













# TEPDAD Experience

H. İbrahim Durak M.D.,PhD, MHPE

Association for Evaluation and Accreditation of Medical Education Programs (Turkey)

[www.tepdad.org.tr](http://www.tepdad.org.tr)

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# Plan

- Undergraduate Medical Education in Turkey
- Stakeholders
- TEPDAD and its 15 years story

# Undergraduate Medical Education in Turkey



- Six years programs
  - **First three years:** Normal and abnormal structure and functions, clinical skills
  - **4<sup>th</sup> and 5<sup>th</sup> year** clerkships
  - **6<sup>th</sup> year:** Internship
- Programs 94 (36 accredited)
- Students: 82.865
- Faculty staff: 15.838
- Ratio: 5.23

# Principal Stakeholders

## – Students

- Representations in Committees and the main board (UTEAK)
- TEPDAD's student Committee

## – Faculty staff members

- Training programs
  - Initial training (~14.000)
  - Tailored programs
  - Good practices symposiums

## – Deans

- Observer in UTEAK
- Joint projects (Social Accountability, National Core Curriculum, Graduate outcomes)

# Other (National) Stakeholders

- **Community**
  - Community representative
- **MoH and HEC**
  - Representative member
- **Turkish Medical Association**
  - 4 representatives
- Quality Council of Turkish Higher Education
- Other Quality Agencies (Turkish Platform)
- Dean's Council
- Association of Turkish Medical Educationalists
- Association of Improvement in Medical Education



# Other (International) Stakeholders

- World Federation of Medical Education (WFME)
  - External quality agency
- CEENQA
  - Membership and possible partnet
- Ministry of Health and Higher Education-Lebanon
- AQAC- Palestinian Higher Education Quality Agency
- Kuwait Ministry of Health
- Qatar Higher Education Authority

# TEPDAD

- Established in 2010 « *in order to improve the quality of undergraduate medical education nationally and regionally with an ultimate aim to improve the health of the community using accreditation as a tool* »
- Recognised by the Higher Education Council (Turkey) in 2011 and by WFME in 2013





- Independent non-profit association
- All members are voluntary
- Professional Secretary and Accountant
- Ethical codes and conduct

# TEPDAD MEMBERS (General Assembly)

Student  
Committee

Executive  
Board

International  
Accreditation  
Council

Education  
Committee

National  
Accreditation  
Council

Standards  
Committee

Evaluator Pool



# Story of starting (2006-2009)

A national self-evaluation study was performed to determine the level of meeting the basic standards of WFME to set the threshold

