriculum in health professions.

9. The program demonstrates its commitment to a professional and ethical approach to the development of medical education, research, and evaluation.

10. The program engages key stakeholders, including potential students, in formulating the program's mission.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

11. The program has independence in formulating and implementing policies while teaching and supporting staff are responsible for designing the curriculum.

12. The program has a documented description of appropriate breadth and depth, describing the program's purposes, philosophy, and values, as well as implementation methods, including face-to-face, individual, group, self-directed, and distance learning methods.

13. The program has a documented description of appropriate breadth and depth, describing the purpose and arrangements related to dissertations, including design, structure, length, style,

14. The program has a documented description of appropriate breadth and depth, describing advice on academic and study skills, and time management.

15. The program has a documented description of appropriate breadth and depth, describing methods of program evaluation and quality assurance.

16. The program has a documented description of appropriate breadth and depth, describing the expected timeline and qualifications to be awarded.

National Center for Quality Assurance and Accreditation
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Medical Education Accreditation Guide - Second edition 2021

Standard 02: Education and Training
(25 indicators)

The indicators that meet this standard are:

1. The program defines the educational framework for the program content on a wide range of concepts, theories, models, historical practices, clinical practices, and related experiences.

2. The program describes a combination of appropriate teaching and learning methods that ensure the integration of practical and theoretical components.

3. The program describes a combination of appropriate teaching and learning methods, including the logical basis for these methods, based on the program's intended educational outcomes and the qualifications of trainees.

4. The program contains educational methods that motivate, prepare, and support students to take responsibility for their professional development and future learning.

5. The program ensures a balance between carefully planned teaching methods and styles, which provide students with a range of learning experiences and individualized guidance and support in accordance with the learning objectives and goals.

6. The program ensures that its content enables every student to develop academic and clinical skills in independent thinking, analyzing, synthesizing, and critiquing information, problem-solving, clear communication, and appreciating the social implications of their studies and activities.

7. The program ensures that its content describes the expected standards of practice, including tasks and other required elements.

8. The program ensures advanced and basic theories are covered in each subject, and models, as well as critical appraisal methods and reflective critical application in the student's specific context.

9. The program ensures that its content includes the foundations of health professions literature and ethics, practice, models, and theories derived from the broader educational and social sciences.

10. The program ensures that its content emphasizes the presentation of the chosen content in its social and historical context, and is evaluated in the context of the student.

11. The program ensures that students demonstrate the necessary skills to provide informed critique of educational and funded research.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

12. The program ensures that students demonstrate an understanding of the social, contextual, and historical basis for educational ideas.

13. The program ensures that students demonstrate their skills in developing medical research and appropriate scholarships for their specific contexts.

14. The program has a general structure that indicates its duration, and whether it is full-time or part-time as indicated, in terms of actual study hours.

15. The program has a general structure that clarifies its duration, with clear identification of start and completion dates, expected work, activities and programs, their duration, and deadlines.

16. The program has a general and published structure, indicating its duration, with a clear definition of the compulsory and elective components, and the rationale for these components.

17. The program is committed to introducing the basis and methodology of medical research into the curriculum, including clinical research and clinical epidemiology.

18. The program includes medical training so it is an integrated and systematic training program.

19. The program describes the components of general and specialized medical training in a discipline manner.

20. The program ensures that the training is practice-based and includes the participation of trainees and students in the services and responsibilities of patient care activities in training institutions.

21. The overall structure of the program shows its duration, with a clear definition of the role of independent learning.

22. The program has a general organizational structure that clarifies the time period required for its completion, with a clear definition of the available resources and their role, and the role of the formative and summative evaluation system for program evaluation, providing feedback on program completion requirements, and extension and postponement arrangements, if any.

23. The program ensures that the trainees will be able to use scientific reasoning.

24. The program ensures that trainees and students are familiar with evidence-based medicine by exposing them to a wide range of experiences and scientific results accepted from clinical and practical experience relevant in different environments in the chosen field of medicine.

25. The program has formal education on the critical evaluation of scientific literature and data, and the modification of content according to scientific developments.

