

# **ACCREDITATION REPORT**

**Max Institute of Medical  
Education, Saket, New Delhi,  
India**

**10<sup>th</sup> December 2024**

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## **Appendix 1**

14<sup>th</sup> November 2024 Self-Assessment by MAX Institute of Medical Education

# **ACCREDITATION ASSESSMENT**

## **Education Provider Accreditation Visit Report**

### **Purpose**

*Please note: this report is about the postgraduate medical education and training of doctors and not about the level of service provided.*

### **Purpose of visit**

- To improve the quality of education and training
- To ensure that agreed accreditation standards for the delivery of postgraduate physician education are being met
- To identify good practice

### **Section 1 – Accreditation assessment**

Date of last visit: N/A

Current Accreditation status: **Implementation stage**

<b>Visit Details</b>	
Education Provider/Country	<b>Max Institute of Medical Education, Saket, India</b>
Date of visit	<b>10<sup>th</sup> December 2024</b>
Training Programme visited	<b>Internal Medicine Training (IMT) Stage 1</b>
Length of Training Programme	<b>3 years</b>

<b>Visiting Team</b>	
<b>Position</b>	<b>Name</b>
<Redacted>	<Redacted>
<b>People to whom the visit report is to be sent</b>	
<b>Position</b>	<b>Name</b>
<Redacted>	<Redacted>

Information and Reports received prior to the visit	Received
Self-assessment against agreed accreditation standards	14 <sup>th</sup> November 2024
<b>Background Information to Support Accreditation on this Visit</b>	
<ol style="list-style-type: none"> <li>Attendance at 2024 ARCP</li> <li>Self-assessment against agreed accreditation standards – November 2024</li> </ol>	

## Section 2 – Follow up from previous Accreditation Visit

### Action Plan from previous Accreditation visit – 30<sup>th</sup> November 2021

Mandatory Requirement – Summary of concern	Actions/Evidence Required	Follow Up
There needs to be an on-going plan for Faculty Development both for current and new faculty. There have been a small number of formal refresher sessions. However, there is an important need post covid for this to be significantly developed. A more structured on-going plan for faculty development post covid is required. Current issues include, managing trainees in difficulty, improving reflection, enhancing comments in MCR.	Twofold: <b>a.</b> Use of a UK educational department for a virtual update session on these topics for Educational Supervisors <b>b.</b> More regular meetings of supervisors to work as a team on programme and faculty development.	<b>OPEN</b> There has been very significant effort and investment made over the last 3 years. However, this will remain a permanent priority.
Release and use of Multi Source Feedback (MSF),	All current trainees must have their MSF released to them, and for future ARCPs, MSF must have been released and discussed with their Educational Supervisors prior to their ARCP.	<b>CLOSE</b>
Induction both to the totality of the programme and individual placements in large part remains informal. Thus, trainees have varying experiences.	<b>a.</b> There should be a properly structured joint induction to the programme for all trainees starting the programme. <b>b.</b> In addition, individual departments could usefully have a written induction guide to supplement informal induction. This could be trainee-led initiative.	<b>OPEN</b> There is excellent trust wide induction but still some room for improvement at departmental level.
The curriculum mandates 6-month placements in IMT Yr3 with on-going involvement in acute take.	Implement curriculum requirements.	<b>CLOSE</b>

Recommendations	Findings
The ARCP panel could usefully be enhanced by local externality (lay or academic).	<i>Yes, the local externality has been appointed and there is an external observer to the ARCP panel.</i>
Selection process of trainees could be reviewed with the Educational Supervisors now that the programme has matured. A greater focus on academic ability might benefit both trainees and the programme.	<i>Yes, this has been achieved and the interviews are being conducted by both TPD, ATPD &amp; ES.</i>
Trainees could be encouraged to develop a regular trainee forum with the ability to feedback on suggestions and ideas.	<i>Yes, this has been done in a way that every Friday of the week has been allocated as Academic day (protected teaching time) for the trainees. The TPD &amp; ATPD along with the program manager make it a point to gather feedback about the program and trainee progress any issues or concerns the trainees may have.</i>
Learners need appropriate notice of their placements and rotations.	<i>It is being done. Rotations are sent month in advance. At joining we share the tentative rotation plan.</i>

### **Section 3 – Themed Assessments**

#### **Findings against the current UK GMC Standards for Postgraduate Training – where relevant to local education Provider (Appendix A)**

*Reference: GMC Promoting excellence: standards for medical education and training*

##### **Theme 1: Learning environment and culture**

This theme supports doctors in training to learn by recognising that their potential to develop the appropriate professional values, knowledge, skills and behaviours is influenced by the learning environment and culture in which they are educated and trained.

