

Establishing the Jockey Club Institute for Medical Education and Development (JCIMED): advancing postgraduate medical education in Hong Kong

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Introduction

Building on the solid foundation laid by the Hong Kong Jockey Club Innovative Learning Centre for Medicine (HKJC ILCM) under the Hong Kong Academy of Medicine (HKAM), the Jockey Club Institute for Medical Education and Development (JCIMED; <https://jcimed.hkam.org.hk/>) represents the next evolution in postgraduate medical education in Hong Kong. This article outlines the establishment of JCIMED as a natural progression of ILCM's mission, aiming to promote competency-based medical education (CBME) by supporting the development of multiple competencies, integrating innovative learning technologies, and advancing educational strategies.

In a previous article, we documented the transformative role that the HKJC ILCM has played in shaping Hong Kong's healthcare training landscape.¹ As a direct extension of this legacy, JCIMED will continue to support the Academy and its sister Colleges in delivering postgraduate medical education that ensures high-quality patient care. By integrating emerging medical practices, cutting-edge technologies, and forward-thinking educational strategies, JCIMED will set new benchmarks for medical education in Hong Kong.

The establishment of JCIMED is rooted in the outcomes of the 2023 HKAM Tripartite Medical Education Conference, held during the Academy's 30th anniversary celebrations. This pivotal event, alongside a strategic planning retreat, helped define the Academy's vision for postgraduate medical education in Hong Kong. The findings were encapsulated in the HKAM position paper on postgraduate medical education, which informed the Hong Kong Jockey Club Charities Trust's funding proposal for JCIMED.² We are grateful to Professor Gilberto Leung and Professor Philip Li,

whose leadership was instrumental in advancing this initiative.

To provide context for JCIMED within the global landscape of medical education centres, we reviewed similar institutions worldwide. Our search prioritised centres focused primarily on postgraduate medical education, particularly those advancing CBME, integrating innovative technology, and supporting research. As an outcomes-oriented approach, CBME prepares doctors for real-world practice by organising training around essential competencies. Unlike traditional models based on time and examinations, CBME emphasises demonstrated ability, personalised learning, and ongoing feedback. It fosters communication, professionalism, and teamwork—skills critical in modern healthcare.³ Adopting CBME as a core strategy, JCIMED ensures postgraduate training aligns with evolving patient and societal needs. While some centres also serve undergraduates, we included only those dedicated to postgraduate training. A comparison of key centres, highlighting their unique contributions and alignment with JCIMED's mission to advance postgraduate medical expertise in Hong Kong, is summarised in the Table.

Structure of the institute

Established on 1 November 2024, JCIMED operates under a governance framework designed to ensure innovation, accountability, and alignment with the broader educational goals of the HKAM. Chaired by the Honorary Director, the Operation Committee provides strategic oversight for JCIMED. This committee reports to the JCIMED Steering Committee, chaired by the Vice-President (Education and Examinations) of HKAM, ensuring alignment with HKAM's educational objectives. Ultimately, the Steering Committee reports to the HKAM Council,

TABLE. Key international institutes for advancing postgraduate medical education*

Institution	Location	Key features	PG focus	CBME focus	Technology integration	Research and development
Oxford Centre of Medical Education https://www.oxcme.uk/	United Kingdom	Focus on PG CBME training, high-quality standards, research in medical pedagogy and curriculum development	Yes	Strong	Moderate	High; significant emphasis on CBME and training standards
Harvard Macy Institute https://harvardmacy.org/about	United States	Leadership training, education innovation, faculty development, fostering global healthcare leadership	Yes	Moderate	Limited	High; research and development in educational methods
Singapore General Hospital Postgraduate Medical Institute https://www.sgh.com.sg/pgmi	Singapore	Diverse PG training, skills training workshops, simulation-based education	Yes	Moderate	High	Moderate; primarily research on simulation-based education and skills training effectiveness
Institute of Medical Education https://imemedical.com/	Australia	Online PG training, continuous professional development	Yes	Moderate	High (online learning)	Limited; mainly focused on online course development
Centre for Innovation in Medical Education, University of Ottawa https://www.uottawa.ca/faculty-medicine/news-all/cimed-stepping-forward-leaders-medical-education	Canada	Focus on CBME, teaching innovation, extensive use of simulation, research in medical education	Mixed (UG and PG)	Strong	High	High; innovation in CBME and technology-based learning
Centre for Medical Education, National University of Singapore https://medicine.nus.edu.sg/cenmed/index.html	Singapore	CBME integration, technology-enhanced learning, faculty development, PG education leadership initiatives	Mixed (UG and PG)	Strong	High	High; substantial focus on CBME and educational technology research, including innovations in pedagogy
IMU University Centre for Education https://imu.edu.my/ice/aboutice/	Malaysia	Emphasis on active learning, PG programmes, educational research, professional development for educators	Mixed (UG and PG)	Moderate	Moderate	Moderate; research focuses on educational technology, active learning strategies, and postgraduate education

Abbreviations: CBME = competency-based medical education; PG = postgraduate; UG = undergraduate

* Based on available information from institutional websites, published research outputs, and publicly available descriptions of each institution's focus areas

which governs postgraduate medical education at the highest level.