**National Center for Quality Assurance and Accreditation
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Medical Education Accreditation Guide - Second edition 2021

Standard 03: Learning Evaluation
(17 indicators)

The indicators that meet this standard are:

1. The program includes identifying, formulating, and publishing principles and rationale to evaluate student learning.

2. The program provides suitable documents of breadth and depth, describing the assessment policy and achievement conditions, including arrangements for extending the acceptable deadline for exams and delivering results, penalties for delay, and conditions for resubmitting insufficient work.

3. The program has a procedure that includes criteria for determining and publishing passing grades, score ranges, and the number of permitted evaluations

4. The program ensures that evaluations are available for review by external examiners, the educational institution's examination office, or other authorities.

5. The program has an effective procedure for reviewing the evaluation results and accepting appeals against the announced results.

6. The program has a procedure that ensures the diversity of both formative and summative assessments.

7. The program has a periodic evaluation procedure for the educational content.

8. The program ensures that assessments address both academic and practical skills.

9. The program ensures that assessments address both clinical skills and situational attitudes.

10. The program includes a range of assessment methods and forms, according to their suitability for learning objectives and context, and is free from conflicts of interest.

11. The program has a procedure to ensure providing personal and detailed written feedback, or (oral feedback with a written record) for every student after both formative and summative assessments.

12. The program ensures the designation of a qualified external examiner to verify the methods of student assessment.

13. The program includes specifying research and critical evaluation skills.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

14. The program ensures the existence of a personal portfolio and private record book for every student regarding clinical training, to record the different types and stages of clinical training for every trainee.

15. The program has a procedure to verify plagiarism and academic integrity in transferring information and documents these procedures.

16. The program ensures that students have opportunities for integrated learning and communication.

17. The program includes using assessment principles, methods, practices, and special types of exams that encourage integrated learning, participation in clinical and practical training, and facilitate professional education.

National Center for Quality Assurance and Accreditation
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Medical Education Accreditation Guide - Second edition 2021

Standard 04: Student Affairs
(20 indicators)

The indicators that meet this standard are:

1. The program has an approved and published admission policy that ensures transparency and fairness in selection procedures, in compliance with national regulations, as well as adapting to local conditions.

2. The program implements and periodically reviews the admission policy based on the principles of required previous achievements, equality, and objectivity.

3. The program has suitable documents that describe admission and registration requirements.

4. The program has a procedure for accepting students with disabilities and special needs.

5. The program determines the number of students to be accepted, linking it to the program's capacity.

6. The program ensures the enrollment of students with a high level of basic biomedical sciences, which has been achieved at the basic medical education level when applying to the program.

7. The program provides resources and support for students, including counseling regarding academic, training, social, and personal needs, while ensuring confidentiality regarding counseling and support.

8. The program has a procedure regarding student representation and appropriate participation in designing, managing, and evaluating curricula, as well as other issues related to students.

9. The program encourages and facilitates student activities and student organizations.

10. The program provides guidance evidence and requirements for success and achievement for all certificate requirements (program, projects, practical training, lectures, etc.).

11. The program identifies expected work requirements and standards.

12. The program identifies requirements for progression in the program, including the roles and tasks of formative and summative graduates.

13. The program identifies requirements for progression in the program, including deadlines for requirements.

14. The program identifies requirements for progression in the program, as well as arrangements and acceptable reasons for late submission and deadlines for resubmission.

15. The program keeps records of student progress and compliance with specified deadlines.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

16. The program has a procedure for monitoring struggling students, and evaluating reasons for withdrawal.

17. The program has a procedure for keeping records of student withdrawal rates.

18. The program identifies and documents the reasons why any student leaves the program before completion.

19. The program has suitable documents describing the program's financial fees, scholarships, and procedures for warnings and complaints.

20. The program has a procedure for providing student support in case of emergency or occupational accidents.

**National Center for Quality Assurance and Accreditation
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Medical Education Accreditation Guide - Second edition 2021

Standards 05: Academic and Functional Staff
(13 indicators)

The indicators that meet this standard are:

1. The program keeps administrative files for all academic and non-academic staff including full-time and part-time involved in carrying out administrative and academic operations.