Training and education should take place in an environment where patients are safe, the care and experience of patients is good, and education and training are valued.

Leadership at the most senior levels (whether in hospitals where care is provided or in education and training organisations) will determine the culture of an organisation and how well it promotes patient safety and values learning.

##### **Standards**

**S1.1** The learning environment is safe for patients and supportive for learners and educators.

**S1.2** The culture is caring, compassionate and provides a good standard of care and experience for patients, carers and families.

**R1.1 Organisations must demonstrate a culture that allows learners and educators to raise concerns about patient safety, and the standard of care or of education and training, openly and safely without fear of adverse consequences.**

ACHIEVED

**R1.2 Organisations must demonstrate a learning environment and culture that supports learners to be open and honest with patients when things go wrong – and help them to develop the skills to communicate with tact, sensitivity and empathy.**

ACHIEVED

**R1.3 Organisations must demonstrate a culture that both seeks and responds to feedback from learners and educators on compliance with standards of patient safety and care, and on education and training.**

ACHIEVED

**R1.4 Organisations must make sure that learners have an appropriate level of clinical supervision at all times by an experienced and competent supervisor, who can advise or attend as needed. The level of supervision must fit the individual learner's competence, confidence and experience. The support and clinical supervision must be clearly outlined to the learner and the supervisor.**

ACHIEVED

**R1.5 Learners' responsibilities for patient care must be appropriate for their stage of education and training. Supervisors must determine a learner's level of competence, confidence and experience and provide an appropriately graded level of clinical supervision.**

ACHIEVED

**R1.6 Doctors in training must take consent only for procedures appropriate for their level of competence. Supervisors must assure themselves that a learner understands any proposed intervention for which they will take consent, its risks and alternative treatment options.**

ACHIEVED

**R1.7 Organisations must design rotas to:**

**a). make sure doctors in training have appropriate clinical supervision.**

ACHIEVED

**b). support doctors in training to develop the professional values, knowledge, skills and behaviours required of all doctors.**

ACHIEVED

**c). provide learning opportunities that allow doctors in training to meet the requirements of their curriculum and training programme.**

ACHIEVED

**d). give doctors in training access to educational supervisors.**

ACHIEVED

**e). minimise the adverse effects of fatigue and workload.**

ACHIEVED

**R1.8 Handover of care<sup>1</sup> must be organised and scheduled to provide continuity of care for patients and maximise the learning opportunities for doctors in training in clinical practice.**

ACHIEVED

**R1.9 Organisations must make sure that work undertaken by doctors in training provides learning opportunities and feedback on performance, and gives an appropriate breadth of clinical experience.**

ACHIEVED

**R1.10 Organisations must support every learner to be an effective member of the multi-professional team by promoting a culture of learning and collaboration between specialties and professions.**

ACHIEVED

**R1.11 Organisations must make sure that assessment is valued and that learners and educators are given adequate time and resources to complete the assessments required by the curriculum.**

ACHIEVED

**R1.12 Organisations must have the capacity, resources and facilities (including IT systems to access online learning support and assessments) to deliver safe and relevant learning opportunities, clinical**

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<sup>1</sup> Handover at start and end of periods of day or night duties every day of the week.

**supervision and practical experiences for learners required by their curriculum or training programme and to provide the required educational supervision and support.**

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## **Theme 2: Educational governance and leadership**

This theme aims to ensure that organisations responsible for medical education and training have effective systems of governance in place to manage and control quality.

These systems should provide oversight of learners, treat them fairly, manage their progression and share outcomes of governance systems to make sure that learners have the professional knowledge and skills needed to treat and care for patients.

