

7. EDUCATIONAL RESOURCES

7.1 PHYSICAL FACILITIES

Basic standards: The medical college **must**

7.1.1. have sufficient physical facilities for staff and students to ensure that the curriculum can be delivered adequately.

7.1.2. ensure a learning environment, which is safe for staff, students, patients and their relatives.

Quality development standard: The medical college **should**

7.1.3. improve the learning environment by regularly updating and modifying or extending the physical facilities to match developments in educational practices.

Annotations:

- ❖ *Physical facilities* would include lecture halls, class, group and tutorial rooms, teaching and research laboratories, clinical skills laboratories, offices, libraries, information technology facilities and student amenities such as adequate study space, lounges, transportation facilities, catering, student housing, personal storage lockers, sports and recreational facilities.
- ❖ *A safe learning environment* would include provision of necessary information and protection from harmful substances, specimens and organisms, laboratory safety regulations and safety equipment.

7.2 CLINICAL TRAINING RESOURCES

Basic standards: The medical college **must**

7.2.1. ensure necessary resources for giving the students adequate clinical experience, including sufficient

7.2.1.1. number and categories of patients.

7.2.1.2. clinical training facilities.

7.2.1.3. supervision of their clinical practice.

Quality development standard: The medical college **should**

7.2.2. evaluate, adapt and improve the facilities for clinical training to meet the needs of the population it serves.

Annotations:

- ❖ *Patients* may include validated simulation using standardized patients or other techniques, where appropriate, to complement, but not substitute clinical training.
- ❖ *Clinical training facilities* would include hospitals (adequate mix of primary, secondary and tertiary), sufficient patient wards and diagnostic departments, laboratories, ambulatory services (including primary care), clinics, primary health care settings, health care centers and other community health care settings as well as skills laboratories, allowing clinical training to be organized using an appropriate mix of clinical settings and rotations throughout all main disciplines.
- ❖ *Evaluate* would include evaluation of appropriateness and quality for medical training programs in terms of settings, equipment and number and categories of patients, as well as health practices, supervision and administration.

7.3 INFORMATION TECHNOLOGY

Basic standards: The medical college **must**

7.3.1 formulate and implement a policy which addresses effective and ethical use and evaluation of appropriate information and communication technology.

7.3.2. ensure access to web-based or other electronic media.

Quality development standards: The medical college **should**

7.3.3. enable teachers and students to use existing and exploit appropriate new information and communication technology for

7.3.3.1. independent learning.

7.3.3.2. accessing information.

7.3.3.3. managing patients.

7.3.3.4. working in health care delivery systems.

7.3.3.5. optimize student access to relevant patient data and health care information systems.

Annotations:

- ❖ *Effective and ethical use of information and communication technology* would include use of computers, cell/mobile telephones, internal and external networks and other means as well as coordination with library services. The policy would include common access to all educational items through a learning management system. Information and communication technology would be useful for preparing students for evidence-based medicine and life-long learning through continuing professional development (CPD).
- ❖ *Ethical use* refers to the challenges for both physician and patient privacy and confidentiality following the advancement of technology in medical education and health care. Appropriate safeguards would be included in relevant policy to promote the safety of physicians and patients while empowering them to use new tools.

7.4 MEDICAL RESEARCH AND SCHOLARSHIP

Basic standards: The medical college **must**

7.4.1. use medical research and scholarship as a basis for the educational curriculum.

7.4.2. formulate and implement a policy that fosters the relationship between medical research and education.

7.4.3. describe the research facilities and priorities at the institution.

Quality development standards:

The medical college **should**

7.4.4. ensure that interaction between medical research and education

7.4.4.1. influences current teaching.

7.4.4.2. encourages and prepares students to engage in medical research and development.

Annotation:

- ❖ *Medical research and scholarship* encompasses scientific research in basic biomedical, clinical, behavioral and social sciences. Medical scholarship means the academic attainment of advanced medical knowledge and inquiry. The medical research basis of the curriculum would be ensured by research activities within the medical school itself or its affiliated institutions and/or by the scholarship and scientific competencies of the teaching

staff. Influences on current teaching would facilitate learning of scientific methods and evidence-based medicine (cf. 2.2).

7.5 EDUCATIONAL EXPERTISE

Basic standards: The medical college **must**

- 7.5.1. have access to educational expertise where required.
- 7.5.2. formulate and implement a policy on the use of educational expertise in
 - 7.5.2.1. curriculum development.
 - 7.5.2.2. development of teaching and assessment methods.

Quality development standards: The medical college **should**

- 7.5.3. demonstrate evidence of the use of in-house or external educational expertise in staff development.
- 7.5.4. pay attention to current expertise in educational evaluation and in research in the discipline of medical education.
- 7.5.5. allow staff to pursue educational research interest.

Annotations:

- ❖ *Educational expertise* would deal with processes, practice and problems of medical education and would include medical doctors with research experience in medical education, educational psychologists and sociologists. It can be provided by an education development unit or a team of interested and experienced teachers at the institution or be acquired from another national or international institution.
- ❖ *Research in the discipline of medical education* investigates theoretical, practical and social issues in medical education.

7.6 EDUCATIONAL EXCHANGES

Basic standards: The medical college **must**

- 7.6.1. formulate and implement a policy for
 - 7.6.1.1. national and international collaboration with other educational institutions, including staff and student mobility.
 - 7.6.1.2. transfer of educational credits.

Quality development standards: The medical college **should**

- 7.6.2. facilitate regional and international exchange of staff and students by providing appropriate resources.
- 7.6.3. ensure that exchange is purposefully organized, taking into account the needs of staff and students, and respecting ethical principles.

Annotations:

- ❖ *Other educational institutions* would include other medical schools as well as other faculties and institutions for health education, such as schools for public health, dentistry, pharmacy and veterinary medicine.
- ❖ *A policy for transfer of educational credits* would imply consideration of limits to the proportion of the study program which can be transferred from other institutions. Transfer of educational credits would be facilitated by establishing agreements on mutual recognition of educational elements and through active program coordination between

medical college. It would also be facilitated by use of a transparent system of credit units and by flexible interpretation of course requirements.

- ❖ *Staff* would include academic, administrative and technical staff.