2. The program has a recruitment policy for program staff that aligns with the program's mission, identifies the required experience and qualification level, and specifies their responsibilities, including work hours and distribution, communication with students, providing records and activity reports, providing a list of duties and responsibilities, and providing guidance and training.

3. The program has clear and announced procedures for the evaluation of academic and non-academic staff by trainers and supervisors, as well as for providing feedback.

4. The program ensures that teaching and supervisory staff have relevant academic qualifications related to the educational program.

5. The program maintains a specified ratio of students to academic staff that is sufficient to allow students adequate access to professors and supervisors.

6. The program ensures the availability of qualified supervisors for the thesis or dissertation, who have sufficient research experience.

7. The program strives to describe and publish arrangements that ensure adequate administrative support for students.

8. The program publishes procedures that ensure adequate administrative support for the academic staff and supervision of students.

9. The program describes and publishes appropriate documents that describe and clarify the policy on academic misconduct and plagiarism.

10. The program ensures that trainers have adequate time and teaching competency, clinical, academic, and research supervision.

11. The program implements a policy to develop the capabilities of faculty members, including trainers and supervisors.

12. The program has a policy to acknowledge the responsibility of all medical faculty members as part of

13. their professional obligations to participate in practice-based medical education.

14. The program has a procedure to ensure the availability of trainers in the relevant medical fields.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Standard 06: Educational Resources
(22 indicators)

The indicators that meet this standard are:

1. The program ensures the provision of sufficient physical facilities for faculty members, support staff, and students to ensure the proper implementation of the study plan.

2. The program provides suitable space and opportunities for practical and theoretical study for students.

3. The program provides students with adequate equipment for practical techniques and clinical training.

4. The program provides students with sufficient time within their educational plans to conduct clinical research.

5. The program provides opportunities for integrating clinical training with research.

6. The program encourages trainees to participate in improvement of healthcare quality systems and research with stakeholders.

7. The program ensures a safe environment for students, academic and non-academic staff.

8. The program provides the necessary materials for the educational and training process, to be accessible to all students.

9. The program ensures the availability of training sites with sufficient clinical and practical facilities to support the provision of clinical training.

10. The program provides training sites with a sufficient number of patients, with diverse conditions to achieve the training goals in all selected specialties.

11. The program has the ability to provide the appropriate number of patients and required materials to meet the targeted educational outcomes, including the use of both outpatient and mobile clinics, as well as activity during service.

12. The program regularly evaluates and updates the necessary facilities and equipment for training to ensure their suitability and quality

13. The program ensures providing clear guidance regarding materials, resources, and distance learning requirements.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

14. The program setup and implements a policy that addresses the appropriate use and evaluation of information and communication technology in the study program.

15. The program provides students with adequate information and communication technology tools for theoretical, practical, and research-based study.

16. The program enables the teaching staff and students to use appropriate information and communication technology to learn, whether for traditional or distance education.

17. The program enables faculty members and students to use appropriate information and communication technology effectively and ethically as an integral part of the program to access relevant patient data, and healthcare information systems, to ensure the proper patients management.

18. The program enables faculty members and students to use appropriate information and communication technology effectively and ethically as an integral part of the program to communicate with colleagues.

19. The program provides faculty members and trainees with access to the latest professional literature through information technology, in coordination with the services provided by the institution's library.

20. The program has appropriate resources to set up relationships with national and international bodies to facilitate regional and international exchange of students and faculty members and mutual recognition of educational elements.

21. The program setup and implements clear procedures for ensuring that students and trainees have access to alternative training opportunities inside or outside the country, whenever necessary.

22. The program implements clear procedures for ensuring that students and trainees gain a team-work experience with colleagues and other health professionals.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Standard 07: Evaluation of the Educational Process
(18 indicators)

The indicators that meet this standard are:

1. The program has procedures for evaluating the course plan and its main components.

2. The program has procedures for periodic evaluation and documentation of the activities of the course plan, its training processes, and overall outcomes.

3. The program has procedures for evaluating the course plan, including the relationship between "student selection and admission policies", and "the needs of education and health systems".

