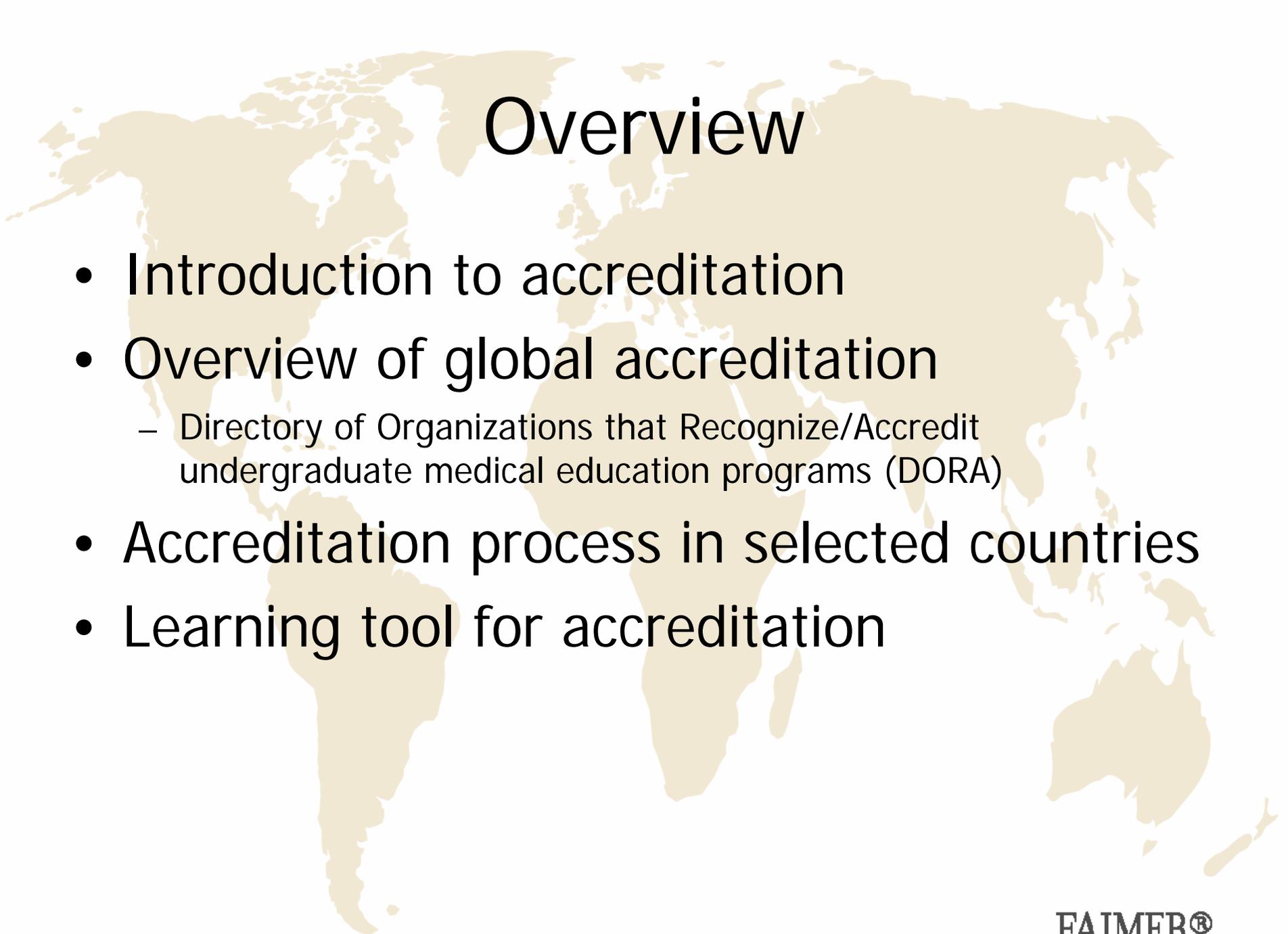


Medical Accreditation: An International Perspective

John Norcini, Ph.D.

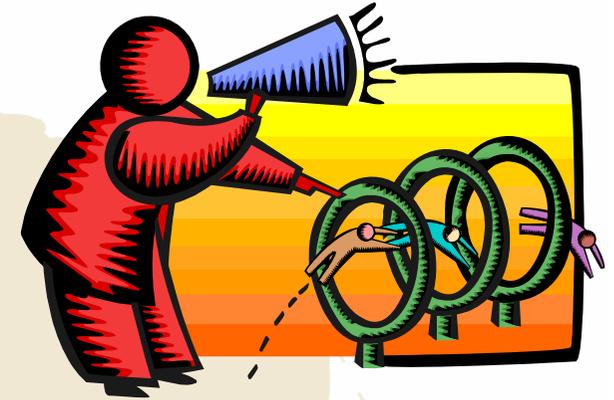
FAIMER®



Overview

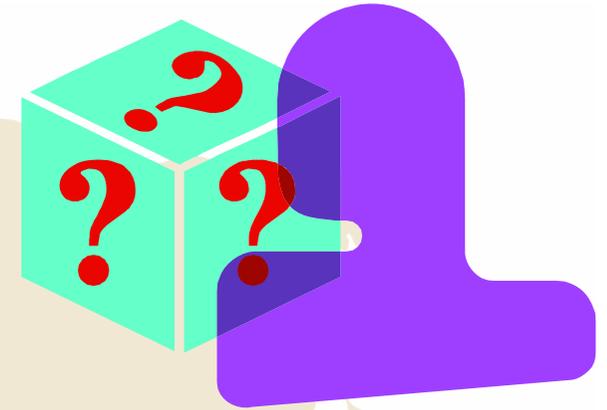
- Introduction to accreditation
- Overview of global accreditation
 - Directory of Organizations that Recognize/Accredit undergraduate medical education programs (DORA)
- Accreditation process in selected countries
- Learning tool for accreditation

Definition



Accreditation is a process by which a designated authority reviews and evaluates an educational institution or program against a clearly defined set of standards

Accreditation



- Is accreditation mandatory?
- What are the benefits?
- What is accredited?
- Who accredits?
- What is the usual process for accreditation?
- What is the primary focus of the standards?
- What is the published evidence of the effectiveness of accreditation?
- What are some of the international variations?

Is accreditation mandatory?

- Varies by country and accrediting body within a country
- Voluntary is not always voluntary
 - LCME accreditation is required for
 - Federal grants and loans
 - Admission to the US licensing exams
 - Admission to accredited postgraduate training
 - Admission to specialty board certification

What are the benefits of accreditation?

- Voluntary

- Provides opportunity to improve
- Increased student applications
- Higher profits
- Better retention of current students
- Ease of student mobility
- Enhanced reputation

- Mandatory

- Provides opportunity to improve
- Required for continued funding
- Graduates eligible for practice or further training
- Consequences
 - Time to improve
 - Closure



What is accredited?

