

IMPACT-MED ACTIVITY REVIEW BRIEF

Purpose

This brief summarizes the IMPACT-MED Activity Review which explored the extent to which the Activity met its beneficiaries' educational needs. In addition, it identifies barriers and enablers that are associated with the overall sustainability of the Activity's interventions in competency based medical education (CBME).

Method

An adaptable and comprehensive mixed-method approach helped gather input through key informant interviews (KIIs), focus group discussions (FGDs) with key stakeholders, direct observations at Universities of Medicine and Pharmacy (UMPs), and a series of participatory events.

Background

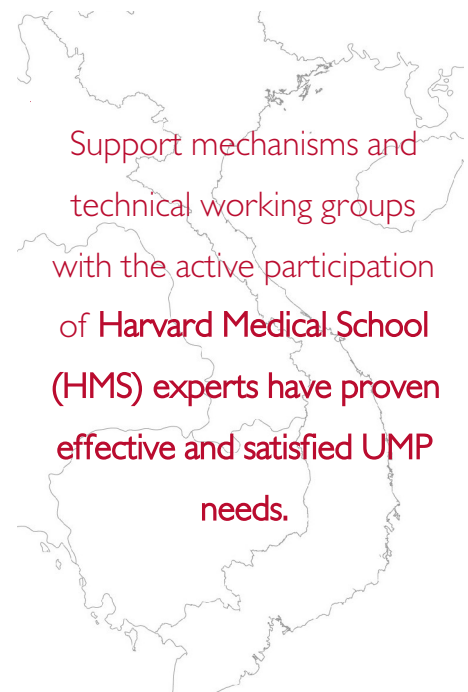
The recognition of the need for change in medical education in Vietnam comes in the context of an international movement toward CBME. CBME focuses on developing learners' competence, especially clinical skills and communication skills in clinical settings, which students must be able to attain and demonstrate to graduate and practice. During the past five years (2016-2021), IMPACT-MED has been supporting five UMPs - Ho Chi Minh City (HCMC) UMP, Hue UMP, Thai Nguyen UMP, Thai Binh UMP, and Hai Phong UMP - to reform the medical education curriculum, improve institutional governance practices and arrangements, and strengthen the internal quality assurance system for continuous improvement.



Students self-study at HCMC UMP. Photo Credit: USAID Learns

Encouraging CBME progress is evident at USAID supported UMPs

Substantial, positive changes were found in the teaching and learning practices of faculty and students at the five Activity UMPs. Faculty have shifted towards more innovative methods and open mindsets, while students demonstrate greater participation and motivation. HCMC UMP has led curriculum innovation in all CBME aspects that were adopted and deployed in Vietnam, with Thai Nguyen UMP and Hue UMP having made significant progress. With fewer resources, progress at Hai Phong and Thai Binh has been slower, but they have still achieved positive results.



The Activity has helped to develop the capacity of faculty and subsequently enhanced the institutional capacity of UMPs in the Activity system. UMPs have now developed the fundamental skills to introduce and develop further educational innovations, and their faculties have the capacity to develop other CBME curricula while managing the delivery of CBME programs.

Sustainability

For CBME to be sustainable at USAID supported UMPs, all UMPs receiving development assistance have to take a cooperative and collegial orientation toward one another, and remain determined to evolve the initial developed CBME programs for the group as a whole. Continuous Quality Improvement plays a crucial role in maintaining the success and sustainability of CBME at UMPs. In regard to CBME sustainability in Vietnam more widely, technical resources should be shared among non-Activity UMPs to maximize impact. Further, the support and participation of different stakeholders, especially industry partners are of continued significant importance.

Way Forward and Recommendations

For UMPs and IMPACT-MED



Continue the development and implementation of existing CBME curricula systematically and consistently and expand CBME to revise and improve other programs. CBME ought to be adopted in other programs at both undergraduate and postgraduate levels. To do this successfully, UMPs will have to utilize their resources to overcome significant barriers, one of which remains the low faculty/student ratio.



Improve internal and external cooperation and communication about CBME and curriculum innovation with private sector involvement. Information sharing between UMPs ought to be commonplace. Partnerships with the private sector have not been well-prioritized by UMP leaders and the detachment between UMPs and industry should be addressed.

For USAID



Identify the most efficient means to act as an intermediary connecting different actors and to facilitate information-sharing dialogues amongst parties. For the long-term development of CBME and its extensiveness and presence in other programs, opportunities for UMPs to collaborate peer to peer, evolve curricula and explore the utilization of all available resources will play a crucial role.



Advocate for the development of improved legislative corridors that facilitate specialized accreditation and foster CBME. A national policy environment fostering CBME also ought to be promoted, which ultimately requires the involvement of various unaligned institutions in a collaborative spirit.

To read the full report, please visit [here](#).

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