4. The program has procedures for evaluating the performance of activities that address student progress.

5. The program has procedures for evaluating the performance of the course plan and identifying and addressing concerns of students, academic and non-academic staff.

6. The program has procedures for evaluating performance that reviews the suitability of continuous educational environments.

7. The program has a procedure that ensures the participation of the main stakeholders in the evaluation process, and access to the evaluation results.

8. The program enables other stakeholders to access the results of the program's evaluation, taking into account their feedback on the performance of qualified physicians and using it to develop the program.

9. The program systematically receives information on the quality of the program from both academic and non-academic staff, students, support staff, and other stakeholders.

10. The program analyzes and uses the feedback results to update course plans and their contents.

11. The program has a procedure for acquiring feedback on the performance of qualified physicians from employers to update the program.

12. The program analyzes the performance of groups of students and graduates in relation to the program's mission and educational outcomes.

13. The program has procedures for evaluating student performance in relation to training activities and the medical education mission for graduate studies, including performance

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

metrics, information on the average duration of training, results, success and failure rates in exams, graduation and attrition rates, as well as time spent by students in specific areas of interest and in their specific specialization.

14. The program analyzes the performance of students and graduates' cohort in relation to the course plan.

15. The program has a procedure for analyzing the performance of students and graduates' cohort in relation to the provision of educational and training resources.

16. The program uses student performance analysis to provide feedback to the committees responsible for selecting students and providing advice.

17. The program uses student performance analysis to provide feedback to the committees responsible for course planning.

18. The program seeks in the educational evaluation process to involve external reviewers from outside the program and educational institution, as well as regulatory bodies and expertise in medical education.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Standard 08: Management and Governance
(22 indicators)

The indicators that meet this standard are:

1. The program has a responsible person appointed by the senior management of the institution.

2. The program has a procedure that regularly holds the program's responsible person accountable by the relevant authorities of the senior management of the institution.

3. The program has an appropriate administrative structure, including administrative committees, with clearly defined responsibilities and powers.

4. The program has procedures that ensure transparency of management operations and decisions.

5. The program clearly defines the responsibilities of its academic leadership in managing the educational program.

6. The program has a procedure for evaluating its academic leadership's performance in achieving its mission, educational outcomes, and conflicting interests over specific time frames

7. The program is subject to administrative supervision by appropriately qualified academics in accordance with the applicable regulations, and the requirements set by the institution to undertake these tasks.

8. The program has qualified administrative staff to work in the fields of planning and implementation.

9. The program has clear procedures to ensure the quality of administrative operations.

10. The program keeps the official documents related to granting it a license to practice the activity (the administrative license).

11. The program keeps official documents related to the permission granted to it to enroll and register students from relevant government agencies (technical license from the National Center for Quality Assurance and Accreditation of Education and Training Institutions).

12. The program keeps documents proving the participation of other institutions in the program implementation.

13. The program explains with documents the founding financial cost of the program.

14. The program explains with documents the operational financial cost of the program.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

15. The program demonstrates, with evidence, financial sustainability of the program.

16. The program provides information on the financial fees that the student pays to complete the program, obtain the academic degree, and any additional fees, according to the program.

17. The program has evidence of financial management integrity, including independent review of the program's financial performance.

18. The program publishes complete and accurate information to prospective students about the program's content, structure, costs, operations, and events, including the assessment system.

19. The program has guidebooks and website.

20. The program has a student handbook that includes all administrative information and support services (laboratories, libraries, etc.) specific to the program and is distributed to students.

21. The program has a student handbook that includes the course plan and all academic information (teaching, learning, and clinical) about the program.

22. The program has a directory that includes the bodies that granted accreditation to the program, and the bodies that recognize the program at home and abroad.

23. The program has a guide that includes the accrediting bodies that have granted accreditation to the program and the institutions that recognize the program nationally and internationally.

**National Center for Quality Assurance and Accreditation
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Medical Education Accreditation Guide - Second edition 2021

Standard 09: Continuous Development and Improvement
(11 indicators)

The indicators that meet this standard are:

1. The program has clear procedures for reviewing and updating the program structure and functions regularly.

2. The program has clear procedures and strategies for correcting deficiencies in performance.

3. The program regularly conducts objective self-evaluations of its performance by reviewing the activities and processes it implements.