- Institutional accreditation
 - Focuses on the quality of the institution as a whole (e.g., university)
- Program accreditation
 - Focuses on the quality of the specific program such as medicine or nursing
- Hybrid model
 - In the US, both institutional and program accreditation are required



Who accredits?

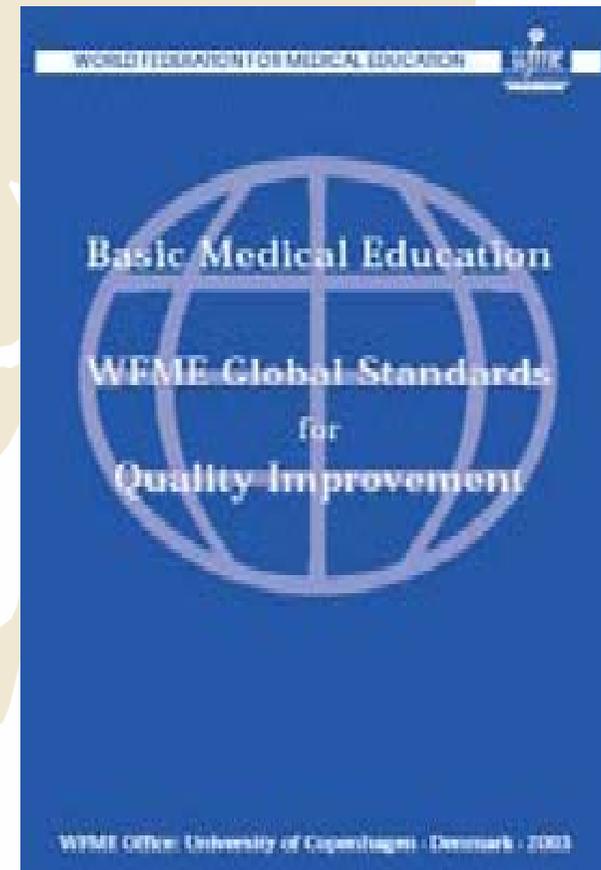
- Governmental entity
 - Often a ministry of health or education
- Independent agencies
 - Often professional groups
 - Sometimes the independent agency acts on behalf of the government
 - Granted authority to make accrediting decisions
 - Recommend decisions to the government

What is the usual process for accreditation?

- Guided self-study
- External review and site visit by a peer committee
- Accreditation decision based on self-study and visit
 - Sometimes a recommendation to ministry
- Decision is disseminated
- Process is repeated periodically (e.g., 4-8 years)

What is the primary focus of the standards?

- Process
 - Dominant model
 - Does the program have a mission, qualified instructors, resources, curriculum, etc.?
 - WFME standards
 - Trilogy of standards for UME/GME/CME
 - Basic level for accreditation and quality development level
 - Modified for different countries



WFME Standards

- Coverage

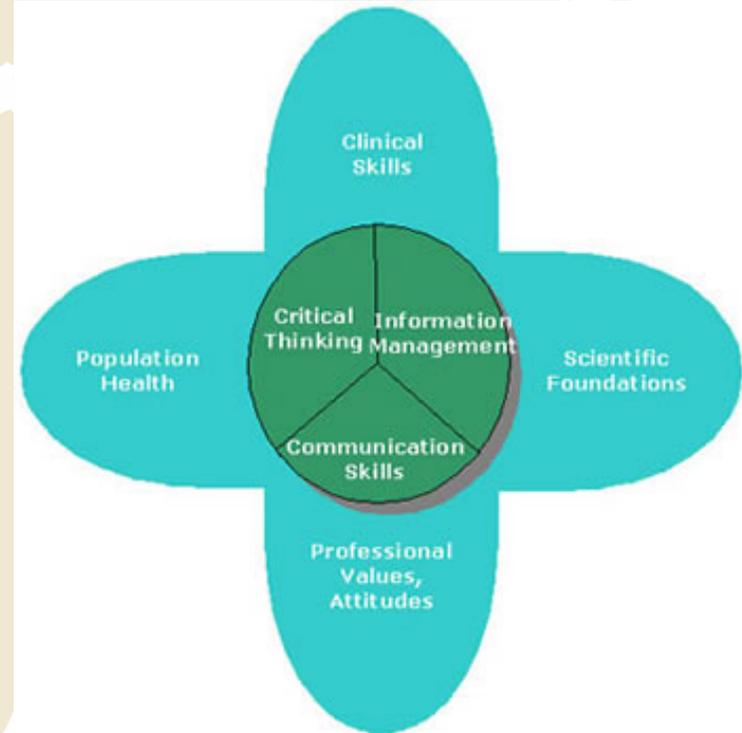
- Fundamental requirements
- Legal framework
- Organizational structure
- Standards and criteria
- Process of accreditation
- **Main elements**
- Decisions on accreditation
- Public announcement of decisions
- Benefits of accreditation

- **Main elements**

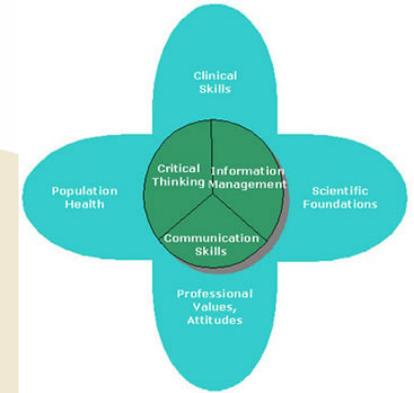
- Mission and objectives
- Educational program
- Assessment of students
- Students selection, number, etc.
- Academic staff/faculty
- Educational resources
- Program evaluation
- Governance and administration
- Continuous renewal

What is the primary focus of the standards?

- Outcomes
 - Based on a definition of the essential outcomes or competencies expected at the end of training
 - Grows out of the educational outcomes movement
 - Assessment is critical
 - Institute for International Medical Education model (IIME)



