

**ACCREDITATION OF
FACULTY OF MEDICINE, NURSING AND HEALTH
SCIENCES**

MONASH UNIVERSITY

TAN SRI JEFFREY CHEAH SCHOOL OF MEDICINE

EXECUTIVE SUMMARY 2008

An Australian Medical Council (AMC) assessment team visited the Monash University Tan Sri Jeffrey Cheah School of Medicine in Malaysia from 14 July to 17 July 2008 to confirm successful implementation of the plans for the delivery of the Monash University medical course at Monash Malaysia campus.

The Monash University medical course has been granted accreditation by the Australian Medical Council until two years after the full course (new Graduate Program) has been implemented, that is 31 December 2013.

The accreditation was subject to a number of conditions including a visit by an AMC Team in 2008. The principal reasons for the visit were to verify that the implementation of Years 1 and 2 of the course at the Sunway campus had been successfully completed, that Year 3 of the course had been implemented successfully at Johor Bahru clinical school and that Year 4 was proceeding satisfactorily. Furthermore there was a requirement that the plans for Year 5 were appropriately advanced and ready for implementation in 2009.

This report describes the Team's findings, indicating what it sees as areas of strength, and areas which it feels merit consideration by the School in its future planning. These judgments are made in the context of the Standards for Basic Medical Education adopted by the AMC in July 2006 and further reviewed in 2007.

The visitors examined the documentation of course delivery, assessment and evaluation for the first three years of the course and the reports of the progress in year 4. These reports together with the Team visits to teaching sites in Kuala Lumpur and Johor Bahru and meetings with staff and students confirmed that the Medical Program had been successfully implemented in Malaysia to this stage. The visitors were also satisfied that the plans for year 5 were sufficiently well advanced for successful implementation in 2009.

The AMC Team were impressed with a number of aspects of the Tan Sri Jeffrey Cheah School which included:

- i. The assumption by the Dean of executive oversight over the degree which acknowledges the critical importance of the MBBS programs to the Faculty.
- ii. The commitment to internationalism by the senior management, academic staff and students.
- iii. The communication between the three Schools and the clear commitment to travel between sites by management and teaching staff
- iv. The quality, experience and critical local knowledge of its senior management team.
- v. The plans for the construction of a University Teaching Hospital at the Sunway site in Kuala Lumpur
- vi. The commitment and progress in the establishment of a strong research culture in the School
- vii. The exemplary efforts at standardisation of assessment across the three sites, including the simultaneous delivery of examinations.

- viii. The current academic staff numbers with a staff student ratio of approximately 1 to 3 and the projection to go to 1 to 6 in the longer term.
- ix. The ethics, respect and approach to patients that would be expected within the Australian context appears to be firmly embedded within the curriculum. This will equip graduates to work in both the Australian and Malaysian context.
- x. The Transition programs for Years 1 and 3 at Monash Malaysia have been very successful from a staff and student point of view and should be maintained.
- xi. The School is commended on its purpose-built physical facilities.
- xii. The range of tutorial and interview rooms for students at Hospital Permai psychiatric facility, and the consideration of student needs after hours with the provision of an on-call room is impressive.
- xiii. The range and development of local IT resources, in particular multimedia used in teaching and learning.
- xiv. The hospitals and community clinics provide enviable access to clinical material suitable for undergraduate education.

There were also a number of areas for further reporting to the AMC in annual reports and for consideration by the University:

- i. There will be a need for ongoing monitoring and review by the University and the AMC that staff appointments, new infrastructure and opportunities for clinical experience keep pace with the increase in student numbers.
- ii. As the School develops, consideration needs to be given to expansion of administrative and other support to allow more time for the professional development of the academic staff. The AMC will require reports on the implementation and success of such plan.