4. The program develops and implements plans for the development and improvement of the objective self-evaluation processes, as well as adopting specific process steps to address weaknesses and engage in continuous improvement.

5. The program has a process for linking the targeted program's learning outcomes and its plan (courses, clinical aspects, laboratory, and field study).

6. The program has questionnaires (quarterly or annually) to evaluate the teaching process, prepared by the college's quality assurance unit, and targeting all segments, such as students, etc.

7. The program has questionnaires (quarterly or annually) to evaluate the practical and field aspect of the educational process, prepared by the college's quality assurance unit, and targeting all segments, such as students, etc.

8. The program has questionnaires to evaluate the clinical tanning by the hospital administration, students, etc.

9. The program has a procedure to analyzes the results of the questionnaires listed in the indicators (6, 7, 8 of this standard), to evaluate the teaching, learning, and clinical processes to benefit from its results in the development and improvement processes.

10. The program builds its update and development processes on the results of evaluation and feedback.

11. The program has clear procedures for identifying professional development needs.

National Center for Quality Assurance and Accreditation
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Medical Education Accreditation Guide - Second edition 2021

51

Part 3:
Standards for the Accreditation of Continuous Medical Education
and Sustainable Training

This section includes seven standards

1. Mission and Objectives
2. Educational and Training Program
3. Program Implementation
4. The Trained Doctor
5. Educational and Training Resources
6. Assessment and Evaluation
7. Continuous Improvement

These standards consist of 128 indicators.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

Standard 01: Mission and Objectives
(18 indicators)

The indicators that meet this standard are:

1. The program has a clear and published message and mission.

2. The program has clear objectives that are published to the public and the healthcare sector it serves.

3. The program in its message and mission, is based on the assessment of training needs.

4. The program in its mission, is based on the general need of the professional specialist to explore new areas of competencies, and develop and consider them.

5. The program balances between the objectives in general and specialized activities.

6. The program includes the requirements determined by the roles and expected competencies in terms of theoretical knowledge, attitudes, clinical and communication skills, as well as organizing clinical work in terms of teaching, research, and management.

7. The program includes in its objectives, the ethics of the profession.

8. The program includes in its objectives, following-up learning undertaken.

9. The program includes in its objectives, the ability to make judgments in complex and unpredictable cases.

10. The program ensures in its objectives, the health needs of the local society, the needs of the healthcare delivery system, and other aspects of social accountability.

11. The program guarantees the encouragement and support of physicians to improve their performance in clinical practice.

12. The program ensures commitment to improving and developing appropriate professional development program conditions.

13. The program ensures the promotion of its activities and the ability of physicians to work independently in planning and selecting appropriate activities to serve patients and society.

14. The program identifies the activities and targeted outcomes, which ensure the development of the necessary competencies to meet the needs of physicians, paramedical professions, patients, and the society.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

15. The program identifies the activities and targeted outcomes, which ensure appropriate behavior of physicians concerning colleagues, other healthcare professionals, patients, and their families.

16. The program identifies the activities and targeted outcomes, which ensure the coverage of lifelong learning requirements and reliance on clinical data.

17. The program ensures in consultation with professional organizations, the participation of peer learning from the professional development program activities.

18. The program relies in formulating targeted outcomes for its activities, on inputs from other stakeholders.

National Center for Quality Assurance and Accreditation
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Medical Education Accreditation Guide - Second edition 2021

Standard 02: Educational and Training Program
(27 indicators)

The indicators that meet this standard are:

1. The program plans its activities based on its mission statement, objectives, and outcomes.

2. The program develops systems that document the quality of practice, track and compare outcomes, to alert physicians and key stakeholders.

3. The program takes responsibility for leading and organizing its activities.

4. The program ensures the regular evaluation of professional leadership in relation to the accomplishment of its activities and outcomes.

5. The program has clear financial budgeting procedures to fund its activities and maintain them, in response to the needs identified by the profession and program providers.

6. The program ensures the inclusion of funding for its activities as a principal part of the healthcare system's expenses.