IIME Model



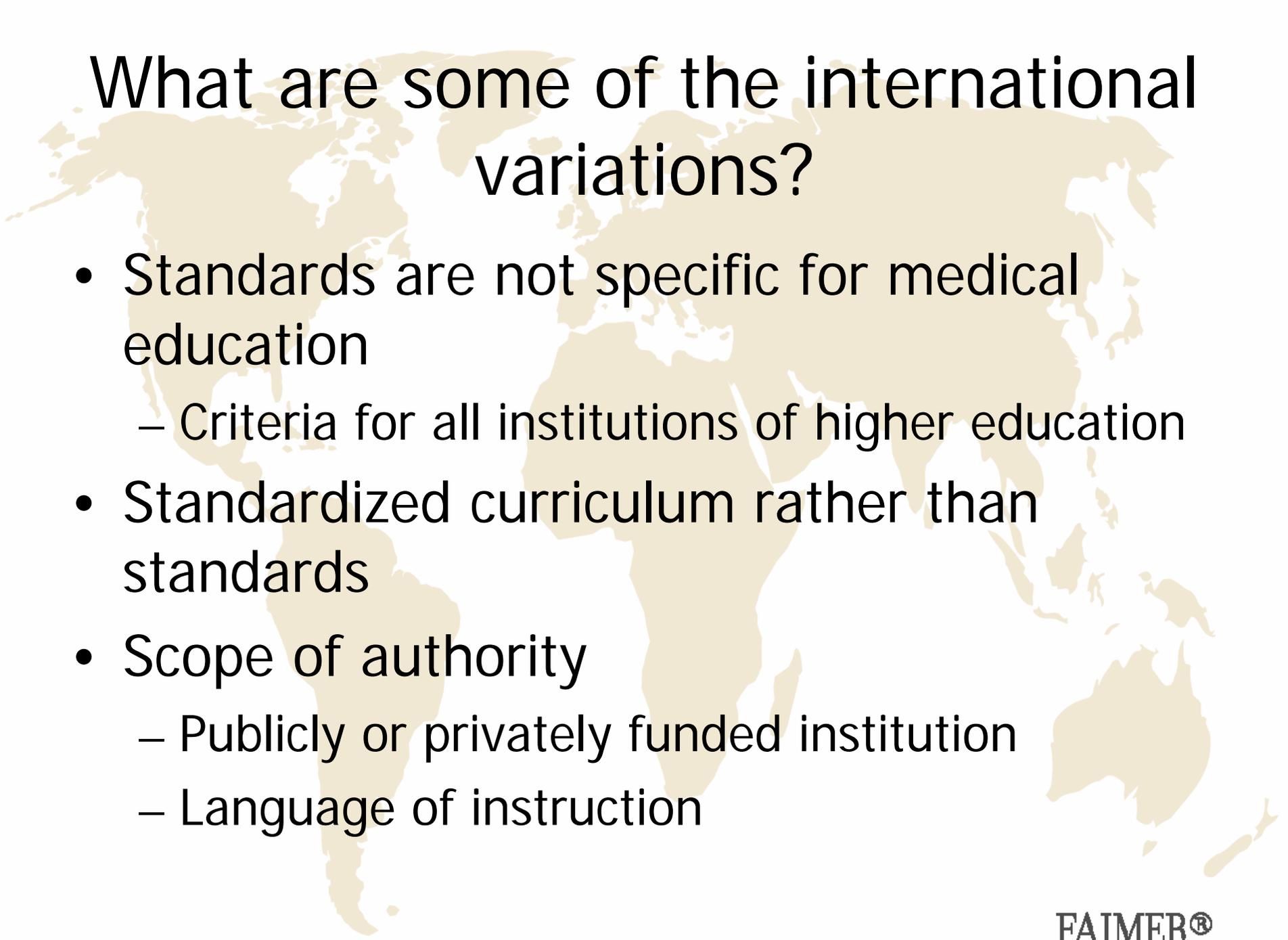
- Global minimum essential requirements
 - Professional values, attitudes, behavior, ethics
 - Scientific foundations of medicine
 - Communication skills
 - Clinical skills
 - Population health & health systems
 - Management of information
 - Critical thinking & research
- Assessment methods
 - MCQs
 - OSCE
 - Observer ratings
 - Logbook

What is the published evidence of the effectiveness of accreditation?

What are some of the international variations?

- Single agency may have authority in more than one country
 - CAAM-HP Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CARICOM)
 - Australian Medical Council (Australia and New Zealand)
- More than one agency accredits institutions in one country
 - India (Medical Council of India and National Assessment and Accreditation Council)
 - US (LCME for allopathic education and AACOM for osteopathic)

What are some of the international variations?



- Standards are not specific for medical education
 - Criteria for all institutions of higher education
- Standardized curriculum rather than standards
- Scope of authority
 - Publicly or privately funded institution
 - Language of instruction

Directory of Organizations that Recognize/Accredit (DORA)

- FAIMER maintains and updates a database of international 'accrediting' authorities
 - Work in progress
- Directory of Organizations that Recognize/Accredit undergraduate medical education programs in the country where the schools are located
 - www.faimer.org – link to DORA
- Complementary resource to the International Medical Education Directory (IMED)

Information in DORA

- Contains a country list with name of authority (or authorities) and website link (if available)
 - Duration and levels of accreditation
 - Standards (description and/or links to documents)
 - Evaluation process (description and/or links to documents)
 - Outcomes / Consequences of accreditation
 - Mandatory / Voluntary
 - Additional information
 - Description of accrediting organization
 - Governmental authority / Independent entity



Home > Data Resources > Directory of Organizations that Recognize/Accredit Medical Schools (DORA)

- + About Us
- + Education
- + Research
- + Data Resources
 - Directory of Organizations that Recognize/Accredit Medical Schools (DORA)
 - International Medical Education Directory (IMED)
 - International Opportunities in Medical Education (IOME)
 - Mapping the World's Medical Schools
 - Master's Programs in Health Professions Education
 - Postgraduate Medical Education (PME) Project
- Customized Services
 - + Publications and Presentations
 - + Useful Links
 - + News
 - Apply for Fellowships
 - Distance Learning
 - Support FAIMER

Directory of Organizations that Recognize/Accredit Medical Schools (DORA)

As part of our goal to build information resources on medical education worldwide, FAIMER is developing a directory of international organizations that recognize, authorize, or certify medical schools and/or medical education programs. These organizations are often responsible for the establishment of national standards for medical education and the recognition of medical schools in their countries.

DORA is a developing resource. Although we believe this information to be accurate, it does not encompass all organizations that have responsibilities related to approving medical schools and/or medical education programs. Interested individuals should verify information directly with the appropriate entity. Recognition by an organization listed does not imply that a medical school will be listed in IMED. **FAIMER is not an accrediting agency and has no relationship with the organizations listed.**

FAIMER welcomes feedback on its information resources. To comment on an entry or to suggest additions to the directory, contact FAIMER at research@faimer.org.

For more information about a country's recognizing/accrediting organization(s), such as duration and levels of accreditation, and evaluation standards and processes, click on that country's name below.