### **Standards**

**S2.1** The educational governance system continuously improves the quality and outcomes of education and training and can demonstrate progress through measurement.

**S2.2** The educational governance system makes sure that education and training is fair to all learners.

**R2.1 Organisations that are responsible for educational governance must have effective, transparent and clearly understood governance systems and processes to manage or control the quality of medical education and training.**

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**R2.2 Organisations must clearly demonstrate accountability for educational governance in the organisation at board level or equivalent. The governing body must be able to show they are meeting the standards for the quality of medical education and training within their organisation and responding appropriately to concerns.**

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**R2.3 Organisations must regularly evaluate and review the curricula and assessment frameworks, education and training programmes and placements they are responsible for to make sure standards are being met and to improve the quality of education and training.**

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**R2.4 Organisations must evaluate information about learners' performance, progression and outcomes – such as the results of exams and assessments – to demonstrate fairness**

ACHIEVED



**R2.5 Organisations must have systems and processes to make sure learners have appropriate supervision. Educational and clinical governance must be integrated so that learners do not pose a safety risk, and education and training takes place in a safe environment and culture.**

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**R2.6 Organisations must have systems to manage learners' progression, with input from a range of suitably trained individuals, to inform decisions about their progression.**

ACHIEVED

**R2.7 Organisations must make sure that each doctor in training has access to a named educational supervisor who is responsible for the overall supervision and management of a doctor's educational progress during a placement or a series of placements. The educational supervisor regularly meets with the doctor in training to help plan their training, review progress and achieve agreed learning outcomes.**

ACHIEVED

**R2.8 Organisations must have systems and processes to identify, support and manage learners when there are concerns about a learner's professionalism, progress, performance, health or conduct that may affect a learner's wellbeing or patient safety.**

ACHIEVED

**R2.9 Organisations must have a process for sharing information between all relevant organisations whenever they identify safety, wellbeing or fitness to practise concerns about a learner, particularly when a learner is progressing to the next stage of training.**

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**R2.10 Organisations must make sure that recruitment, selection and appointment of learners and educators are open, fair and transparent.**

ACHIEVED

### **Theme 3: Supporting learners**

This theme aims to ensure that learners receive appropriate educational and pastoral support to be able to demonstrate what is expected of them and achieve the learning outcomes required by their curriculum. It acknowledges that learners are responsible for their own development and for achieving the outcomes required by their curriculum. This requires them to take part in structured support opportunities. Learners are also expected to make patient care their first concern and not to compromise safety or care of patients through their performance, health or conduct. Learners have a duty to follow the guidance provided by their training providers and to understand the consequences if they fail to do so.

#### **Standards**

**S3.1** Learners receive the appropriate educational and pastoral support to be able to demonstrate what is expected of them and to achieve the learning outcomes required by their curriculum.

**R3.1 Learners must be supported to meet the professional standards and any other standards and guidance required of them to uphold the values and standing of the medical profession. Learners must have a clear way to raise ethical concerns.**

ACHIEVED

**R3.2 Learners must be encouraged to take responsibility for looking after their own health and wellbeing.**

ACHIEVED

**R3.3 Learners must not be subjected to, or subject others to, behaviour that undermines their professional confidence, performance or self-esteem.**

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**R3.4 Organisations must treat learners fairly and provide them with equal opportunity to learn.**

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**R3.5 Learners must receive timely and accurate information about their curriculum, assessment and clinical placements.**

ACHIEVED

**R3.6 Doctors in training must have information about academic opportunities in their programme or specialty.**

ACHIEVED

**R3.7 Learners must receive - and be encouraged to act on - regular, constructive and meaningful feedback on their performance, development and progress at appropriate points in their medical course or training programme.**

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**R3.8 Learners whose progress, performance, health or conduct gives rise to concerns must be supported where reasonable to overcome these concerns and, if needed, given advice on alternative career options.**

ACHIEVED

**R3.9 Learners must not progress if they fail to meet the required learning outcomes for graduates or approved postgraduate curricula.**

ACHIEVED

#### **Theme 4: Supporting educators**

This theme aims to ensure that educators are appropriately trained for their role and receive sufficient support from educational institutions to be able to promote and enable effective learning.

