



Mahidol University  
Faculty of Medicine  
Siriraj Hospital



AMEE  
BASEL  
2024

# Quality of Postgraduate Education: Standards, Tools and implication

Assoc. Prof. Supinya In-iw

WHAT'S NEW IN  
AMEE  
BASEL  
2024

FRIDAY  
**11 OCT**  
13:00 - 16:00 u.

MEDUCATION  
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# Outlines<sup>+</sup>



1. To demonstrate that the standards and systems of postgraduate training vary due to different populations, healthcare systems, national politics, and historical reasons.
2. To present the quality of postgraduate medical education from Brazil, Finland, Germany, Switzerland
3. To update the standards of the World Federation for Medical Education



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# PG training in Brazil +



- Evaluation of training programs
  - Many PG training programs
  - Many institution/Hospital
  - Widespread location
  - Lack of financial support for evaluation
- Common observation
  - Lack of surgical opportunity
  - Lack of supervision
  - Poor learning structure
  - Works overload
  - No self-study time
  - Burnout

Postgraduate medical education :  
The gold standard for training of specialist



# + Finland

## Before reform

- Time-bound education
- Trainees and supervisor as workforce
- 2020: Competency-based medical education

## Questionnaire survey

- Basic quality questions to program director
- Response rate 81%
- Limitation: self-assessment
- High quality of PGE : Major differences between specialist
- Structure of CBME: Lack of Competency committee, Entrustment decision

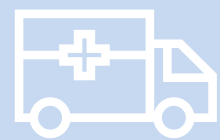
# + Germany



# Quality of postgraduate education in Switzerland



SWIF's activities  
Accreditation of training sites  
Quality control of PGE



## Main resources

Site visits Hospital sites  
Surveys: Residents and  
medical directors  
Return rate 70%



## Surveys

Annual feedback  
Trainees used the results  
for selection medical  
institution.

