

A stylized globe with a grid of latitude and longitude lines, rendered in a light yellow color against a darker yellow background. The globe is centered and occupies most of the frame.

**WFME**

**WORLD FEDERATION  
FOR  
MEDICAL EDUCATION**

**ORPHEUS 2009.  
FOURTH EUROPEAN CONFERENCE  
AARHUS, APRIL 2009**



**Global Standards for Quality Improvement  
in Medical Education**

**Stefan Lindgren  
WFME President**

# OUTLINE OF PRESENTATION



- ⌘ **WFME global standards programme**
- ⌘ **Implementation of the programme**
- ⌘ **WHO/WFME Strategic Partnership**
- ⌘ **WFME policy on international quality assurance**

# **MILESTONES OF THE WFME GLOBAL STANDARDS PROGRAMME**



**1997 Launch of Programme: WFME EXCO Position  
Paper - *Medical Education* 1998**

**1999-2002 Three International Task Forces**

**2003 Publication of WFME Trilogy**

**2003 WFME World Conference Copenhagen/Lund**

**2001- Implementation of Programme**

**2004 WHO-WFME Strategic Partnership**

**2005 WHO/WFME Guidelines for Accreditation**

**2007 WFME EXCO Position Paper on International  
Recognition – *Medical Education* 2008**

**2008 The Avicenna Directories**

# WFME TRILOGY OF GLOBAL STANDARDS



## A foundation for accreditation



# NEED FOR STANDARDS

## ⌘ Implications of globalisation process

- ☑ Migration of medical doctors
- ☑ Cross-border medical education
- ☑ Common curricular and management trends

## ⌘ National problems/challenges

- ☑ Changes in health care delivery services
- ☑ Institutional conservatism/insufficient leadership

## ⌘ Problems with new medical schools

- ☑ Mission/foundation/resources
- ☑ Clinical settings/research attainment
- ☑ For-profit purposes

# OBJECTIVES

- ⌘ **Stimulate authorities, organisations and medical education institutions to plan for reforms and quality improvement**
- ⌘ **Establish national / international evaluation and recognition of medical educational institutions and programmes**
- ⌘ **Safeguard practice in medicine under conditions of increasing internationalisation**

# VALUE OF WFME STANDARDS



*Template for regional, national and institutional standards with adequate specifications:*

- ⌘ **Recognising national and institutional differences**
- ⌘ **Allowing different profiles of programmes**
- ⌘ **Respecting reasonable autonomy of institutions**
- ⌘ **Functioning as a lever for change and reforms**
- ⌘ **Encouraging quality development**
- ⌘ **Recognising the dynamic nature of medical education**

# TWO LEVELS OF ATTAINMENT

- ⌘ **Basic Standards or Minimum Requirements**  
(“musts”)
  - relevant for accreditation purposes
  
- ⌘ **Standards for Quality Development**  
(“shoulds”)
  - relevant for programme reforms

# COVERAGE

- ⌘ **Organised at Institutional/Educational Programme Level**
- ⌘ **Comprising Broad Categories of Medical Education Issues:**
  - ⌘ **Structure**
  - ⌘ **Process**
  - ⌘ **Content (Syllabus)**
  - ⌘ **Conditions: Facilities, Resources and Environment**
  - ⌘ **Outcome (Generic Terms)**

# DOMAINS

- ⌘ **9 AREAS**, defined as broad components of structure and process of medical education.
- ⌘ **36-38 SUB-AREAS**, defined as specific aspects of an area, corresponding to performance indicators.

# WFME Trilogy of Standards: Areas

<b>Basic Medical Education</b>	<b>Postgraduate Medical Education</b>	<b>Continuing Professional Development (CPD)</b>
<b>1. Mission and Objectives</b>	<b>1. Mission and Outcomes</b>	<b>1. Mission and Outcomes</b>
<b>2. Educational Programme</b>	<b>2. Training Process</b>	<b>2. Learning Methods</b>
<b>3. Assessment of Students</b>	<b>3. Assessment of Trainees</b>	<b>3. Planning and Documentation</b>
<b>4. Students</b>	<b>4. Trainees</b>	<b>4. The Individual Doctor</b>
<b>5. Academic Staff/Faculty</b>	<b>5. Staffing</b>	<b>5. CPD-Providers</b>
<b>6. Educational Resources</b>	<b>6. Training Settings and Educational Resources</b>	<b>6. Educational Context and Resources</b>
<b>7. Programme Evaluation</b>	<b>7. Evaluation of Training Process</b>	<b>7. Evaluation of Methods and Competencies</b>
<b>8. Governance and Administration</b>	<b>8. Governance and Administration</b>	<b>8. Organisation</b>
<b>9. Continuous Renewal</b>	<b>9. Continuous Renewal</b>	<b>9. Continuous Renewal</b>

# USE OF STANDARDS



- ⌘ **Framework for voluntary self-evaluation**
- ⌘ **External evaluation and counselling from peer review committees, including site visits**
- ⌘ **Combination of these procedures**
- ⌘ **Recognition and accreditation of institutions/programmes**