National standards were defined in same format of WFME Global Standards

The standards were reviewed by the medical schools and finalized

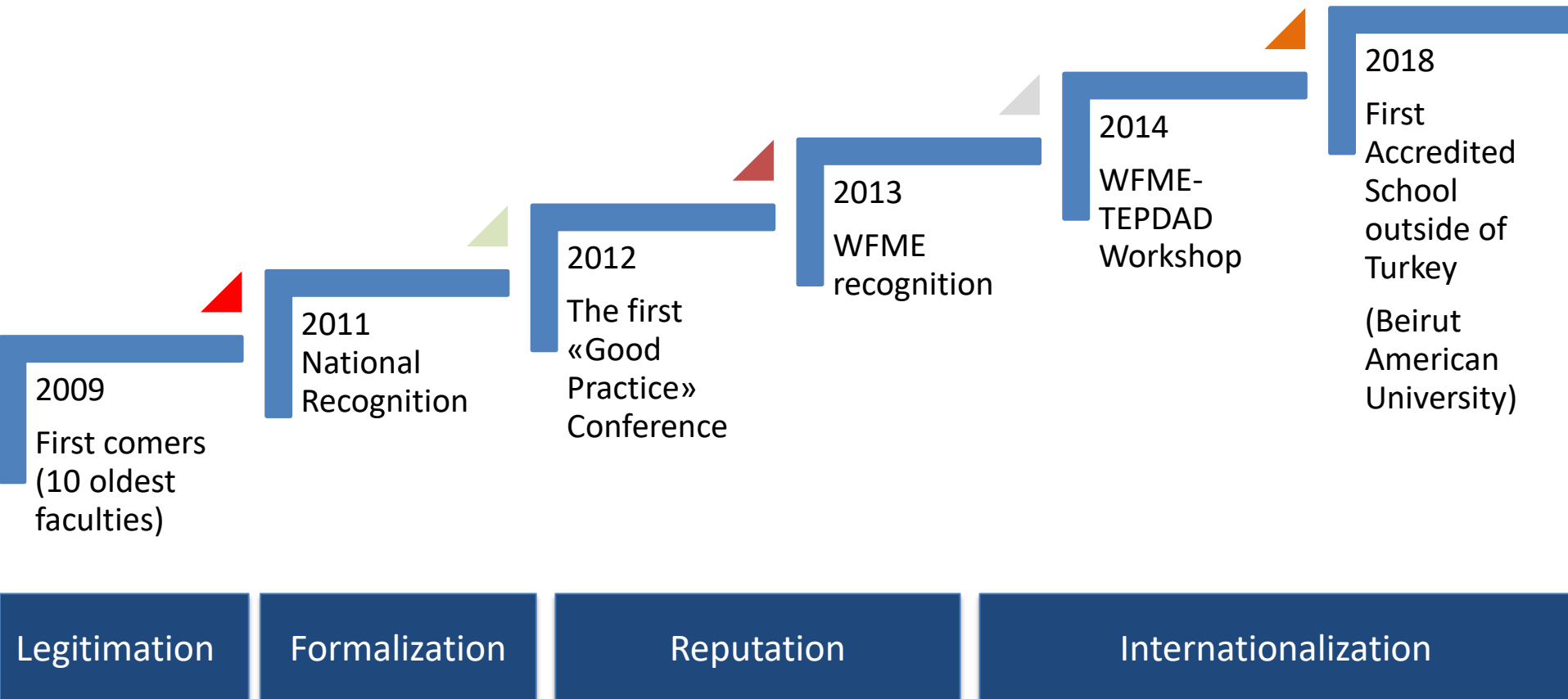
The process of accreditation was defined in accordance with the WHO/WFME scheme

Guidelines for the standards of procedures were defined





# Story of progressing (2009-2019)





WFME recognition at 2013

# Today TEPDAD

- **Developped**
  - Standards for undergraduate medical education programs
  - Core competencies for medical education programs
  - Criteria for new school for student admission
- **Organized**
  - Good practices in medical education 2012, 2015
  - A joint meeting with WFME on Accreditation in medical education
  - National Social Accountability Consensus Meeting
- **Accredited**
  - 33 medical schools in Turkey (36 programs) and two schools in Lebanon and monitoring them by progress report
- **Processing**
  - 7 outsiders and 18 Turkish program
- **Planning**
  - Online application and evaluation processing ( except site visit)
  - Online and blended training programs

