

U.S. Department of Education  
Staff Analysis of the Annual Report

Submitted by  
The Philippines

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Background

At its March 1999 meeting, the National Committee on Foreign Medical Education and Accreditation (NCFMEA) determined that the accreditation standards used by the Commission on Higher Education (CHED) as administered by the Medical Education Accreditation Council (MEAC), the accrediting body that evaluates medical schools in the Philippines, were comparable to those used to evaluate programs leading to the M.D. degree in the United States.

At its March 2001 meeting, the NCFMEA reviewed the annual report provided by the CHED that described the accreditation activities of the MEAC involving the medical schools in the Philippines. The NCFMEA formally accepted the report and requested that the CHED submit another annual report of MEAC's accreditation activities by January 7, 2002. The NCFMEA specifically requested that the CHED include a summary of MEAC's key activities during the past year; a summary of any changes or developments in the laws and regulations; a summary of any changes in the standards, processes and procedures impacting accreditation; and a listing of MEAC meetings and on-site visits to medical schools planned for January 2002 – December 2002.

Summary of Findings

Based on its review of the report submitted by the Philippines Commission on Higher Education, Department staff concludes that the Philippines has not provided all of the information requested by the NCFMEA. Department staff also cannot conclude that the country's accreditation activities during the past year are consistent with the NCFMEA guidelines.

## Staff Analysis

### Overview of accreditation activities:

The annual report focused on the activities of a new accreditation entity in the Philippines for medical schools, the Commission on Medical Education (the Commission). The Commission is discussed below. There was no information about the accreditation activities of the entity currently recognized by the NCFMEA, the Medical Education Accreditation Council.

### Summary of any changes or developments in the following areas:

#### Laws and Regulations:

The annual report did not address this issue.

#### Standards, Processes and Procedures:

The annual report did not address this issue.

### Schedule for upcoming accreditation activities:

It appears that the Commission on Medical Education, and not MEAC, has identified six "priority" Philippine medical schools for accreditation. The first three school accreditations will be "piloted" beginning in the second quarter of 2002.

### Additional information:

A new entity was created under the Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU) to accredit the country's medical schools. The PAASCU is a private, voluntary, non-profit and non-stock corporation, independent from the government and not under the Association of Philippine Medical Colleges. This new accrediting body for medical schools, the Commission on Medical Education, is now in the process of laying down the groundwork for its operations. Once it begins operations, the present Medical Education Accreditation Council will cease to exist. Until then, the CHED has reported that the MEAC will continue with its activities involving the accreditation of medical schools in the Philippines.

The Commission on Higher Education reported on the developments and activities of the Commission on Medical Education. From the Commission on Higher Education's report, it appears that the Commission on Medical Education

has provided a brief description of the “process of accreditation,” and reported that individual evaluators have been identified and trained, and are now “practicing” by accrediting allied health sciences schools.

The Commission included with its report a copy of a “Survey Instrument for Accrediting Philippine Medical Schools (2001).” All the country’s medical schools have approved this instrument, which is mostly a site evaluators’ guide. The Survey Instrument includes explanations for judging medical schools and their “vision-mission,” and the basis upon which they evaluate schools, which includes standards or criteria for faculty, curriculum and instruction, clinical training/service facilities, research, students, library, administration and physical plant and other resources.

The instrument also includes evaluation forms for site evaluators to use and instructions for them in evaluating medical schools. There is also an appendix listing the documentation and exhibits that the site evaluators should seek to obtain from the school.

Finally, the Commission also reported that a symposium on the “Social Accountability of Medical Schools” was held on January 28, 2002. The Commission stated that this topic was selected as the subject of the symposium as it may become an important aspect in the accreditation of medical schools.