- iii. Additional resourcing for the Monash Malaysia Medical Education Unit (MEU) and staff is essential. The Team urges the appointment of administrative support to assist with evaluation and staff development.
- iv. The completion of negotiations with the manager of Private Medical Facilities in Johor Bahru to allow its consultant medical staff to engage in teaching for Monash Malaysia on a sessional basis.
- v. The initial appointments to the School have been of high quality but the AMC will need to continue to monitor future academic appointments to be assured that the School maintains its ability to deliver the curriculum effectively.
- vi. Final versions of the Year 5 student guides, including details of proposed assessment modules, should be included in the next annual report to the AMC.
- vii. In the disciplines of Anatomy and Pathology, the School is encouraged to produce a range of anatomical dissections and gross pathology specimens for demonstration to students. Because the anatomy laboratories are not designed for teaching with wet specimens, the development of an anatomy/pathology museum as soon as possible is desirable.
- viii. Progress in the implementation of the MBBS/PhD program at Monash Malaysia should be included in the next Annual report to the AMC.
- ix. More extensive use of opportunities for standardisation of marking and setting of examinations, including OSCEs, to ensure congruence across the three sites is desirable. This will include further exchange of examiners (in addition to examiner observers) on a regular basis and, where appropriate, double marking of a selection of papers.
- x. The differences in Year 4 assessment procedures need to be monitored, reviewed and reported on in annual reports. The students have performed at equivalent levels, with the exception of OSCEs in the later years. The reasons for this are being examined and should be reported on in annual reports to the AMC.
- xi. The Team is uncertain of the duration of placement in Australia in Year 5 that will ensure enough familiarity with the Australian medical system to enable graduating students to be 'work ready'. This will require further monitoring and reporting during the roll out of Year 5 and after the graduation of the first two student cohorts.
- xii. The AMC will seek further information about the value and the appropriateness of the five-day Indigenous health rotation at Mildura
- xiii. The annual reports the AMC should include confirmation of the appointment of English and Bahasa language instructors.
- xiv. Monash Malaysia should continue to monitor the entry criteria, as the numbers of students increase, to ensure the current high quality of students at entry is maintained, as well as the current high progression rate.
- xv. With the planned growth in student numbers, the AMC will need ongoing information in annual reports to be reassured that plans for expansion, especially those for clinical placements, are sufficient.
- xvi. The use of IELTS and other measures of English competency, together with the interview as a means of assessing English language proficiency is supported. Continued use of alternative/additional means of English language assessment is encouraged. These include utilising feedback from teachers from the early stages

- of the course to identify and offer support to students who are perceived to have communication difficulties in English language.
- xvii. The Team urges the finalisation of appointment of a student counsellor onsite at Johor Bahru and at any future clinical sites.
 - xviii. The needs of students with mental health, behavioural and social issues should be adequately addressed. The School needs to ensure that where performance, professional or health issues are identified they are flagged to medical boards where appropriate.
 - xix. The Team suggests the appointment or identification of a Faculty member, who is not directly involved in assessment, to take responsibility for student affairs. This need not be a full-time position.
 - xx. Students at Sunway and Johor Bahru were anxious about their course and their performance compared with the Australian course and Australian students. In particular, students requested information on their acceptability to the Australian work force. These anxieties should be addressed by the Malaysian faculty.
 - xxi. The AMC expects to receive further updates on the planned expansion of facilities to accommodate the projected increase in student numbers.
 - xxii. Information about the performance of the Year 5 Monash Malaysia students on rotation in Australia on their pre-intern assessments should be provided in further reports to the AMC.

RECOMMENDATIONS 2008

Accreditation of major change

The AMC's *Assessment and Accreditation of Medical Schools: Standards and Procedures* provide the following options for the accreditation of major changes to established medical courses:

- i) Accreditation of the new course until two years after the full course has been implemented, depending on satisfactory annual reports. Accreditation may be extended to a maximum of five years after the full course has been implemented, subject to a satisfactory report by the school following implementation of the full course.
- ii) Accreditation of the new course until two years after the full course has been implemented subject to certain conditions being addressed within a specified period and depending on satisfactory annual reports. Accreditation may be extended to a maximum of five years after the full course has been implemented, subject to a satisfactory report by the school following implementation of the full course. The AMC reserves the right to revisit a school in this category.
- iii) Accreditation of the new course is not granted.

As is stated in the Policy Document, *Medical Courses Conducted Offshore by Australian and/or New Zealand Universities: A Primary Guide*, the AMC agreed to view the Monash Malaysia development as a major change to the AMC-accredited medical course. Thus the recommendation on accreditation relates to the Monash University medical course as a whole.

