המועצה
להשכלה
גבוהה

مجلس
التعليم
العالي

COUNCIL FOR HIGHER EDUCATION

QA AND COMPLIANCE EVALUATION OF THE MEDICAL SCHOOL AT X

JUNE 2021

Background and Procedures

1.1   In the academic year X the Council for Higher Education [CHE] put in place arrangements for the evaluation of study programmes in the field of X in Israel.

1.2   The Higher Education Institutions [HEIs] participating in the evaluation process were:

1.3   To undertake the evaluation, the Vice Chair of the CHE appointed a Committee consisting of[1]:

- Prof. X served as the Coordinator of the Committee on behalf of the CHE.

1.4   The review took place from [XX to XX Month 20XX]

1.5   The evaluation process was conducted in accordance with the CHE's Standards for Medical education (2021). Within this framework the evaluation committee was required to:

- examine the self-evaluation reports submitted by the medical schools in Israel
- conduct on-site visits (physical and/or virtual) at those institutions participating in the evaluation process
- makes conclusion against each of the 11 standards for medical education
- submit to the CHE an individual report on each of the medical schools participating in the evaluation
- set out the committee's findings and recommendations for each school
- submit to the CHE a general report regarding the evaluated field of study within the Israeli system of higher education including recommendations for changes to the standards for Medical Education

1.6   The evaluation committee examined only the evidence provided by each participating institution — considering this alongside the distinctive mission set out by each institution in terms of its own aims and objectives. This material was further elaborated and explained in discussions with senior management, lecturers, students and alumni during the course of each visit to each of the institutions.[2]

1.7   This report deals with the Medical School at **X**. The Committee's visit to X took place on June X. The schedule of the visit is attached as **Appendix 2**.

1.8   The Committee would like to thank the management of X and the Medical School for their self-evaluation report and for their hospitality towards the Committee during its visit to the institution.

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[1] The committee's letter of appointment is attached as **Appendix 1**.
[2] Prof

Key findings

Executive Summary

[Introductory text about the institution and its mission, background, etc.]

[Recent major changes and key challenges faced.]

[Text about findings against the standard, including details of standards not met]

[Text about reasons for coming to findings, including detail of significant good practice or recommendations]

The committee came to the overall conclusion that [set these out]

Key findings

Conclusions about [INSERT full official name of institution]

The QA review committee reached the following conclusions about the higher education provision at the medical school at [INSERT Full Official Name of institution].

Israeli Standards for Medical Education

[INSERT Full Official Name of institution] meets [Number] of the 11 Israeli Standards for Medical Education. The standards not met by [INSERT Full Official Name of institution] are:

- [complete the full name of the Standards]

Good practice

The QA review committee identified the following features of **good practice** at [INSERT Full Official Name of institution].

- [Write each feature as a complete sentence explaining the good practice. For example: 'All students on arrival are given a half-day induction on how to conduct library-based research.' Provide the letter/number of the Standard it relates to in brackets at the end of the sentence i.e. (Standard 7).]

Recommendations

The QA review committee makes the following **recommendations** to [INSERT Full Official Name of institution].

Essential:

- Use the imperative and make each recommendation a separate sentence. For example: 'Make policies on admissions clear to all prospective students.' State the appropriate timescale for each action. Provide the number of the Standard it relates to in brackets at the end of the sentence (Standard 7).

Important:

- Use the imperative and make each recommendation a separate sentence. For example: 'Make policies on admissions clear to all prospective students.' State the appropriate timescale for each action. Provide the number of the Standard it relates to in brackets at the end of the sentence (Standard 7).

Desirable:

- Use the imperative and make each recommendation a separate sentence. For example: 'Make policies on admissions clear to all prospective students.' State the appropriate timescale for each action. Provide the number of the Standard it relates to in brackets at the end of the sentence (Standard 7).

Explanation of the findings about [INSERT full name of institution]

This section explains the review findings in more detail.

Explanation of the findings about [INSERT full name of institution]

Standard 1: Mission, Planning, Organization, and Integrity

A medical school has a written statement of mission and goals for the medical education program, conducts ongoing planning, and has written bylaws that describe an effective organizational structure and governance process. In the conduct of all internal and external activities, the medical school demonstrates integrity through its consistent and documented adherence to fair, impartial, and effective processes, policies, and practices.

Provide brief description of the processes and policies relevant to this section

1. [Insert text]

Provide analysis of how effectively these processes and policies work in practice

2. [Insert text]

Conclude whether the standard is Satisfactory, Satisfactory with a Need for Monitoring, or Unsatisfactory, with reasons.

3. [Insert text]

❖ The score that the institution gave itself in this standard:

Unsatisfactory		Satisfactory with Monitoring		Satisfactory	
1	2	3	4	5	6

❖ The score that the committee gives the institution in this standard:

Unsatisfactory		Satisfactory with Monitoring		Satisfactory	
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Standard 2: Leadership and Administration

A medical school has a sufficient number of faculty in leadership roles and of senior administrative staff with the skills, time, and administrative support necessary to achieve the goals of the medical education program and to ensure the functional integration of all programmatic components.

Findings

Provide brief description of the processes and policies relevant to this section

1. [Insert text]

Provide analysis of how effectively these processes and policies work in practice

2. [Insert text]

Conclude whether the standard is Satisfactory, Satisfactory with a Need for Monitoring, or Unsatisfactory (both the processes and policies, and how they are operated), with reasons

3. [Insert text]

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Standard 3: Academic and Learning Environments

A medical school ensures that its medical education program occurs in professional, respectful, and intellectually stimulating academic and clinical environments, recognizes the benefits of diversity, and promotes students' attainment of competencies required of future physicians.