Country	Organization
Albania	Agency for Accreditation of Higher Education
Argentina	Comisión Nacional de Evaluación y Acreditación Universitaria (CONEAU) (National Commission for the Evaluation and Accreditation of Universities)
Armenia	Ministry of Science and Education, Department of Licensing and Accreditation Ministry of Healthcare
Australia	Australian Medical Council
Austria	Austrian Accreditation Council (private schools)
Bahrain	The Quality Assurance Authority for Education and Training (QAET)

Home > Data Resources > DORA > Argentina

- + About Us
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Argentina

Comisión Nacional de Evaluación y Acreditación Universitaria (CONEAU) (National Commission for the Evaluation and Accreditation of Universities)

<http://www.coneau.edu.ar/>

Duration and levels of accreditation

Full recognition (6 years); Interim authorization (3 years)

Accreditation standards

<http://www.coneau.edu.ar/archivos/486.pdf>

- The institution
- The faculty and students
- The programs
- Facilities and financial aspects

Evaluation process

Self-evaluation, peer-review, final review by CONEAU

<http://www.coneau.edu.ar/archivos/482.pdf>

<http://www.coneau.edu.ar/archivos/487.pdf>

<http://www.coneau.edu.ar/archivos/488.pdf>

- + Publications and Presentations
- + Useful Links
- + News
- Apply for Fellowships
- Distance Learning
- Support FAIMER

Evaluation process

Self-evaluation, peer-review, final review by CONEAU

- <http://www.coneau.edu.ar/archivos/482.pdf>
- <http://www.coneau.edu.ar/archivos/487.pdf>
- <http://www.coneau.edu.ar/archivos/488.pdf>

Regional Initiative Websites

- Brasil-FAIMER - Porto das Dunas, Ceará, Brazil
- CMCL-FAIMER - Ludhiana, India
- FRILA - Latin America
- GSMC-FAIMER - Mumbai, India
- PSG-FAIMER - Coimbatore, India
- SAFRI - Southern Africa

Outcome/consequences of accreditation

Mandatory

Description of accreditation organization

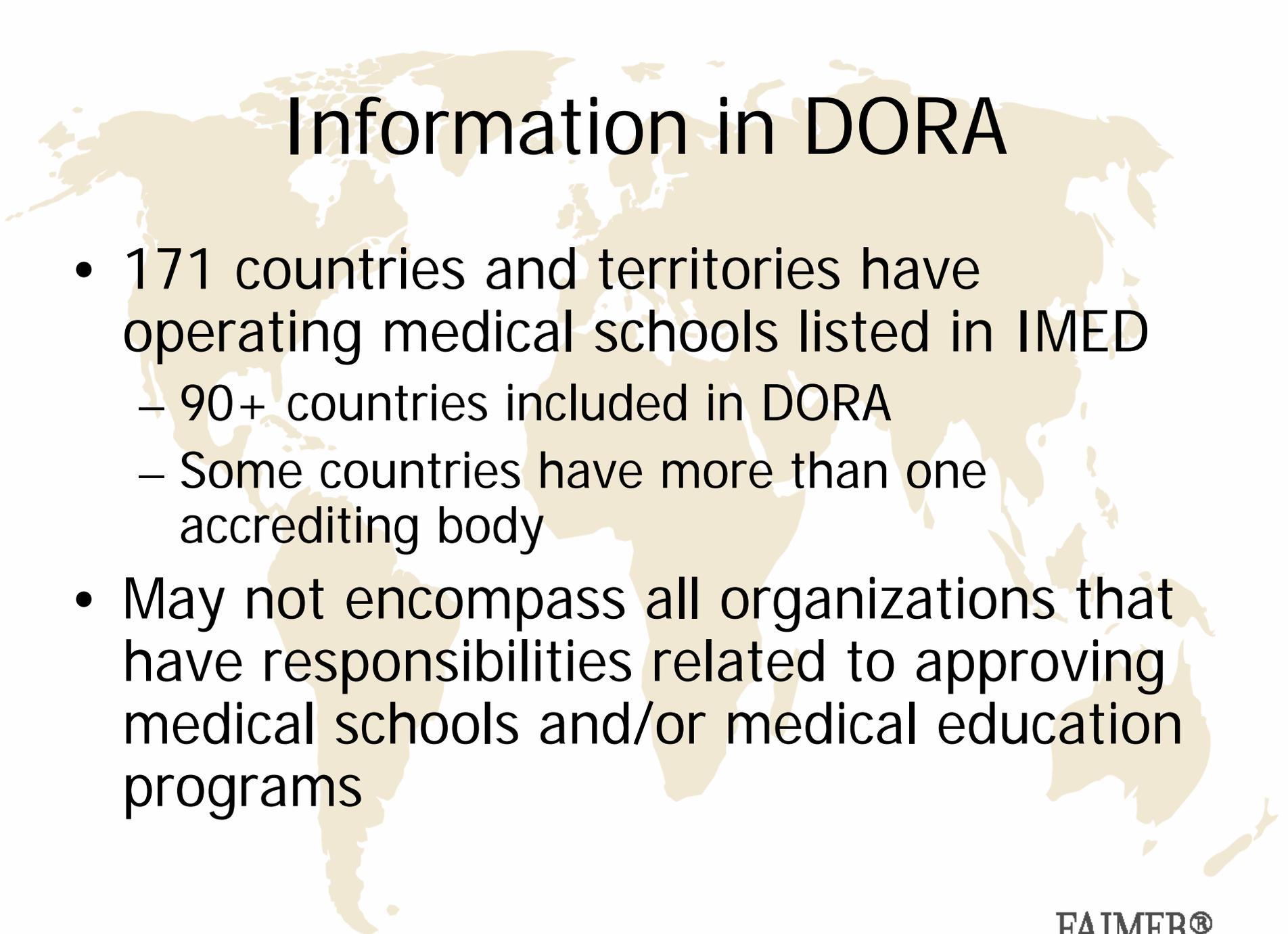
Government Authority

CONEAU was established to foster improvements of the university education in Argentina. Its main functions are:

- To evaluate projects submitted by new public and private universities.
- To perform external evaluation of university institutions.
- To grant accreditation to government-regulated undergraduate programs.
- To grant accreditation to graduate programs.
- To conduct evaluation processes for accreditation of private evaluation and accreditation organizations.