##### **Standards**

**S4.1** Educators are selected, inducted, trained and appraised to appropriately reflect their education and training responsibilities.

**S4.2** Educators receive sufficient support, resources and time to meet their education and training responsibilities.

**R4.1 Educators must be selected against suitable criteria and receive an appropriate induction to their role.**

ACHIEVED

**R4.2 Educators should be appropriately trained for their role and be regularly appraised against their educational responsibilities.**

PARTIALLY ACHIEVED

There has been very significant effort and investment made over the last 3 years. However, this will remain a permanent priority. There is a constant need for succession planning and refreshing the current supervisors.

**R4.3 Organisations should support educators to deal effectively with concerns or difficulties that arise whilst carrying out their educational responsibilities.**

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#### **Theme 5: Developing and implementing curricula and assessments**

This theme aims to ensure that any developments to curricula and assessments meet the standards required at a postgraduate level.

Assessments also need to be delivered according to postgraduate standards.

##### **Standards**

**S5.1** Curricula and assessments are developed and implemented so that doctors in training can demonstrate the required learning outcomes at a postgraduate level.

**R5.1 Postgraduate training programmes must give doctors in training:**

**a). training posts that deliver the curriculum and assessment requirements set out in the approved curriculum.**

ACHIEVED

**b). sufficient practical experience to achieve and maintain the clinical or medical competencies (or both) required by their curriculum.**

ACHIEVED

**c). an educational induction to make sure they understand their curriculum and how their post or clinical placement fits within the overall programme.**

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**d). the opportunity to work and learn with other members on the team to support inter-professional multidisciplinary working.**

ACHIEVED

**e). regular, useful meetings with their clinical and educational supervisors.**

ACHIEVED

**f). placements that are long enough to allow them to become members of the multi-professional team, and to allow team members to make reliable judgments about their abilities, performance and progress.**

ACHIEVED

**g). a balance between providing services and accessing educational and training opportunities. Services will focus on patient needs, but the work undertaken by doctors in training should support learning opportunities wherever possible.**

ACHIEVED

**R5.2 Assessments must be mapped to the requirements of the approved curriculum and appropriately sequenced to match doctors' progression through their education and training.**

ACHIEVED

**R5.3 Assessments must be carried out by someone with appropriate expertise in the area being assessed, and who has been appropriately selected, supported and appraised. They are responsible for honestly and effectively assessing the doctor in training's performance and being able to justify their decision.**

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**R5.4 Educators must be trained and calibrated in the assessments they are required to conduct**

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**R5.5 Educators should ensure assessments are fair and give all learners equal opportunity to pass.**

ACHIEVED

## **Section 4 – Notable Practice**

	<b>Notable Practice</b> <b>Note as * any exceptional examples that have the potential for wider use or development elsewhere by JRCPTB</b>
1	Academic non-clinical day.
2	The passionate, personal support to both the overall programme and individual trainees provided by Dr Akshay Munjal is outstanding.
3	Significant commitment towards training of the trainers over the last three years.
4	
5	

## **Section 5 – Mandatory Requirements**

	<b>Mandatory Requirements</b>	<b>Actions/Evidence Required</b>	<b>Reference (Domain and paragraph no.)</b>	<b>Due Date</b>
1				
2				
3				
4				
5				

## **Section 5 – Recommendations (These can be developmental even if minimum standard has been achieved)**

	<b>Recommendations</b>	<b>Reference (Domain and paragraph no.)</b>
1	<p>Faculty development remains a priority. There has been very significant effort and investment made over the last 3 years. However, this will remain a permanent priority. There is a constant need for succession planning and refreshing the current supervisors.</p> <p>Regular, annual education supervisor online top ups for both new and current supervisors are advised.</p> <p>Also potentially offering the opportunity for attendance in the UK at the annual development day could help build up expertise within the organisation.</p>	4.2
2	<p>Currently there is no formal forum for educational supervisors to meet the senior educational team to review how the programme is running and potentially discuss individual trainee performance. These are referred to in the UK as faculty groups. It might be worth piloting a couple of these in the coming year.</p>	3.8 / 4.2 / 4.3