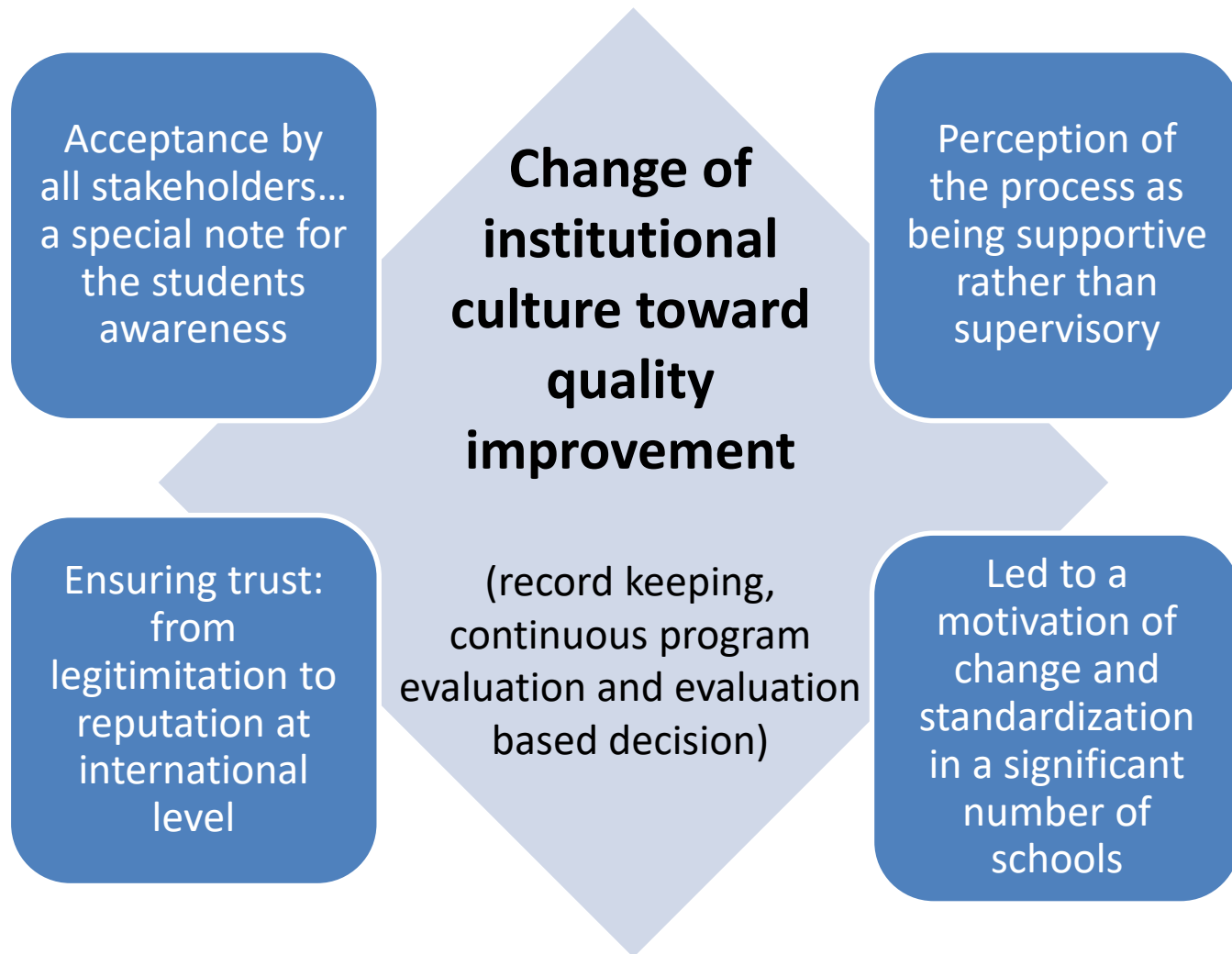


# Running an Accreditation Agency

- Satisfactory
- Networking
- Rewarding
- Lots of travelling
- A series of social, academic and professional events
- Challenging

- Require
  - volunteers
  - lots of time
  - continuous focused effort
  - team work
  - professional expertise (medical educationalist)
  - highly qualify administrative staff
- A cloud...continuously growing

# What went well?







# What went less well ?

- Difficulties in sustainability at the school level:  
Frequent change of Deans
  - Recommendation: creation of independent standing committees
- Limited financial resources
- Work overload for the TEPDAD members :  
Voluntary

# Reflections...

- Set up a «community of learners» in initial phase of establishment which will evolve to «community of practice» with a visionary leadership
- Create well defined structures (standards, committees) and the processes (guidelines, training, conferences, networking) and continuously revise
- Create a specific «peer identity» and organizational culture which stands of honesty, fairness, transparency and stay developmental focused
- Continuously seek stakeholders involvement and establish strong links

