



THE ROAD TO GLOBAL ACCREDITATION

**Faculty of Medicine & Health Sciences
University of Gadarif**

**Opportunities, Weaknesses and
Corresponding Solutions &
Responsibilities**

Self-Study Outcomes

Introduction:

A central part of the World Federation of Medical Education (WFME) strategy is to develop global standards and guidelines for medical education, that are supportive of the institutions concerned, their educational programs, the medical profession, and the individual students and doctors. Those global standards constitute a framework, serving as a yardstick against which those responsible for basic medical education can evaluate their own activities and organizations. Moreover, globally accepted standards could be used as a basis for national and regional approval and accreditation of educational programs.

To ensure that the competencies of medical doctors are globally applicable and transferable, readily accessible and transparent documentation of the levels of quality of educational institutions and their programs is essential.

The basis of the medical curriculum consists of the fundamental theory and practice of medicine, specifically basic biomedical, behavioral and social sciences, clinical sciences and general clinical skills, including clinical decision skills, communication abilities, interprofessional collaboration, doctors' function in the society and medical ethics. This basis must be addressed by all medical schools aiming to produce safe practitioners of quality. Therefore, the WFME assigned the year 2023 as the dead line for medical schools to be accredited according to basic global standards.

For the purpose of meeting those WFME standards, the Faculty of Medicine and Health Sciences (FMHS), Gadarif University (UoG), conducted a self-study which was followed by rigorous analysis to detect strengths, opportunities, weak points and threads wherever possible. The following details methodology and outcomes, in addition to how such points would be addressed.

Methodology:

The self-study was designed to evaluate the status quo in order to beef up strengths and improve areas that need to. Hereafter, this document focuses on three areas (i.e. weaknesses, opportunities and threats) by highlighting them and presenting plausible solutions as well as the institution responsible for decision-making or implementing the corresponding solution. Analysis was performed based on answering the following questions:

Weakness	Opportunity	Thread
What could you improve?	What opportunities are open to you?	What threats could harm you?
Where do you have fewer resources than others?	What trends could you take advantage of?	What is your competition doing?
What are others likely to see as weaknesses?	How can you turn your strengths into opportunities?	What threats do your weaknesses expose you to?

1) MISSION & OUTCOME:

The Faculty has a clear mission and objectives available to the staff, students and the community as a whole. Faculty graduates have adequate knowledge & understanding of basic, clinical, behavioral & social sciences including public health. They acquired enough clinical skills, adequate medical research abilities relevant to health problems in Sudan and effectively covering most of the health institutions and promoting health service in the State and

nationwide sticking to medical and moral ethics. Many of our graduates are either registrars or earned their degrees of specializations (e.g. MD). The Faculty has a written document that describes the staff roles, freedom of expression, enquiry and publication in curriculum design and implementation, for the time being. Researches that conducted by the staff and students are addressing the main health problems of the community it serves. Researches on curriculum development has to be encouraged.

No.	Weakness	Solution	Responsibility
1	Use of the allocated resources necessary for implementation of the curriculum (<i>autonomy</i>)	Independent budget per/semester (aligned with annual budget)	Dept. prepares semester budgets for approval by FB
2	Minimum benefits from research on curriculum development	EDU imposes feedbacks on courses, and presents suggestions biannually to curriculum committee.	EDU

No.	Opportunity	Solution	Responsibility
1	The UoG decentralization policy, to allow independent resource allocation	Speeding up of the policy (assign date)	UoG Admin

2) EDUCATIONAL PROGRAM:

The curriculum is community-oriented/system-based integrated system. The students log 262 credit hours spread over 10 semesters during 5 years. A semester ranges between 18-22 weeks, and the credit hours range between 19-31 hours in each semester. The period of study is divided into three phases. Basic biomedical sciences constitute 37.2% and clinical sciences constitute 43.3% of the curriculum, in addition to behavioral and social sciences 19.5%. Basic Medical and Professional Skills, Advanced Professionalism and Communication Skills have been introduced in the curriculum.