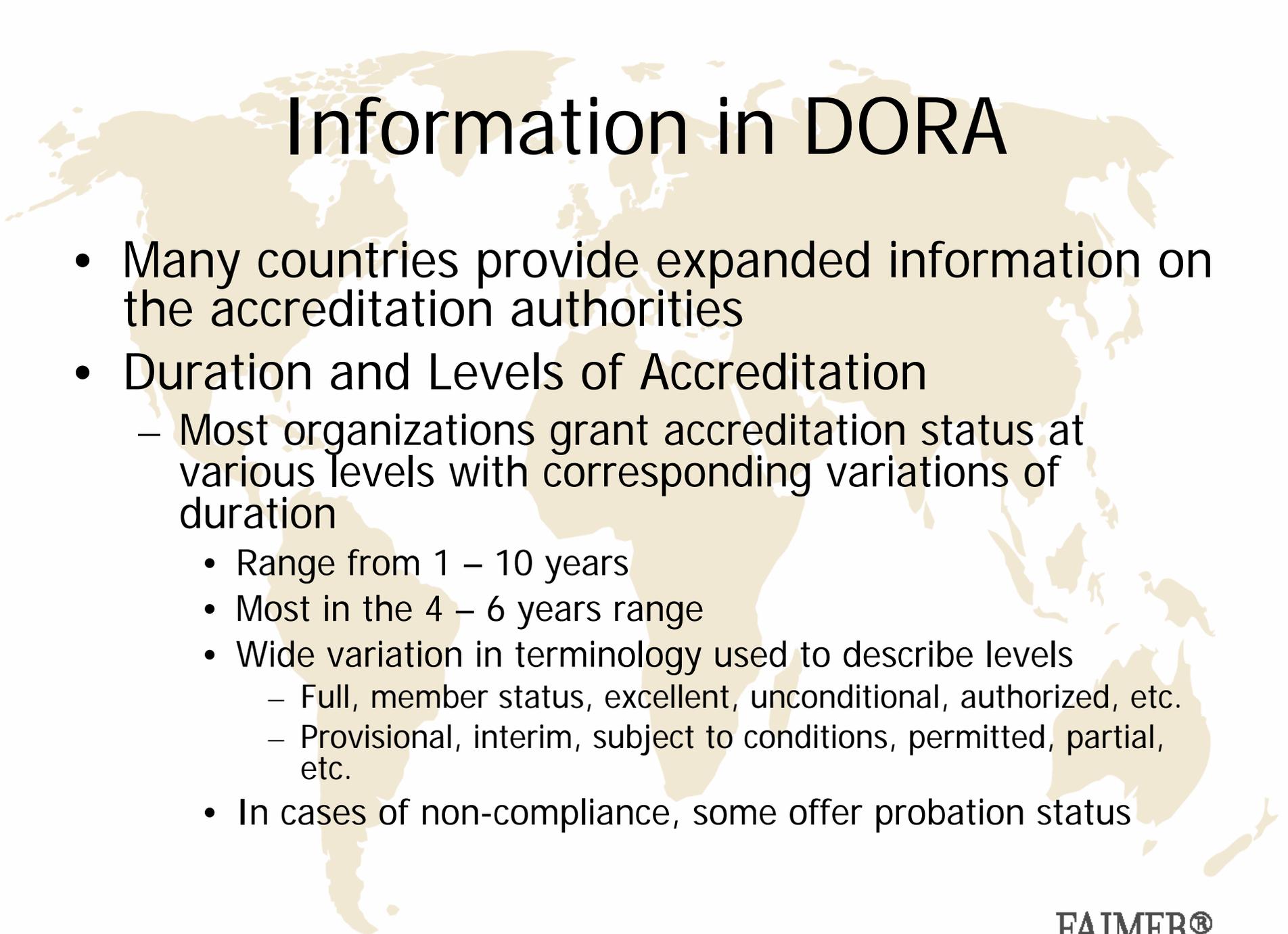
<< Back to DORA

[Last update: May 28, 2010]



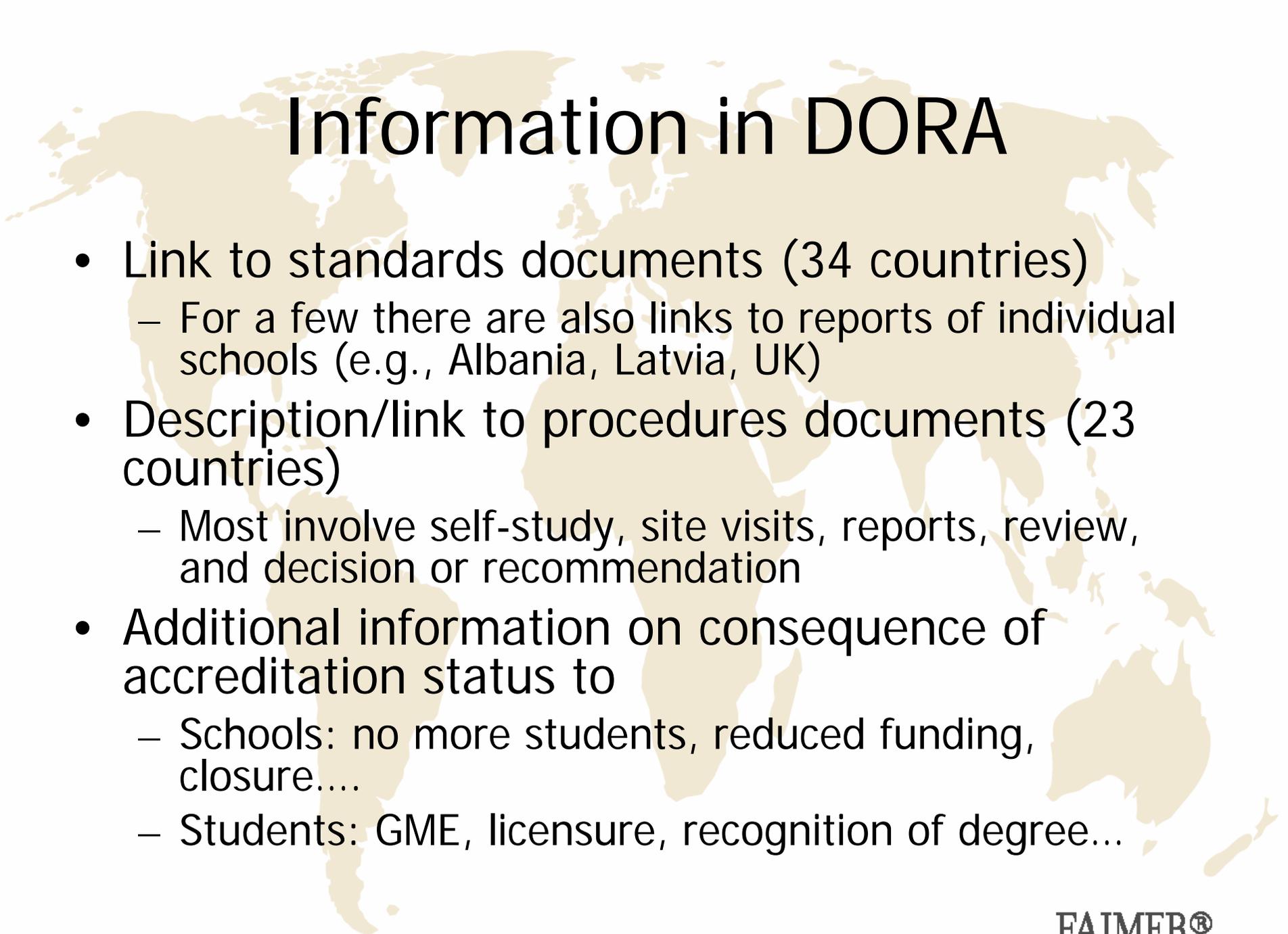
Information in DORA

- 171 countries and territories have operating medical schools listed in IMED
 - 90+ countries included in DORA
 - Some countries have more than one accrediting body
- May not encompass all organizations that have responsibilities related to approving medical schools and/or medical education programs



