Symposium I

Quality Accreditation: The Roles of International Organisations

WFME Global Standards Programme – Essential Developments

by

Hans Karle, M.D., D.M.Sc.
President WFME
WFME launching the programme 
(*Medical Education*, 1998, 32, 549-58)

International Task Forces for BME, PME and 
CPD, 1999-2002

Trilogy of WFME Global Standards for 
Quality Improvement (2003)

World Conference on Medical Education 
(Copenhagen, 2003)

WHO/WFME Strategic Partnership to 
Improve Medical Education (2004)
HISTORICAL OVERVIEW II

- Promotion of Accreditation - WHO/WFME Guidelines, 2005
- European Specifications for the Global Standards (MEDINE/WFME/AMSE), 2007
- International Recognition of Basic Medical Education
  Medical Education, 2007. In press
- Global Directories of Health Professions Education Institutions
  (University of Copenhagen and WFME, November 2007)
WFME TRILOGY OF GLOBAL STANDARDS

A foundation for accreditation
WHO/WFME
Strategic Partnership to Improve Medical Education

Geneva/Copenhagen 2004
Accreditation of medical education institutions

Report of a technical meeting
Schæffergården, Copenhagen, Denmark, 4–6 October 2004

WHO-WFME Task Force on Accreditation
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
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
WHO/WFME Guidelines
for
Accreditation of Basic Medical Education

Geneva/Copenhagen 2005
ELEMENTS OF PROPER ACCREDITATION

- Authoritative mandate
- Independence from governments and providers
- Transparency
- Predefined general and specific criteria
- Use of external review
- Procedure using combination of self-evaluation and site visits
- Authoritative decision
- Publication of report and decision
SUMMARY OF THE WHO/WFME GUIDELINES

- Need for independency from the educational providers
- Need for flexible frameworks
- Need for non-bureaucratic systems without exorbitant resource demands
- Need for pre-defined, medical education - specific standards
- Need for a procedure based on institutional self-evaluation and external review
- Need for transparency
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
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
Establishment of National/Regional accreditation systems in medical education
WFME project on promotion
International partnerships and collaboration
International agreements/directives
Database of accredited/recognised programmes
Meta-recognition: “Accrediting the accreditors“
Expected results:

- Comprehensive coverage:
  Medicine, dentistry, public health, pharmacy, nursing, midwifery, physiotherapy

- Improved contents:
  Numbers of admissions and graduates, attrition rate; Ownership, management and funding sources; Accreditation status: agencies operating, criteria used, type of procedure

- Improved usability:
  Web-based with easy-access and easy-to-update
PLAN FOR THE GDHPEI

National/Regional Authorities - Quality Assurance Agencies

Data collection by WHO Network

Data collection by WFME Network

Administrator of the GDHPEI
University of Copenhagen

Publication of Database

International Advisory Committee

WFME
Global Directories of Health Professions Education Institutions (GDHPEI):

A tool to “accredit the accreditors”