Teaching & learning methods include lectures, tutorials, seminars, small groups' discussions, practical, hospital rounds, field works (primary health care and family activities), research, assignments, self-learning and role-play. The Students are supervised by members of the faculty staff throughout the educational program. Close contact between the students, course coordinators and clinical supervisors is a major mechanism of faculty-student interactions. The core curriculum has a well-defined format with identified system of courses monitored and implemented with the participation of students and supervised by curriculum committee and the clinical courses cover all general and special medical and surgical branches. Regular program re-evaluation is needed bearing in mind the possibility of redistribution of some course for better fitting their pre-requisites.

No.	Weakness	Solution	Responsibility
1	Operational linkage between the educational program and the subsequent stages of practice after graduation	Joint supervision b/n state ministry of health & the Faculty (i.e. amend the agreement to include house manship mentorship)	FMHS and State Ministry of Health (pilot trial should be commenced, and outcomes to be reported to Federal Ministry of Health)
2	Quality of the currently held activities needs to be re-evaluated in some subjects	EDU commences mandate with thorough surveillance of all courses	Course coordinators, Dept. heads, and direct instruction of EDU .

No.	Opportunity	Solution	Responsibility
1	Involvement of behavioral sciences	Plans to introduce psychology and sociology as independent courses	Community medicine department plus EDU

3) ASSESSMENT OF STUDENTS:

Currently students are evaluated continuously through an absolute system (Credit hour system), but, the faculty is planning to apply a criterion-referenced model.

The assessment principle methods and practices are clearly compatible with intended educational outcomes & educational methods. The intended educational outcomes are met by the students, according to the analysis of students' feedback. On graduation students must pass all parts of final exam, get favorable external examiners report and score CGPA of 2 or greater. Newer and more objective assessment methods are incorporated where appropriate.

And, the Faculty is planning to introduce clinical assessment methods with Checklist.

Educational development center is highly needed.

No.	Weakness	Solution	Responsibility
1	Assessments are open to scrutiny by external expertise (especially basic biomedical sciences)	Assigning at least 2 external expertise (basic) at each system depending on the bulk of the subject.	Faculty and UoG admins.
2	Using an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress	Implementation of MPL evaluation system, pre-exam meetings and Dept. Boards .	Program evaluation, and academic committees, FB .

No.	Opportunity	Solution	Responsibility
1	System of appeal of assessment results	Developing new rules for appealing system to express fairness (e.g.)	FB and UoG senate

4) STUDENTS:

Admission Policy to the Faculty is governed by the Ministry of Higher Education and Scientific Research through Admission Directorate. Additional requirements for admission include interview and physical examination of applicants in the Faculty. The FB decides the number of students to be admitted depending on the capacity of its infrastructures and staff. However, the final decision is determined by the University Senate. The faculty allocates 40% of its total capacity to State students in addition to private admission. The faculty accept disabled students and accept transfer of students from other programs and institutions The Faculty has sound academic counseling services for the students and it adopted system of academic supervision support. Till now 1079 doctors were graduated from this faculty.

The students are covered by the health insurance and receive their medical care in the nearby Gadarif teaching hospital. Health services are also provided by state MOH institutes and health insurance. The student's residence is close to the faculty and hospital and the students participate in different committees in the faculty and in extracurricular activities through their organizations. The Faculty lacks student clinic within its compound at the moment, but is planning to establish the clinic soon in collaboration with student's fund and health insurance. The Faculty lacks student exchange programs with other institutions nationally and internationally. Resting rooms for the students and staff and an increase in general services has to construct to meet the ongoing increase in the number of students and staff with establishment of newer health sciences.

No.	Weakness	Solution	Responsibility
1	A policy to define a practice for admission of disabled students	Formulation of a policy articulating explicitly the minimum disability level to allow the candidate to be enrolled as medical student [*] .	Assigned committee by the Faculty Admin, then approval by FB .
2	Defining the size of student intake and relate it to its capacity at all stages of the program	Formulation of a written doc, then oblige University Admin to sign it.	FB, Dean UoG Admin
3	Allocation of enough resources for student support	Increase the Faculty Annual budget allocated for student	Faculty Admin UoG Admin

		support which is distributed according to predefined categories	
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***Solution 1:** The Faculty organizes a meeting involving all clinical departments to formulate a document articulating the most common disabilities that allow the candidate to pursue his/her medical study. Consultation with disabled-persons organizations, Ministry of Higher education and Justice Department, and State ministry of social welfare should be considered to avoid violating human rights.