7. The program has funding systems for its activities, that ensure the independence of choosing physicians to carry out its activities**.**

8. The program ensures the adequate management of its educational and training activities.

9. The program ensures that the administrative structure of its official activities facilitates quality assurance and improvement.

10. The program adapts professional development activities with the needs and desires of physicians, providing what is suitable and meets the needs of the healthcare system.

11. The program ensures and supports educational and training activities.

12. The program includes integrated practical and theoretical lessons in a suitable environment.

13. The program ensures the implementation of its activities according to the policies of professional organizations representing medical elements, including recognition of activities.

14. The program includes a commitment to ethical considerations of the profession and scientific research.

15. The program benefits from a diverse range of educational and training methods for professional development.

16. The program encourages participation with colleagues in learning networks as needed, for exchanging experiences and benefiting from cooperative learning.

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of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

17. The program encourages cooperation and mutual recognition through appropriate frameworks at the national, regional, and global levels.

18. The program firmly builds the content of its activities on evidence-based and experience-based medicine and science, whenever possible.

19. The program organizes and uses its activities to facilitate access to updated evidence, scientific results, and practical experience.

20. The program works to improve, organize, and practice the healthcare delivery system, relying on emerging evidences.

21. The program uses knowledge of appropriate scientific methods to improve physicians' critical evaluation skills.

22. The program ensures diverse and individually appropriate content for its activities to enable physicians to develop their practices.

23. The program organizes professional development activities with appropriate concern for patient safety and independence.

24. The program chooses the content of its activities based on individually directed physicians' learning plans in accordance with their various professional roles.

25. The program organizes its activities, taking into account the results of dialogue with stakeholders.

26. The program adapts its activities to fill gaps in knowledge, skills, attitudes, and managerial capacity, as identified in service evaluation, individual reflection, practice review, and personal learning plans.

27. The program ensures that its curriculum is an integral part of clinical practice, reflected in budgets, resource allocations, working conditions, and time planning.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Standard 03: Program Implementation
(12 indicators)

The indicators that meet this standard are:

1. The program includes procedures for technical licensing and practice, in consultation with the relevant authorities.

2. The program obligates the providers to be able to describe the educational basis of their activities, including obtaining educational experience

3. The program ensures the provision of educational and training activities that meet recognized standards of medical education quality.

4. The program identifies conflicts of interest, declares and manages them properly, such as promotional activities for medical companies.

5. The program defines the requirements for implementing its activities.

6. The program ensures compliance with professional development standards by its providers.

7. The program requires from the service providers to submit operational plans for their activities and to demonstrate the use of effective educational methods and technology.

8. The program promotes the participation of medical science colleges in improving the quality of its activities.

9. The program contributes to the development of curriculum in basic medical education and prepares students for lifelong learning through feedback

10. The program encourages medical science colleges to engage in professional development activities when needed.

11. The program motivates trainee students to conduct research on its activities.

12. The program has a policy on the use of educational experience relevant to the planning, implementation, and evaluation of its activities.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Standard 04: The Trained Doctor
(17 indicators)

The indicators that meet this standard are:

1. The program ensures the provision of high-quality care for the participants in the training process

2. The program includes in its plans that individual physicians bear primary responsibility for their participation in the program's activities.

3. The program encourages the physicians to participate in its activities.

4. The program provides academic advice to trained and trainee physicians when needed.

5. The program motivates physicians to assess the educational value of its activities.

6. The program selects appropriate activities relevant to the learning requirements of each physician individually, for example; based on clinical data.

7. The program ensures in its system to promote motivation for learning.

8. The program ensures the recognition of its activities, as a worthy profession.

9. The program develops the physician's ability to plan and implement practice-based learning and systematically document in response to specific learning needs.

10. The program develops methods to help physicians determine their professional requirements.

11. The program requires that its activities be based on specially designed learning strategies.

12. The program encourages the use of distance learning.

13. The program provides trainee physicians, the opportunity to discuss their educational needs with the providers of the Professional Development Program.

14. The program involves trainee physicians in the planning and implementation of its activities.

15. The program ensures suitable working conditions for physicians in practical practice and provides the necessary resources for its activities.