Monash University 2008

The Medical School Accreditation Committee recommends that the Board of Directors of the Australian Medical Council confirm the original recommendations (of the 2007 Monash Gippsland Report) – namely, that the Bachelor of Medicine Bachelor of Surgery of the Faculty of Medicine, Nursing and Health Sciences, Monash University be granted accreditation until two years after the full course has been implemented, that is 31 December 2013, subject to the following conditions:

That annual reports to the AMC address the issues raised in the three Accreditation Reports: *Accreditation of Faculty of Medicine, Nursing and Health Sciences Monash University 2004*; *Accreditation of the Monash Malaysia Medical School (now Tan Sri Jeffrey Cheah School), Faculty of Medicine, Nursing and Health Sciences, Monash University 2006* and *Accreditation of the Faculty of Medicine, Nursing and Health Sciences Monash University Major Course Change Gippsland Medical School 2007*, and specifically:

For the Monash Central School:

- (a) the development of strategies to encourage the increased involvement of the School of Biomedical Sciences in the later years of the course
- (b) the outcome of negotiations regarding the staff and resources to provide appropriate teaching in pathology, and concerns about teaching in pharmacology
- (c) the outcome of the review of the Faculty structure
- (d) a full report on implementation of Years 4 and 5, including
 - samples of the Year 5 modules
 - the approach to assessments in Year 4 and Year 5
 - samples of the Year 5 research selectives
- (e) the outcome of efforts to resurrect the attractiveness of the Bachelor of Medical Science program as well as introduction of a proposed MBBS PhD stream
- (f) the University's decision concerning fee-paying domestic students in the medical course and the arrangements that would apply¹

For the Tan Sri Jeffrey Cheah School (2008):

- (a) that by April 2009 the School reports the outcomes and assessment results for Year 4 of the medical program in Malaysia
- (b) that by April 2010 the School report on the outcomes and assessment of Year 5 of the medical program in Malaysia and in particular the performance and experience of the students in those parts of the program conducted in Australia
- (c) that the matters highlighted for consideration and reporting in all sections of the report are adequately addressed in the annual reports to the AMC.

For the Monash University Gippsland Medical School:

That, by 1 March 2008, the Monash University Medical School:

- (a) provide copies of updated Memoranda of Understanding between the Faculty and local health services, taking into account the new Gippsland Medical School and the graduate program
- (b) report on its governance structure, roles and responsibilities, and reporting lines concerning the Gippsland Medical School the Regional Clinical Schools and the School of Rural Health, in implementing the graduate program at the Gippsland School²

¹ Points a to f Monash Central are included to provide an accurate history of the Monash University MBBS progression. However, the Australian Medical Council recognises that these issues have been superseded and will not require them to be addressed in future periodic reports.

² Points a and b Gippsland Medical School are included to provide an accurate history of the Monash University MBBS progression. However, the Australian Medical Council recognises that these issues have been addressed.

That the University provide an update on the budget for the Monash Gippsland Medical School in its annual reports

That an AMC Assessment Team visit the Gippsland Medical School before June 2009, to review the implementation of Year A and the detailed plans for Years B to D. This will address the following issues:

- (a) detailed planning regarding student placements at clinical sites and projected capacity for clinical placements across Years B to D
- (b) a report by the Gippsland School on its use of alternative modes of curriculum delivery to reduce the need for student and staff travel wherever possible
- (c) a report on progress regarding the teaching of the basic sciences at the Gippsland Medical School, including
 - evaluation of the role of the basic sciences bridging course delivered at the Gippsland School
 - use of block teaching and the effect that this has on the overall curriculum, including links with PBL and tutorials
 - an update on the development and delivery of pharmacology, pathology, microbiology, and radiology, including curriculum maps
 - examples of new PBL cases
- (d) analysis and comparison of Years A and Years 1 and 2 assessment results on the vertically Integrated Assessment (VIA)
- (e) any other evaluations of the graduate program undertaken to date
- (f) examples of satisfactory training manuals, used at the Gippsland School including those for:
 - PBL tutors
 - Clinical skills tutors
- (g) a copy of the PBL information packs used at the Gippsland School
- (h) an update on GP contracts and infrastructure plans
- (i) student accommodation at the Gippsland campus and in clinical sites
- (j) report on communication with stakeholders regarding the governance arrangements for the Gippsland Medical School graduate program
- (k) staffing and the facilities at the Peninsula Clinical School.