Solution 2: depend on physical facilities and available staff.

No.	Opportunity	Solution	Responsibility
1	Implementation of an admission policy based on principles of objectivity, including a clear statement on the process of selection of students	Re-writing of admission policy stating the selection process.	University Admission Admin.
2	System for academic counselling of its student population	Activating academic supervision, and empowering the Faculty deanship office.	Faculty Admin Student affairs Deanship

5) ACADEMIC STAFF & FACULTY:

Academic and administrative staffs are recruited according to the regulations governed by the Ministry of Higher Education and Scientific Research and the UoG. The Faculty employs, in consultation with head of departments, part time staff members who are usually of the same standard of qualifications as full-time faculty staff. The Faculty is adopting a policy of employment of 2 distinguished graduates of each batch to maintain adequate staff. UoG and the Faculty of Medicine announce for staff recruitment by posting job vacancies both internally and externally by advertising in the press, followed by interviews as a fundamental step prior to employment. Total faculty staff number is 77 (42 full time staff and 35 part time staff), 1 Professor, 5 Associate Professors, 23 Assistant professor, 12 Lecturers and 1 teaching assistant. The staff contributes in teaching, formulation of institutional policy, academic planning, curricular development and review, student supervision and faculty governance and there is a good harmony between the staff members and the students in monitoring and delivering the courses. Most of the staff are involved in research activities and research is one of the elements of staff promotion. Ethics, scientific and professional performance are also considered for staff promotion. The staff members coordinate the courses The Faculty annually appraises its distinguished employees, and on specific occasions the faculty members are recognized tribute for their outstanding activities or achievements. The faculty encourages and supports its staff to attend and participate in workshops and conferences as well as to participate as external examiners in the other universities. The faculty staff members are represented in many academic and health related committees in the state. The health care

service function of the staff is dominating the academic responsibilities of the staff member in some departments and more community physicians are needed.

No.	Weakness	Solution	Responsibility
1	Criteria for scientific, educational and clinical merit, including the balance between teaching, research and service functions	Policy to define balance b/n teaching and service.	FMHS State Ministry of Health
2	Recognition of meritorious academic activities, with appropriate emphasis on teaching, research and service qualifications	Reimbursement for publication expenses or incentive payment for that.	FMHS Admin
3	Teacher training, development, support and appraisal	Encouraging staff members to engage in workshops & training annually*	Academic affairs FMHS Admin
4	Shortage in community physicians	Recruitment of staff members	Ministry of Higher education UoG

*FMHS admin urges academic affairs admin to avail opportunities for training.

No.	Opportunity	Solution	Responsibility
1	Outlining the type, responsibilities and balance of the academic staff of the basic biomedical sciences, the behavioral and social sciences and the clinical sciences required to deliver the curriculum adequately.	Policy to define number, type and responsibility of recruited staff according to predetermined balance b/n basic and clinical sciences	FMHS UoG
2	Outlining the balance between medical and non-medical academic staff, the balance between full-time and part-time academic staff, and the balance between academic and non-academic staff.	Policy to define balances b/n medical and non-medical, academic and non-academic, and full-time and part-time staff	FMHS

No.	Threat	Solution	Responsibility
1	Balance of capacity between teaching, research and service functions	Well defined policy to balance b/n teaching and service	FMHS State Ministry of Health

6) EDUCATIONAL RESOURCES:

There are sufficient physical and clinical facilities for the program. The Faculty has very good clinical training facilities, being the only faculty of medicine in GS. Eight lecture halls, four tutorial rooms, four multi-disciplinary labs, basic skills lab, DR, and a library with a capacity of 200 students are sufficient for our students. Clinical training facilities include four hospitals with capacities of over 700 beds with ERs, ICU, CCU and a modern diagnostic center. A referral hospital with all sub specialties is under construction and a center for Kala-azar and Kala-azar co-infections is being established. Educational expertise is ensured through a group of compulsory training workshops and cooperation with the medical education experts at the national level such as the Educational Development Centers at Gezira and Khartoum Universities. There is a research committee in the Faculty, and the Faculty is a partner in researches held by Ministry of Health, institutions and organizations in the State.