16. The program ensures the opportunities for physicians to reflect on their practice.

17. The program has a system for recognition of physicians, allowing them to participate in a wide range of its activities.

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of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

Standard 05: Educational and Training Resources
(20 indicators)

The indicators that meet this standard are:

1. The program ensures access to appropriate professional resources and literature.
2. The program guarantees access to the necessary equipment and tools for training to enhance skills.
3. The program provides a safe and suitable learning environment.
4. The program guarantees the evaluation and regular updating of training facilities and equipment for skills training, to provide suitable conditions for its activities
5. The program ensures the provision of its activities in learning environments, including hospitals and conditions leading to effective learning.
6. The program supports official and unofficial collaboration with stakeholders in order to reach diverse and varied learning environments
7. The program ensures access and use electronic media on the internet or elsewhere.
8. The program effectively and ethically uses information and communication technology as an integral part of its professional development activities.
9. The program motivates physicians to be competent in using information and communication technology for self-directed learning and communication with colleagues.
10. The program motivates physicians to be competent in using information and communication technology to access relevant patient data and healthcare information systems.
11. The program motivates physicians to be competent in using information and communication technology in patient care, healthcare management, and patient interaction, as allowed by regulations.
12. The program encourages cooperation with colleagues and other healthcare workers in professional development program.
13. The program involves physicians in developing the competencies of colleagues, including trainee physicians, students, and healthcare workers.
14. The program develops its systems in collaboration with stakeholders that encourage and recognize participation in local, national, and international professional development programs, scientific meetings, and other activities.

**National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)**
Medical Education Accreditation Guide - Second edition 2021

15. The program ensures that physicians have opportunities to attend scheduled professional development activities.

16. The program encourages physicians to plan and implement their own activities, such as in-depth studies, to increase their competencies.

17. The program allows participation in research projects as part of its activities.

18. The program ensures that individual physicians receive educational experience and utilize it in carrying out its activities.

19. The program, in collaboration with stakeholders, facilitates physicians' visits to other institutions and environments within or outside the country to enhance their abilities and acquire experience.

20. The program ensures the relationships with national, regional, and international counterparts to carry out its activities and to mutual recognition for its trainee physicians.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

Standard 06: Assessment and Evaluation
(21 indicators)

The indicators that meet this standard are:

1. The program should have procedures for evaluating its collective and individual activities.

2. The program identifies and develops appropriate methods of evaluation and assessment.

3. The program promotes appropriate development for the evaluation and assessment of its activities.

4. The program has systems for monitoring and documenting participation in professional development program activities in a methodical and transparent way.

5. The program should have a "personal training portfolio" for personal learning, which can be shared with peers.

6. The program uses systematic documentation of its activities as a learning tool.

7. The program uses feedback on the importance and quality of its activities to plan the program.

8. The program ensures that its activities are documented with actual learning and that it is based on enhancing competencies, and not merely participating in the activities of the continuous professional development program.

9. The program deals with the important assessment and evaluation, the desired results, the educational program, the evaluation of the training and documentation program, the participation of individual physicians in the professional development program document, the provision of the professional development program document, and educational resources.

10. The program benefits from data in evaluating and assessing acquired outcomes, including the ability to provide high-quality healthcare to patients.

11. The program evaluates expert participation in healthcare delivery and medical education to assess the professional development program.

12. The program ensures that professional development program providers continually seek information on their professional performance and educational needs.

13. The program ensures that constructive feedback is systematically sought from participants in its activities, analyzed it and take action.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

14. The program ensures that information on the results of feedback is made available to stakeholders.

15. The program ensures the development of regular feedback systems from program implementers and authorities responsible for these activities.

16. The program analyzes and evaluates the benefit of the physician's participation in its activities related to their educational needs.

17. The program ensures program implementers' participation in evaluating its activities and using the results in planning.

18. The program ensures the involvement of the main stakeholders in program evaluation.

19. The program allows other stakeholders to access program evaluation results.

20. The program has procedures for informing other stakeholders about the notes on the performance of trained physicians.