Information in DORA

- Many countries provide expanded information on the accreditation authorities
- Duration and Levels of Accreditation
 - Most organizations grant accreditation status at various levels with corresponding variations of duration
 - Range from 1 – 10 years
 - Most in the 4 – 6 years range
 - Wide variation in terminology used to describe levels
 - Full, member status, excellent, unconditional, authorized, etc.
 - Provisional, interim, subject to conditions, permitted, partial, etc.
 - In cases of non-compliance, some offer probation status

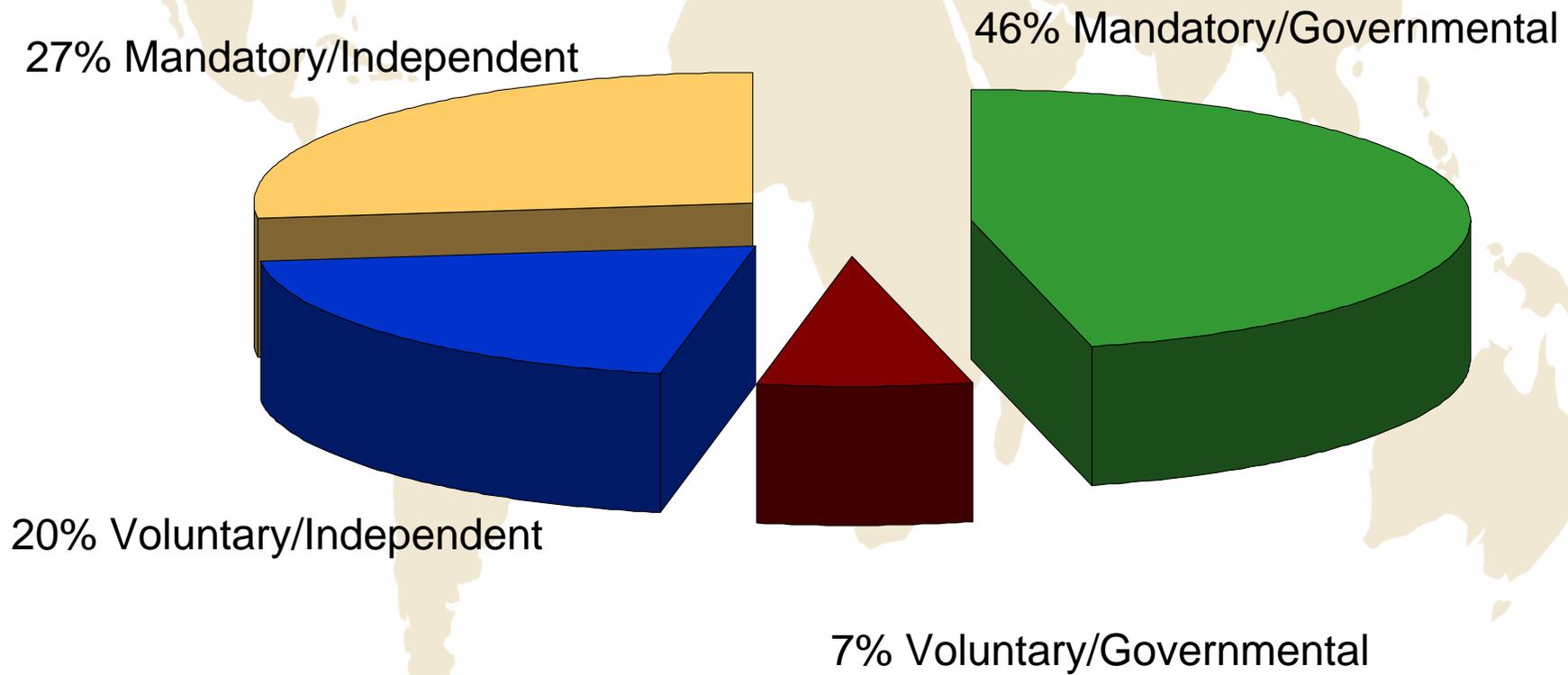


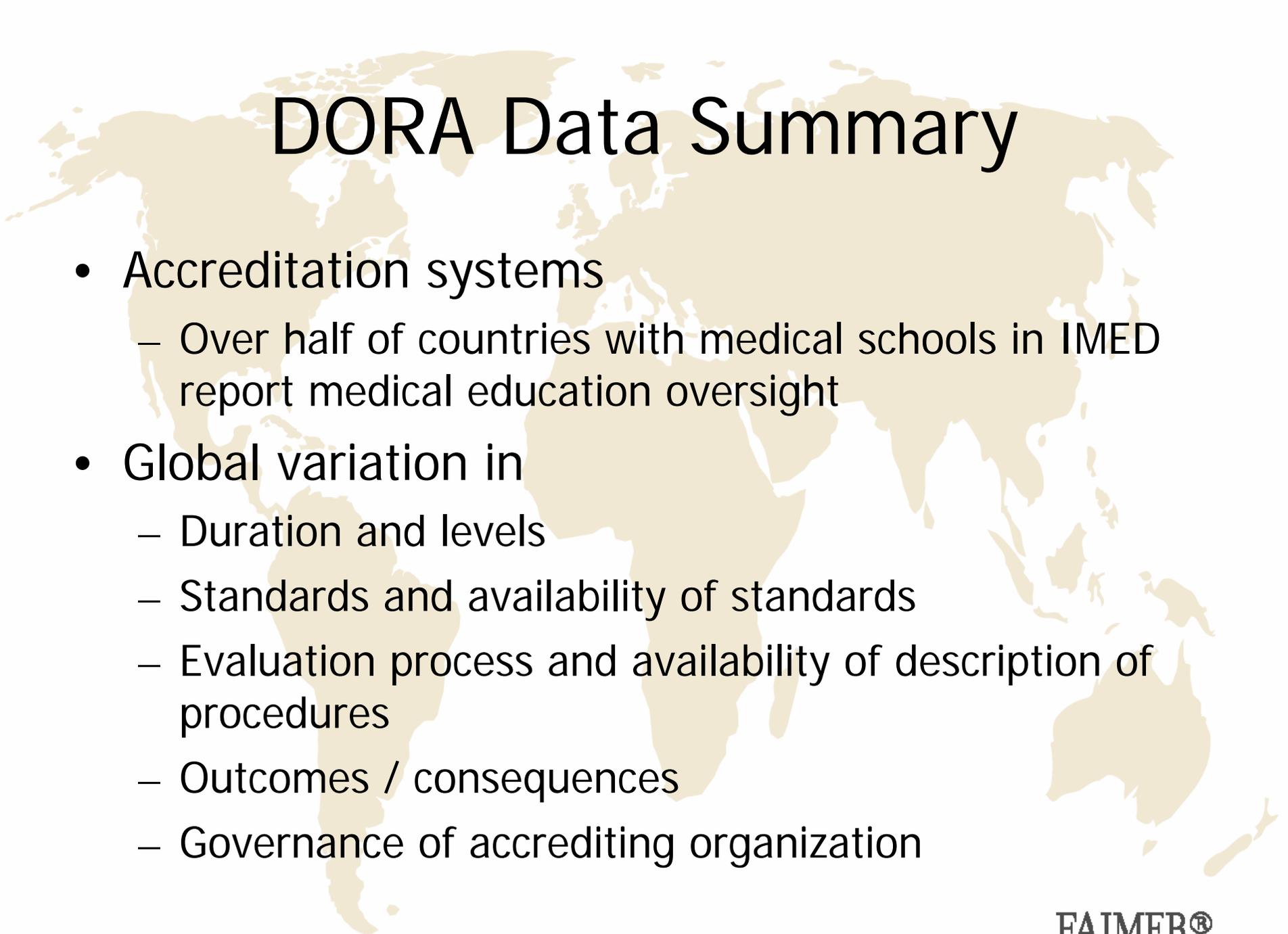
Information in DORA

- Link to standards documents (34 countries)
 - For a few there are also links to reports of individual schools (e.g., Albania, Latvia, UK)