The Faculty has no educational development center/unit or integrated research activities within the educational program at the moment and educational exchange programs are not fulfilled despite many MOUs on educational and scientific cooperation signed with national and universities in Africa, Asia and Europe. These weak points have to be considered and attained.

No.	Weakness	Solution	Responsibility
1	Use medical research and scholarship as a basis for the educational curriculum	The EDU conducts continuous researches to set up the base for ED.	EDU FMHS Admin
2	Backup power supply	Standby Generator	UoG Admin

Solution 2: Standby effective electric generator

No.	Opportunity	Solution	Responsibility
1	Sufficient physical facilities for staff ensure that the curriculum can be delivered adequately (<i>offices, rest house. Café, etc.</i>)	Constructing more offices for staff, rest house & a café (M & F)	GS UoG
2	Sufficient physical facilities for students to ensure that the curriculum can be delivered adequately (<i>rest houses and WCs for male & females</i>)	Construction of rest houses for students (M & F), and sports hall i.e. Gym	Investors GS UoG
3	Safe learning environment for staff, students, patients and their relatives	Practical suggestions to State Ministry of Health	Clinical Depts. State Ministry of Health and Hospital Admin
4	Policy to address effective and ethical use and evaluation of appropriate information and communication technology	Empowerment of Faculty IT unit to establish database for health info and researches conducted in GS	Collaboration b/n FMHS and State Ministry of Health
5	Policy for staff and student exchange (<i>nationally and internationally</i>)	Practical steps toward staff and	Faculty Planning and Research Directorate

		student exchange (i.e. universities we have signed agreement with)	Academic affairs
6	Policy for transfer of educational credits	Policy to invite international credits, as well as sending our credits to other universities nationally and internationally.	Faculty Planning and Research Directorate Academic affairs
7	Clinical Examination Complex (i.e. OSCE)	Construction of the complex	UoG Admin GS Government

7) PROGRAM EVALUATION:

The program evaluation sub-committee conducts periodic program evaluation and reports to FB chair through curriculum committee to ensure continuous monitoring of the program. All problems encountered during the courses and examinations are raised, discussed and immediate solutions are made. The program is also evaluated through regular staff meetings, student's progress (i.e. examinations results), external examiners and visiting professors reports and recommendations, in addition to analysis of feedbacks from the students and Faculty staff.

Students' performance is evaluated through student's course/semester final exam results, continuous assessment (i.e. attendance, participation in course activities), and written or verbal observations conducted by the course coordinator or academic supervisor and is always reviewed, discussed and analyzed during FB meetings at the end of each semester to approve final exam results before Senate approval.

Currently there is no formal mechanism to evaluate graduates' performance. However, the Faculty administration in collaboration with healthcare stakeholders is planning to establish a mechanism for that purpose. The mechanism is based on analysis of questionnaires, which will be distributed to medical experts throughout GS hospitals and healthcare centers, to evaluate Faculty graduates' performance. The mechanism will be regarded as a cohort study that commences at state-level and then extends to national and international levels in the near future.

No.	Weakness	Solution	Responsibility
1	Mechanism to seek, analyze and respond to teacher and student feedback	<ol style="list-style-type: none"> 1. Departments must conduct feedback (teacher & students) analysis 2. Department reports including suggestions in 	Departments FMHS

		response to feedback analysis 3. Plan to implement response-derived decisions	
2	Mechanism to analyze performance of cohorts of students and graduates in relation to mission and intended educational outcomes	Graduate feedback implementation and analysis	FMHS (EDU)
3	Mechanism to analyze performance of cohorts of students and graduates in relation to curriculum	Student & graduate feedback analysis and reporting	FMHS (EDU)
4	Teacher & Student feedback is applied to some courses	1. Must be applied to all courses 2. Allocation of resources for the purpose 3. Setting up of timing and incentives to accomplish the job.	Departments FMHS Admin

No.	Opportunity	Solution	Responsibility
3	Analysis of graduates performance	Feedback Analysis	FMHS (EDU)

8) GOVERNANCE AND ADMINISTRATION:

The Faculty has a well-defined governance structure that ensures appropriate decision-making, sound policy development and adequate oversight. This governance structure is set forth by UoG Bylaws. The Bylaws delineate the powers, size, qualifications, selection, and resignation processes of the FB and the key executive positions in the School, e.g., the Dean, Deputy Dean and Assistant Deans.