21. The program uses feedback from other stakeholders on the program.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

Standard 07: Continuous Improvement
(13 indicators)

The indicators that meet this standard are:

1. The program has review procedures to update its organizational structure, educational content, and outcomes on a regular basis.

2. The program documents the limitations in its activities and rectify it.

3. The program allocates resources for the continuous renewal of its activities.

4. The program renewal process is conducted based on future studies and analyses, internal evaluations, medical research, and feedback from physicians and program providers.

5. The program ensures that the renewal and restructuring process leads to the review of policies and practices of the continuous professional development program activities based on past experiences, current activities, and future perspectives.

6. The program improves the process of renewing its activities and adapts its mission, objectives, and targeted results to the scientific, social, economic, cultural, and health development of society.

7. The program improves the renewal process of its activities, reassesses and identifies the necessary competencies to keep up with medical scientific advancements and changing societal needs.

8. The program improves the process of renewing its activities in terms of content and methods.

9. The program improves the renewal process of its activities, reviews the learning framework and educational methods to ensure that they are appropriate and relevant.

10. The program improves the renewal process of its activities by developing self-assessment and practical learning methods to facilitate lifelong learning for physicians.

11. The program improves the renewal process of its activities by developing its organizational structure that assists physicians in providing high-quality care and meets the emerging needs of their patients.

12. The program uses the information resulting from the evaluation of its activities; to improve the patient's care level.

13. The program provides information and feedback results to other stakeholders when requested.

National Center for Quality Assurance and Accreditation
of Educational and Training Institutions (NCQAAETIs)
Medical Education Accreditation Guide - Second edition 2021

The Team

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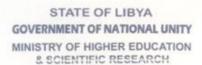   Email: ghamillad@gmail.com

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STATE OF LIBYA
GOVERNMENT OF NATIONAL UNITY
MINISTRY OF HIGHER EDUCATION
& SCIENTIFIC RESEARCH

RESOLUTIONS

دولة ليبيا
حكومة الوحدة الوطنية
وزارة التعليم العالي والبحث العلمي
القــــرارات

قــــرار وزيــر التعـليــم العالي والبحث العلمي
رقم (990) لسنة 2021م
بشــأن اعتماد تحديث دليل معايير التعليم الطبي للعام الجامعي (2021م)

وزير التعليم العالي والبحث العلمي :

- بعـد الاطـلاع علـى الإعـلان الدسـتوري المـؤقت وتـعـديـلاتـه .
- وعلى الاتفاق السياسي الليبي الموقع في (17 ديسمبر 2015 ميلادي) .
- وعلى القانون رقم (12) لسنة (2010 م) بشـأن إصدار قانون علاقـات العمل ولائحته التنفيذية .
- وعلى القانون رقم (18) لسنة 2010 م بشأن التعليم .
- وعلى قــرار مجلـس النـواب رقـم (1) لسنة 2021م بشـأن منح الثقة لحكومة الوحدة الوطنية .
- وعلى قرار مجلس وزراء حكومة الوحدة الوطنية رقم (39) لسنة 2021م بشأن اعتماد الهيكل التنظيمي وتحديد اختصاصات وزارة التعليم العالي والبحث العلمي وتنظيم جهازها الإداري .
- وعلى قرارنا رقم (285) لسنة 2021م بشأن تشكيل لجنة وتحديد مهامها .
- وعلى تأشيرتنا على كتاب السيد/ مدير عام المركز الوطني لضمان واعتماد المؤسسات التعليمية والتدريبية رقم (1-739-2021) المؤرخ في (2021/12/22م) .

قـــرر
مــادة (1)
يُعتمد تحديث دليل معايير التعليم الطبي للعام الجامعي (2021م) المرفق بأحكام هذا القرار .

مــادة (2)
تخضع كافة الكليات الطبية بالجامعات الليبية لضوابط هذا الدليل والمعتمد بموجب أحكام المادة الأولى من هذا القرار .

مــادة (3)
يعمل بهذا القرار من تاريخ صدوره وعلى الجهات المعنية تنفيذه .

عمران محمد القيب
وزير التعليم العالي والبحث العلمي

يوم أبو طرابلس ....
بتاريخ 2021
....

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