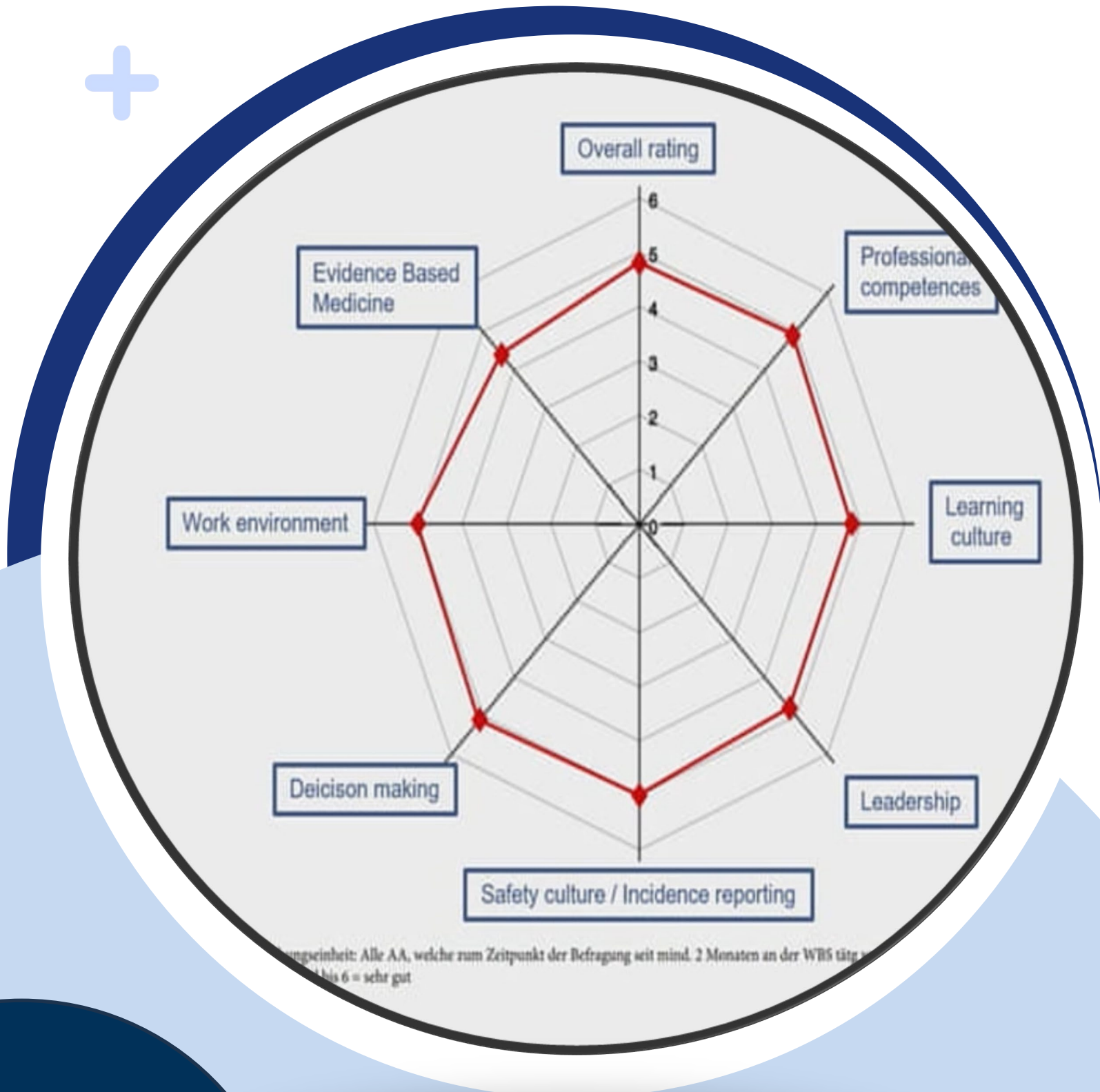


## Quality control

The postgraduate medical  
education is measured  
using eight scales



Site visits and Annual residents' survey



- ✓ Training sites >5,000
- ✓ Annual feedback : Return rate 70%  
Comparison with other training sites with similar setting ( specialty, size, etc )
- Direct feedback of results for medical directors of the respective training site
- Public on website
- ✓ Quality control of PGE in Switzerland  
Essential for quality improvement and support training sites for quality
- Future international benchmarking





# Advancing Quality Improvement in PGME:



## The case for creating a Community of Practice on PGME oversight, accreditation and regulation

### World Federation for Medical Education : Challenges

- Balancing training and services
- Balancing entrustment and patient safety
- Accountability to the society
- Workload and burnout
- Quality of supervision and feedback
- Curriculum development
- Admission and assessment
- Funding and resources
- Technological integrating

### Accreditation system

- Mandate
- Accreditation standard
- Little for international comparison



POSTGRADUATE MEDICAL EDUCATION  
  
WFME GLOBAL STANDARDS FOR  
QUALITY IMPROVEMENT  
  
The 2015 Revision

WFME GLOBAL STANDARDS FOR  
QUALITY IMPROVEMENT OF  
MEDICAL EDUCATION  
  
The 2023 Revision




**7. QUALITY IMPROVEMENT**  
7.1. quality improvement system  
7.2 Patient safety

1. Mission and outcomes
2. Educational programme
3. Assessment of trainees
4. Trainees
5. Trainers
6. Educational resources
7. Programme evaluation
8. Governance and administration
9. Continuous renew

- # New criteria
- ## THE STANDARDS
1. Mission and values
  2. Curriculum
  3. Assessment
  4. Postgraduate doctors
  5. Teachers and clinical supervisors
  6. Education and training resources
  - 7. Quality improvement**
  8. Governance and administration

<b>7.2 PATIENT SAFETY</b>
The responsible body has implemented a quality improvement system that addresses issues of postgraduate doctor error and patient safety in the postgraduate medical education environment.
<b>Guidance:</b>
Establish how responsibility for postgraduate doctor error and patient safety is taken at both management level and in the postgraduate medical education environment.
Identify risks to patient safety in the postgraduate medical education environment.
Identify risks to patient safety deriving from postgraduate doctor error.
Show how risks are mitigated and monitored.





# From Q&A



- Academic advisor (1D/wk) : Clinical supervisor and teaching
- EPAs : Formative assessment in workplace
- Competency based medical education : Construct feedback
- During clinical setting : feedback and reflection
- Protected time for teaching : for resident learning
- Knowledge part : AI
- Results of survey : Should be published to improve quality, benchmarking

## Quality time for residents

- Teaching
- Feedback once a week
- Improve trainee competency





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# Thank You



Phone

02-4 195996



Address

Department of pediatrics



Email

Supinya.in@Mahidol.ac.th

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