The Dean is responsible for all academic and administrative affairs of the faculty and he is accountable before the Vice Chancellor and the Senate. The Dean, FB and heads of departments are fully responsible of planning the Faculty budget and directing resources for the implementation and evaluation of the educational process

The Faculty is planning a new academic committee structure that to be chaired by a Provost that reports directly to the Dean on academic issues such as curriculum management, amendments, and students/staff performance.

The faculty has partnerships with State Ministry of Health Police Hospital, GS, Health Insurance Corp, Military Corp. Hospital. This partnership allows the Faculty to utilize all affiliated facilities to those institutions for students training. In reward those institutions receive the benefit of medical service.

No.	Weakness	Solution	Responsibility
1	Appropriate administrative and academic staff to ensure good management and resource deployment	1. Appoint Faculty principal, or delegation of deputy dean as Principal 2. Empowerment of departments' heads (<i>Delegation of authorities</i>) 3. Appointment of vice-deans (for admin, academic, etc.)	FMHS Admin UoG

No.	Opportunity	Solution	Responsibility
1	Clear line of responsibility and authority for resourcing the curriculum, including a dedicated educational budget	Biannual and annual budgets to address educational needs	Departments, FMHS, UoG

9. CONTINUOUS RENEWAL:

The Faculty had developed an insightful strategy for regular reviewing of its objectives, structure and activities. Clinical resources have been improved by constructing lecture and tutorial rooms in the Faculty and in Gadarif teaching hospital in collaboration with State Ministry of Health. Instructional methods are gradually modernized by introducing computer-aided learning, use of multimedia and other means. Staff-members are continuously posted locally and abroad for training and acquiring up-to-date knowledge.

No.	Opportunity	Solution	Responsibility
1	Dynamic mechanism to rectify documented deficiencies	Installation of ITU*	FMHS Admin

*Information Technology Unit: to collect, document and digitalize all events and docs. In addition to monitor and feed the faculty website.

*Education & Development Unit:

General Recommendations:

First: FMHS:

1) EDU

- a. Design, implementation and analysis of student, teacher and graduate feedbacks, and presents suggestions biannually to curriculum committee.
- b. Commences thorough revision of all course contents in collaboration with respective departments.
- c. Introduction of plans to include psychology and sociology as independent courses.

2) Departments

- a. Preparation of biannual budgets (per semester) for approval by FB
- b. Commences thorough surveillance of all courses involving the concerned dept.
- c. Suggestion to FMHS admin and state ministry of health on hospital environment improvements as a training venue.

Second: Gadarif University Admin:

1) Academic affairs

- a. Availing of opportunities for staff members to engage in workshops & training annually as mandatory activities.
- b. Practical steps toward staff and student exchange (i.e. benefiting from already signed agreements)

2) Admin

- a. Implementation of the decentralization policy
- b. Developing new rules for appealing system to express fairness
- c. Formulation of a written doc to define admission policy i.e. number of admitted students.
- d. Construction of more offices, rest house & a café for staff, in addition to provision of standby electric generator.

Third: Gadarif State Government:

- a. Policy to define balance b/n teaching and service of Faculty staff
- b. Construction of the Clinical Examination Complex (CEC)
- c. Construction of rest houses for students (M & F), and sports hall i.e. Gym (by recruiting investors)

Fourth: Ministry of Higher Education:

- a. Recruitment of more staff members
- b. Provision of funds for research projects
- c. Provision of training programs nationally and abroad.
- d. Sponsoring inter-institutional collaboration with international universities for more staff training.