- Description/link to procedures documents (23 countries)
 - Most involve self-study, site visits, reports, review, and decision or recommendation
- Additional information on consequence of accreditation status to
 - Schools: no more students, reduced funding, closure....
 - Students: GME, licensure, recognition of degree...

Information in DORA

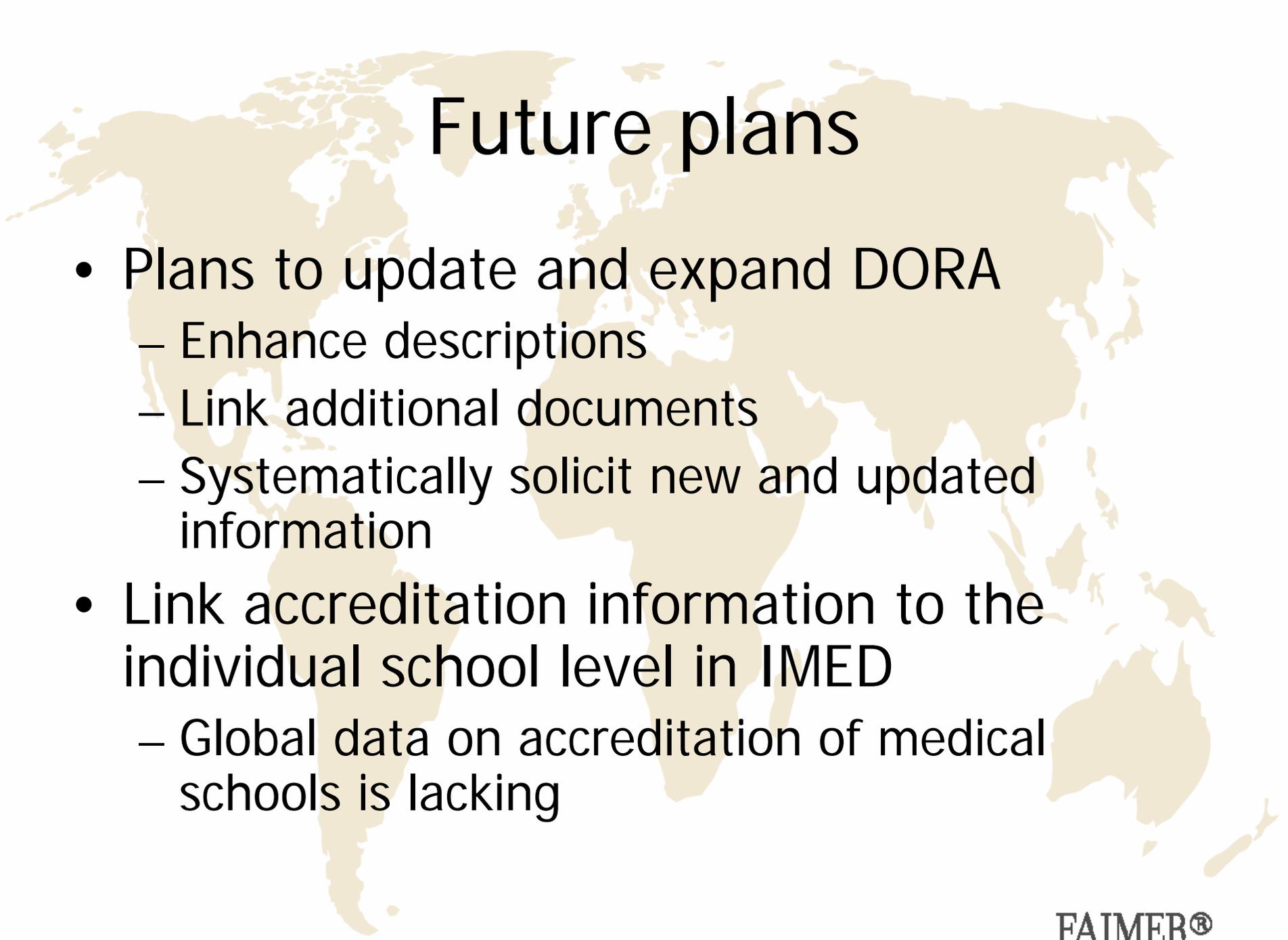
90+ known countries with accreditation authorities





DORA Data Summary

- Accreditation systems
 - Over half of countries with medical schools in IMED report medical education oversight
- Global variation in
 - Duration and levels
 - Standards and availability of standards
 - Evaluation process and availability of description of procedures
 - Outcomes / consequences
 - Governance of accrediting organization



