

Accreditation and quality improvement of medical education



CHEA international quality group, Washington DC

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WORLD FEDERATION FOR
MEDICAL EDUCATION

Всемирная федерация медицинского образования

Fédération mondiale pour l'éducation médicale

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Two propositions

- “Medicine is different”
- Medical doctors are a fungible commodity

Fungibility of commodities

- “the property of ... a commodity whose individual units are capable of mutual substitution.
- ... for example, since one gram of gold is equivalent to any other gram of gold, gold is fungible”



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Fungibility of newly-qualified doctors



If doctors are a fungible commodity then -

- Are medical qualifications recognised across borders?
- How do we ensure that medical doctors internationally remain of good and comparable quality?
- Why “should” medicine be different?

Structure of this talk

- Two relevant propositions – medicine different? – fungibility?
- A brief introduction to WFME
- The use of standards in medical education (why not a common curriculum?)
- Accreditation, and the recognition of accreditation



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About WFME

- To enhance the quality of medical education worldwide
- In official relation with the World Health Organization (WHO) as the non-state actor representing medical education and medical schools worldwide
- Founded by the World Medical Association (WMA) and WHO in 1972
- Promotes standards and sharing good practice

About WFME (2)

- Three main programmes (among many others)
 - Standards in medical education (BME, PG and CPD)
 - *World Directory of Medical Schools*
 - Promotion of accreditation and the Recognition of Accreditation Programme
- **WFME is not primarily concerned with the detail of education: of what is taught in the programme of medical education or what educational methods and approaches are used. Our concern is with the quality, management, organisation, support and delivery of medical education.**

WFME Executive Council





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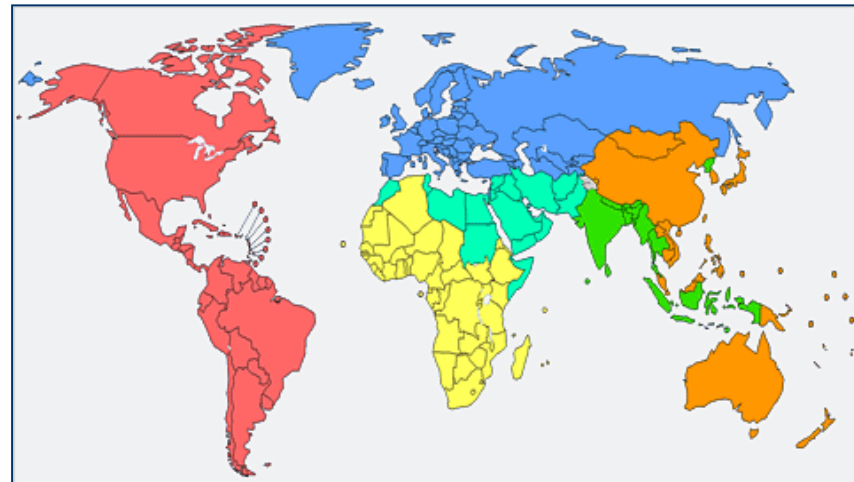
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Regional members of WFME

Western Pacific Association
for Medical Education



Enhancing the quality of medical education

★ Accreditation



The WFME Recognition Programme evaluates agencies against internationally-accepted criteria for accreditation. Recognition Status is the quality measure which confers the understanding that the quality of medical education in accredited schools is to an appropriate and rigorous standard.

☑ Standards



WFME publishes international best practice *Global Standards for Quality Improvement of Medical Education*, covering Basic (Undergraduate) Medical Education (BME); Postgraduate Medical Education (PME); and Continuing Professional Development (CPD) of Medical Doctors.

🌐 World Directory



The World Directory is a freely accessible directory of the world's undergraduate (basic) medical education programs. It contains information for over 2,900 schools, both operational and historical, including curriculum and enrolment details.