# **IMPLEMENTATION OF WFME GLOBAL STANDARDS PROGRAMME I**



- ⌘ Information and dissemination**
- ⌘ Translations**
- ⌘ Validity of standards in pilot studies**
- ⌘ Assistance to institutional self-evaluation and peer-review**
- ⌘ Development of distance learning resources in collaboration with OUCEM and FAIMER**

# **IMPLEMENTATION OF WFME GLOBAL STANDARDS PROGRAMME II**



- ⌘ Use as template for Regional/National standards**
- ⌘ Guidelines for accreditation systems**
- ⌘ Promotion of accreditation**
- ⌘ Promotion of international recognition**
- ⌘ New world register of medical schools  
(the Avicenna Directories)**

# EVALUATION IN PILOT STUDIES: CONCLUSIONS

- ⌘ **Standards are realistic and adequately divided between basic and quality development levels**
- ⌘ **Need for local specification and supplements**
- ⌘ **Use in institutional self-evaluation a positive event with lasting constructive consequences**

# WHO/WFME STRATEGIC PARTNERSHIP ACCREDITATION TASK FORCE



## Accreditation of medical education institutions

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### Report of a technical meeting

Schæffergården, Copenhagen, Denmark, 4–6 October 2004

.....

### WHO-WFME Task Force on Accreditation



World Health Organization  
Geneva



# TOWARDS WHO/WFME POLICY ON ACCREDITATION



*WHO/WFME will generally not be accrediting bodies, but should:*

- ⌘ Promote and review Regional/National standards
- ⌘ Promote institutional self-evaluation
- ⌘ Define accreditation guidelines
- ⌘ Promote and support accreditation systems
- ⌘ Improve the WHO Directory of Medical Schools

# TOWARDS WHO/WFME POLICY ON ACCREDITATION



*Countries with one or few medical schools:*

- ⌘ Affiliation with an accreditation system in a neighbouring country
- ⌘ Establishment of an accreditation system for the Region/Sub-Region

# ACCREDITATION GUIDELINES



WORLD HEALTH ORGANIZATION



## WHO/WFME Guidelines for Accreditation of Basic Medical Education

Geneva/Copenhagen 2005

# ELEMENTS OF PROPER ACCREDITATION

- ⌘ **Authoritative mandate**
- ⌘ **Independence from governments and providers**
- ⌘ **Trustworthiness and recognition by stakeholders**
- ⌘ **Transparency**
- ⌘ **Predefined general/discipline specific criteria**
- ⌘ **Use of external experts**
- ⌘ **Procedure using combination of self-evaluation and site visits**
- ⌘ **Authoritative decision**
- ⌘ **Publication of report and decision**

# **WFME PACKAGE FOR PROMOTION OF ACCREDITATION**



- ⌘ National specification of the WFME Global Standards**
- ⌘ Assistance in the institutional self-evaluation**
- ⌘ External review by WFME Advisors of the institutional self-evaluation report**
- ⌘ Site visit to the medical school by a WFME external review team**
- ⌘ Formulation of the final evaluation report**
- ⌘ Development of an accreditation organisation and accreditation council and procedure for accreditation**

# INTERNATIONAL RECOGNITION OF BASIC MEDICAL EDUCATION PROGRAMMES



## WFME Executive Council Policy Paper:

*Medical Education 2008: 42: 12-17*

# INTERNATIONAL RECOGNITION OF MEDICAL EDUCATION PROGRAMMES



## *Advantages:*

- ⌘ **Beneficial to medical students**
- ⌘ **Beneficial to medical teachers**
- ⌘ **Beneficial to medical schools**
- ⌘ **Beneficial to health care authorities**
- ⌘ **Safe-guarding the interest of the public**

# **ACCREDITATION - ADVANTAGES**



- ⌘ Provides medical school with periodic stimulus to undertake systematic self-examination**
- ⌘ Encourages diversity**
- ⌘ Respects university autonomy**
- ⌘ Supports and fosters educational initiatives**
- ⌘ Allows for mutual exchange of ideas and solutions**

# **ACCREDITATION – LIMITATIONS/WEAKNESSES**

- ⌘ **Resources/expenses**
  - ☒ **Internal academic – self-evaluation studies**
  - ☒ **Time consumption of assessors**
  - ☒ **Costs of site visits**
- ⌘ **Independence of accreditation councils**
- ⌘ **Objectivity and proficiency of assessors**
- ⌘ **Outside political pressure**
- ⌘ **Conflicts of interest**
- ⌘ **Reliability of information**
- ⌘ **Selectivity at site visits**

# ALTERNATIVE QUALITY ASSURANCE MEANS

- ⌘ Selection procedures
- ⌘ Entrance examinations
- ⌘ Centrally regulated curricula
- ⌘ Self-evaluations
- ⌘ Inspections and counselling
- ⌘ Use of external examiners
- ⌘ National examinations before licensing

# CONCLUSIONS

- ⌘ **Need for Quality Assurance Standards**
- ⌘ **WFME Global Standards Programme: A Tool for Quality Assurance**
- ⌘ **Results of the WHO/WFME Partnership**
- ⌘ **Accreditation: Strengths and Weaknesses**
- ⌘ **WFME Policy on International Quality Assurance and Recognition: A needed Step**



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**Web-site: <http://www.wfme.org>**