Findings

Provide brief description of the processes and policies relevant to this section

1. [Insert text]

Provide analysis of how effectively these processes and policies work in practice

2. [Insert text]

Conclude whether the standard is Satisfactory, Satisfactory with a Need for Monitoring, or Unsatisfactory (both the processes and policies, and how they are operated), with reasons

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Standard 4: Faculty Preparation, Productivity, Participation, and Policies

The faculty members of a medical school are qualified through their education, training, experience, and continuing professional development, to provide the leadership and support necessary to attain the institutions educational, research, and service goals.

Findings

Provide brief description of the processes and policies relevant to this section

1. [Insert text]

Provide analysis of how effectively these processes and policies work in practice

2. [Insert text]

Conclude whether the standard is Satisfactory, Satisfactory with a Need for Monitoring, or Unsatisfactory (both the processes and policies, and how they are operated), with reasons

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Standard 5: Educational Resources and Infrastructure

A medical school has sufficient personnel, financial resources, physical facilities, equipment, and clinical, instructional, informational, technological, and other resources readily available and accessible across all locations to meet its needs and to achieve its goals.

Findings

Provide brief description of the processes and policies relevant to this section

1. [Insert text]

Provide analysis of how effectively these processes and policies work in practice

2. [Insert text]

Conclude whether the standard is Satisfactory, Satisfactory with a Need for Monitoring, or Unsatisfactory(both the processes and policies, and how they are operated), with reasons

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Standard 6: Competencies, Curricular Objectives, and Curricular Design

The faculty of a medical school define the competencies to be achieved by its medical students through medical education program objectives and is responsible for the detailed design and implementation of the components of a medical curriculum that enable its medical students to achieve those competencies and objectives. Medical education program objectives are statements of the knowledge, skills, behaviours, and attitudes that medical students are expected to exhibit as evidence of their achievement by completion of the program.

Findings

Provide brief description of the processes and policies relevant to this section

1. [Insert text]

Provide analysis of how effectively these processes and policies work in practice

2. [Insert text]

Conclude whether the standard is Satisfactory, Satisfactory with a Need for Monitoring, or Unsatisfactory (both the processes and policies, and how they are operated), with reasons

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Standard 7: Curricular Content

The faculty of a medical school ensures that the medical curriculum provides content of sufficient breadth and depth to prepare medical students for entry into any residency program and for the subsequent contemporary practice of medicine.

Findings

Provide brief description of the processes and policies relevant to this section

1. [Insert text]

Provide analysis of how effectively these processes and policies work in practice

2. [Insert text]

Conclude whether the standard is Satisfactory, Satisfactory with a Need for Monitoring, or Unsatisfactory (both the processes and policies, and how they are operated), with reasons

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Standard 8: Curricular Management, Evaluation, and Enhancement

The faculty of a medical school engages in curricular revision and program evaluation activities to ensure that the medical education program quality is maintained and enhanced and that medical students achieve all medical education program objectives and participate in required clinical experiences and settings.Findings

Provide brief description of the processes and policies relevant to this section

1. [Insert text]

Provide analysis of how effectively these processes and policies work in practice

2. [Insert text]

Conclude whether the standard is Satisfactory, Satisfactory with a Need for Monitoring, or Unsatisfactory (both the processes and policies, and how they are operated), with reasons

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Standard 9: Teaching, Supervision, Assessment, and Student and Patient Safety

A medical school ensures that its medical education program includes a comprehensive, fair, and uniform system of formative and summative medical student assessment and protects medical students' and patients' safety by ensuring that all persons who teach, supervise, and/or assess medical students are adequately prepared for those responsibilities.

Findings

Provide brief description of the processes and policies relevant to this section

1. [Insert text]

Provide analysis of how effectively these processes and policies work in practice

2. [Insert text]

Conclude whether the standard is Satisfactory, Satisfactory with a Need for Monitoring, or Unsatisfactory (both the processes and policies, and how they are operated), with reasons

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Standard 10: Medical Student Selection, Assignment, and Progress

A medical school establishes and publishes admission requirements for potential applicants to the medical education program and uses effective policies and procedures for medical student selection, enrolment, and assignment.

Findings

Provide brief description of the processes and policies relevant to this section

1. [Insert text]

Provide analysis of how effectively these processes and policies work in practice

2. [Insert text]

Conclude whether the standard is Satisfactory, Satisfactory with a Need for Monitoring, or Unsatisfactory (both the processes and policies, and how they are operated), with reasons

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Standard 11: Medical Student Academic Support, Career Advising, Educational Records, Financial Aid, and Access to Personal Counselling

A medical school provides effective academic support, student services, financial aid counselling, and career advising to all medical students to assist them in achieving their career goals and the school's medical education program objectives. All medical students have the same rights and receive comparable services

Findings

Provide brief description of the processes and policies relevant to this section

1. [Insert text]

Provide analysis of how effectively these processes and policies work in practice

2. [Insert text]

Conclude whether the standard is Satisfactory, Satisfactory with a Need for Monitoring, or Unsatisfactory (both the processes and policies, and how they are operated), with reasons

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Unsatisfactory   Satisfactory with Monitoring   Satisfactory

1	2	3	4	5	6

List of evidence

(This will be deleted before publication)

Quality Assurance and Compliance Review of the Medical School at [INSERT Full Name of institution]

<u>Signed by:</u>

<u>Signed by:</u>