WFME Standards for medical education Origin, outcome and future

- “The purpose [of the standards programme] is to promote quality improvement in medical education, in which is applied by institutions, organisations and national governments for medical education”
- Why not a common curriculum?
 - - thus, not what should be taught and learned, but to what standard should it be taught, and to what standards?
- Outcomes? – many, but in particular, help to improve the quality of medical education
- Future? – an emphasis on practicality, and on the development of the medical profession



WFME and Accreditation: and the Recognition of Accrediting Agencies

- Related to our long-standing interest in quality of medical education
- A natural development from the WFME standards for medical education
- 2005: WHO and WFME agreed guidelines for accreditation of basic medical education
- 2010: ECFMG made its announcement “... accredited through a formal process that uses criteria ... such as those put forth by the World Federation for Medical Education (WFME)”
- What we are doing is assessing if accrediting agencies are working at a good level
- The criteria against which they are assessed, derived from the WHO-WFME guidelines, <https://wfme.org/accreditation/recognition-criteria/>



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Recognition Criteria

The WFME Recognition Programme evaluates how accrediting agencies or systems – not individual medical schools – meet the [WFME Recognition Criteria](#) against which accrediting agencies are evaluated. The criteria are summarised as follows:

- Background (scope of authority, acceptance of the accrediting agency by others, substantive changes)
- Accreditation standards (existence and availability of standards, type of standards, appropriateness of standards, review of standards)
- Accreditation process and procedures (medical school self-study, site visit, reports, qualification & training of individuals associated with the accrediting agency, accreditation decisions, activities subsequent to accreditation decisions, complaints)
- Accreditation agency policies and resources (controls against conflict of interest, controls against inconsistent application of standards and procedures, administrative and fiscal responsibilities, due process, maintenance of records, availability and dissemination of information)

WFME Recognition Programme Documentation

[1. Introduction](#)

[2. Policy on agencies that are eligible to apply](#)

[3. Recognition Criteria](#)

[4. Policies and procedures](#)

[5. Application for recognition](#)

[6. Recognition process and timeline](#)

- “Background (scope of authority, acceptance of the accrediting agency by others, ...)
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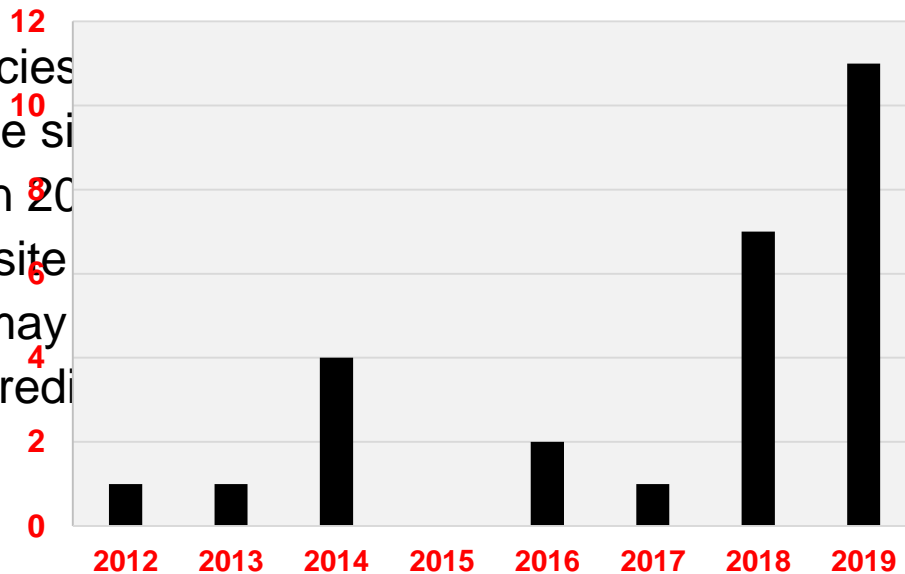
Recognition Programme now

- Process using the model of accreditation
 - Medicine-specific
 - Self-evaluation
 - Site visit observation
 - Recognition Committee
- Pre-defined criteria
 - 2005 WHO/WFME policy on accreditation
 - Criteria based on an expert consensus of good practice
 - Updated 2018
- About 20 agencies recognised
 - More than 20 others in process



Progress

- Twenty agencies
- Three with the si
- Many more in 20
- Ten close to site
- The figures may
- Only two accredi



In conclusion:

- Medicine probably is “different”
- Good doctors are indeed a fungible commodity, quality assurance and accreditation are important to ensure that they remain “good”
- Standards for medical education are a useful tool in quality assurance
- We work to improve accreditation for the good of education, and thus of our patients, world-wide

- Proof?



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Men who are occupied in the restoration of health to other men, by the joint exertion of skill and humanity, are above all the great of the earth. They even partake of divinity, since to preserve and renew is almost as noble as to create.

Voltaire, 1694 – 30 May 1778