A dedicated team of educational experts supports JCIMED. An Educationist, assisted by three Assistant Educationists, advises both the HKAM Education Committee and JCIMED, ensuring that the latest trends in pedagogy and medical education are integrated into our programmes.

The JCIMED's operations are carried out through four key subcommittees⁴ aligned with its strategic goals:

1. Training and Faculty Development Subcommittee: Focuses on enhancing medical educators' skills through targeted programmes and workshops.
2. eLearning and Technology Subcommittee: Responsible for integrating digital innovations such as artificial intelligence (AI), extended reality (XR), and e-learning platforms into postgraduate training.
3. Quality Management Subcommittee: Ensures all educational initiatives meet rigorous quality standards and drive continuous improvement.
4. Research Subcommittee: Advances scholarly

inquiry in medical education and fosters an evidence-based approach to learning and development.

Driving the institute forward

With this robust structure in place, JCIMED is now positioned to execute its strategic vision through a comprehensive 5-year action plan. The plan centres on three interconnected themes, reflecting JCIMED's commitment to promoting CBME by supporting the development of multiple competencies, integrating technology, and advancing innovation in postgraduate medical education.

Fostering multiple competencies for tomorrow's healthcare workforce

The JCIMED's core mission is to prepare healthcare professionals to meet the challenges of a rapidly evolving medical landscape. Among the core competencies, professionalism remains a key competency and requires ongoing cultivation. To this end, JCIMED will partner with the HKAM Professionalism and Ethics Committee to deliver

programmes that emphasise the application of professionalism in daily practice.

Recognising the growing importance of handheld ultrasound as a bedside diagnostic tool, JCIMED will lead initiatives to ensure all specialists are proficient in this essential skill. By offering comprehensive training and access to advanced ultrasound devices, JCIMED aims to revolutionise patient care. Additionally, with the rise of precision medicine, JCIMED will collaborate with specialties including, but not limited to, paediatrics, internal medicine, and pathology to provide training in genetics and genomics, preparing practitioners for the expanding role of these fields.

Harnessing the power of learning technology

A steadfast commitment to excellence in simulation-based medical education⁵ and e-learning reflects JCIMED's dedication to staying at the forefront of educational technology. We will continue to strengthen these core areas while expanding our impact through the integration of cutting-edge technologies such as AI and XR, to further enhance learning outcomes and meet the evolving needs of healthcare. Personalised learning experiences will be made possible through AI, which tailors content to individual needs and optimises performance, while XR will create immersive environments that simulate complex clinical scenarios. These tools will provide trainees with a level of preparedness previously unattainable in traditional educational settings.⁶

Our forward-thinking approach ensures JCIMED remains at the cutting edge of medical education, continually integrating the latest and most effective technologies into our programmes to enhance the learning experience.

Driving educational transformation

Advancing CBME by embedding it across all postgraduate training programmes remains a central commitment of JCIMED.^{2,3} A cornerstone of CBME, workplace-based assessment provides timely feedback on clinical performance.⁷ However, its labour-intensive nature has often hindered implementation. To address this, JCIMED is developing a mobile app to streamline workplace-based assessment processes. The app will alleviate the documentation burden, ensuring assessments are timely, formative, and learner-centred, supporting both trainers and trainees in fostering a culture of continuous feedback and growth.

At the same time, JCIMED is committed to strengthening faculty development. We will offer a comprehensive suite of programmes tailored for trainers, supervisors, examiners, and educational leaders.⁸ These initiatives will ensure that clinical educators are well-equipped to fulfil the promise of

CBME, preparing future medical professionals to exceed the standards of tomorrow.

Conclusion

The establishment of JCIMED marks a significant step forward in postgraduate medical education in Hong Kong. By integrating CBME, embracing next-generation technologies, and adopting innovative educational approaches, JCIMED will help transform healthcare education in Hong Kong and the Greater Bay Area. Building on the legacy of the HKJC ILCM, JCIMED reaffirms our commitment to equipping medical professionals with the competencies needed to excel in today's healthcare setting.

Author contributions

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Analysis or interpretation of data: All authors.

Drafting of the manuscript: HY So.

Critical revision of the manuscript for important intellectual content: All authors.

All authors contributed to the editorial, approved the final version for publication, and take responsibility for its accuracy and integrity.

Conflicts of interest

All authors have disclosed no conflicts of interest.

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