

**WELCOME**

**Dear World AMTC Network Member,**

**We are excited to reach out to you to share your expertise for a series of articles highlighting accelerated medically trained clinicians around the world.**

**All survey completers will be acknowledged, in the article that their contribution is used. We are eager to have you engage as *co-authors*. This entails helping organize, develop, write, serve as a lead of sections possibly, etc.**

**The series will have the overarching theme of how AMTC cadres globally are meeting population needs for UHC - through the specific lenses of accreditation and regulation.**

**The five chapter themes are:**

**1. history /evolution of the profession in your country**

**2. pre-service and in-service training (students and practicing clinician -CPD)**

**3. scope of practice/ expanded scope of practice (specialty care/task sharing - training in addition to the original training)**

**4. regulatory council process (body that regulates your professional clinical practice, examples: Allied Health Professional Council, Clinical Officer Council, Medical and Dental Council, etc) 5. summary article - comparing and contrasting the prior 4 chapters**

**You will be asked to choose one of the four main theme areas to answer questions on.** T**hemes will help determine which areas you would like to have represented for your cadre/country, have data for, and how you would like to engage in these research publications.**

**As we assess the survey results, we will call for meetings, and work with you in teams to write these articles.**

**Thank you for participating in our survey. Your feedback is important.**

n and Regulation Member Survey

1. Please choose which country you are working in

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2. What is your primary AMTC role at this time

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3. Please choose ONE chapter theme - you will be directed to answer specific questions within that theme. Please pick a theme you are most familiar with.

History / Evolution of the Profession

Pre-Service and In-Service Training (student and practicing clinician)

Expanded Scope of Practice (specialty care or task sharing)

Regulatory Council Process (bodies that oversee the practice)

Accreditation and Regulation Member Survey

**Pre-service and In-service Training**

**Pre-service: student training**

**In-Service: CPD (continuing professional development), CME (continuing medical education, etc)**

11. How has Accreditation *impacted* the training /curriculum - pre-service/in-service of the profession?

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12. How has Regulation *impacted* the training /curriculum - pre-service/in-service of the profession?

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13. How has the training/curriculum - pre-service/in-service *impacted* Accreditation?

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14. How has the training/curriculum - pre-service/in-service *impacted* Regulation?

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15. How is your pre-service training accredited?

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16. How is your in-service training accredited? (continuing professional development, continuing medical education, etc)

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17. How was this accreditation established?

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18. Who are the accreditors?

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19. Where are the accreditors housed? (Ministry of Education, Ministry of Health, separate organization/council, etc)

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20. What is accredited?

individual training programs

overall curriculum

institution where the training program is housed

Other (please specify)

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None of the above

21. How is accreditation: determined

Are there set standards?

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if yes- what are they

22. What drives change in Accreditation?

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23. What is the process to implement change in Accreditation?

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**Appendix B: Analysis Tool Accreditation, Education and Training – Accelerated Medically Trained Clinician Survey**

Country:

Name of the AMTC

Continent:

| **Module** | **Name** | **Indicator Name** | **YES** | **NO** | **PARTLY** |
| --- | --- | --- | --- | --- | --- |
| 3-01 | Standards for the duration and content of education and training**Curriculum** | Existence of national and/or sub-national standard on the duration and content of health workforce education and training **Curriculum** |  |  |  |
| 3-02 | Accreditation mechanisms for education and training institutions and their programmes**Responsibility for accreditation**  | Existence of national and/or sub-national mechanisms for accreditation of health workforce education and training institutions and their programmes **laws/policy/written mechanism** |  |  |  |
| 3-03 | Standards for social accountability**Process of establishment**  | Existence of national and/or sub-national standards for social accountability in accreditation mechanisms**Composition of the regulatory Bodies** |  |  |  |
| 3-04 | Standards for social accountability effectively implemented**Accreditation process –among the stakeholders**  | National and/or sub-national standards for social accountability in accreditation mechanisms are effectively implemented **Stakeholder involvement**  |  |  |  |
| 3-05 | Standards for social determinants of health**The community health component of the curriculum scope of practice**  | Existence of national and/or sub-national standards for the social determinants of health in accreditation mechanisms**community health component in the curriculum** |  |  |  |
| 3-06 | Standards for interprofessional education**Ethical issues and professionalism** | Existence of national and/or sub-national standards for interprofessional education in accreditation mechanisms **Interprofessional issues** |  |  |  |
| 3-07 | Agreement on accreditation standards**Approval regulation and enforcement**  | Existence of cooperation between health workforce education and training institutions and regulatory bodies to agree on accreditation standards **Approval /Certification/written agreement**  |  |  |  |
| 3-08 | Continuing professional development**Professional association and mandate for professional growth**  | Existence of national systems for continuing professional development**Compulsory CPD and enforcement mechanism and licensing**  |  |  |  |
| 3-09 | Continuing Professional Development **specialization training** **Medical specialization, the scope of practice, levels of training** | Existence of in-service training as an element of national education plans for the health workforce**Specialization training and duration of training including the scope of training****Advanced Diploma****Postgraduate Diploma****Master in Clinical Medicine & others**  |  |  |  |

Source: Adapted from WHO NHWA Handbook

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