Future plans

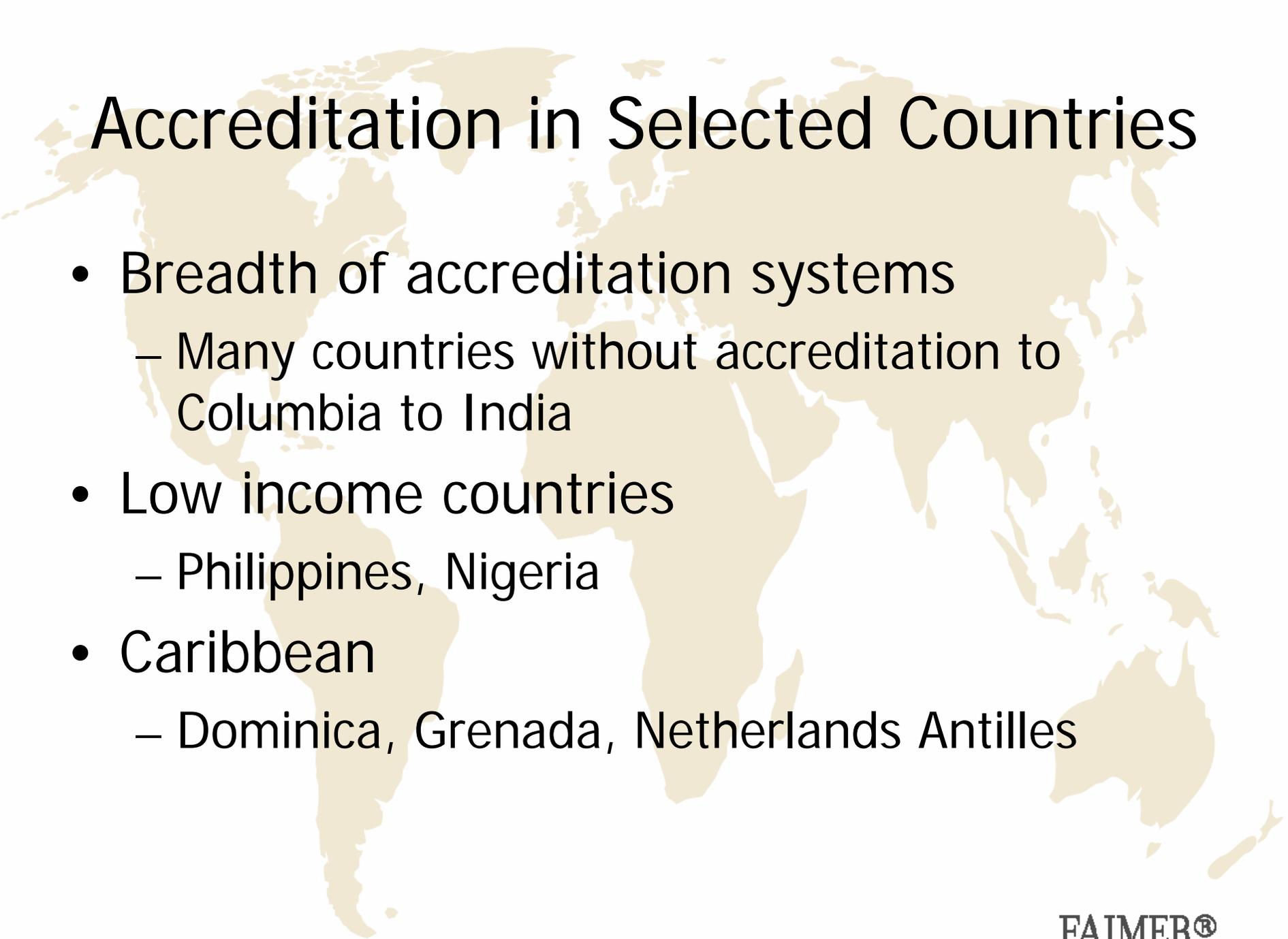
- Plans to update and expand DORA
 - Enhance descriptions
 - Link additional documents
 - Systematically solicit new and updated information
- Link accreditation information to the individual school level in IMED
 - Global data on accreditation of medical schools is lacking



Challenges

- Challenges in collecting data / research
 - Confusing terminology
 - Various interpretations of concept of accreditation
 - Lack of published data describing process
 - Differences in the system of medical education
 - Duration, graduate entry, etc.
 - Occasional reluctance to share information
 - Dynamic nature of the data
 - Newly created oversight authorities
 - Proliferation of new schools
 - Schools gain / lose accreditation status

Accreditation in Selected Countries



- Breadth of accreditation systems
 - Many countries without accreditation to Columbia to India
- Low income countries
 - Philippines, Nigeria
- Caribbean
 - Dominica, Grenada, Netherlands Antilles

Colombia (42 Schools)



- National Council of Accreditation
 - Voluntary, soon to become Mandatory
 - Governmental authority
 - Evaluates educational institutions and/or programs
 - Most schools are accredited, the rest are in the process of becoming accredited

India (272 Schools)



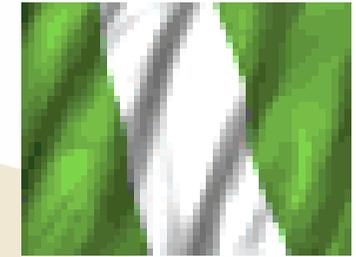
- Medical Council of India
 - Mandatory
 - Governmental
 - Prescribes minimum standards based on size
 - Focuses mainly on infrastructure and human resources and less on the quality of education or outcomes
 - Status
 - “Recognized” (full accreditation)
 - “Permitted” (provisional accreditation)
- National Assessment and Accreditation Council
 - Voluntary
 - Semi-governmental
 - Self and external evaluations
 - Encourage innovation and makes institutions aware of their strengths, weaknesses, and opportunities
 - Provides institutions additional recognition and status
 - Small number of medical schools accredited

Philippines (41 Schools)



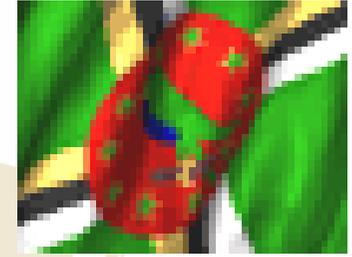
- Philippine Accrediting Association of Schools, Colleges and Universities
 - Voluntary
 - Independent entity
 - Evaluates educational institutions
 - Small number of medical schools accredited and candidates for accreditation

Nigeria (21 Schools)



- Medical & Dental Council of Nigeria
 - Mandatory
 - Governmental authority
 - Evaluates medical and dental education only
 - Status
 - “Partial” when school first opens
 - “Full” after students are in clinical training
- National Universities Commission
 - Mandatory
 - Governmental authority
 - Evaluates all higher education programs
 - Created minimum standards for medical education which were adopted by the Medical & Dental Council of Nigeria

Dominica (2 Schools)



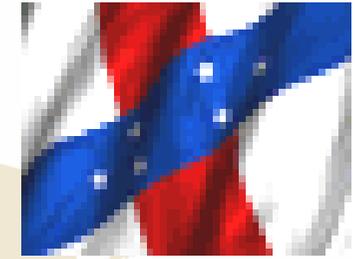
- Medical Board of Dominica
 - Mandatory
 - Governmental authority
 - The Ministry of Health and Social Security oversight of medical schools to the Medical Board of Dominica
 - Standards and procedures not publicly available
 - Similar to LCME and WFME
- Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP)
 - Voluntary
 - Independent entity
 - Political support by CARICOM nations and UK
 - Evaluates medical and other health professions education only
 - New

Grenada (1 School)



- Grenada Ministry of Health and Social Security
 - Mandatory
 - Governmental authority
 - Based on New York State Dept of Education (NYSED) evaluation process
 - NYSED uses the standards developed for evaluating international schools seeking clerkships in NY
 - Standards and procedures not publicly available
- Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM-HP)
 - Voluntary
 - Independent entity
 - Political support by CARICOM nations and UK
 - Evaluates medical and other health professions education only
 - New

Netherlands Antilles (6 Schools)



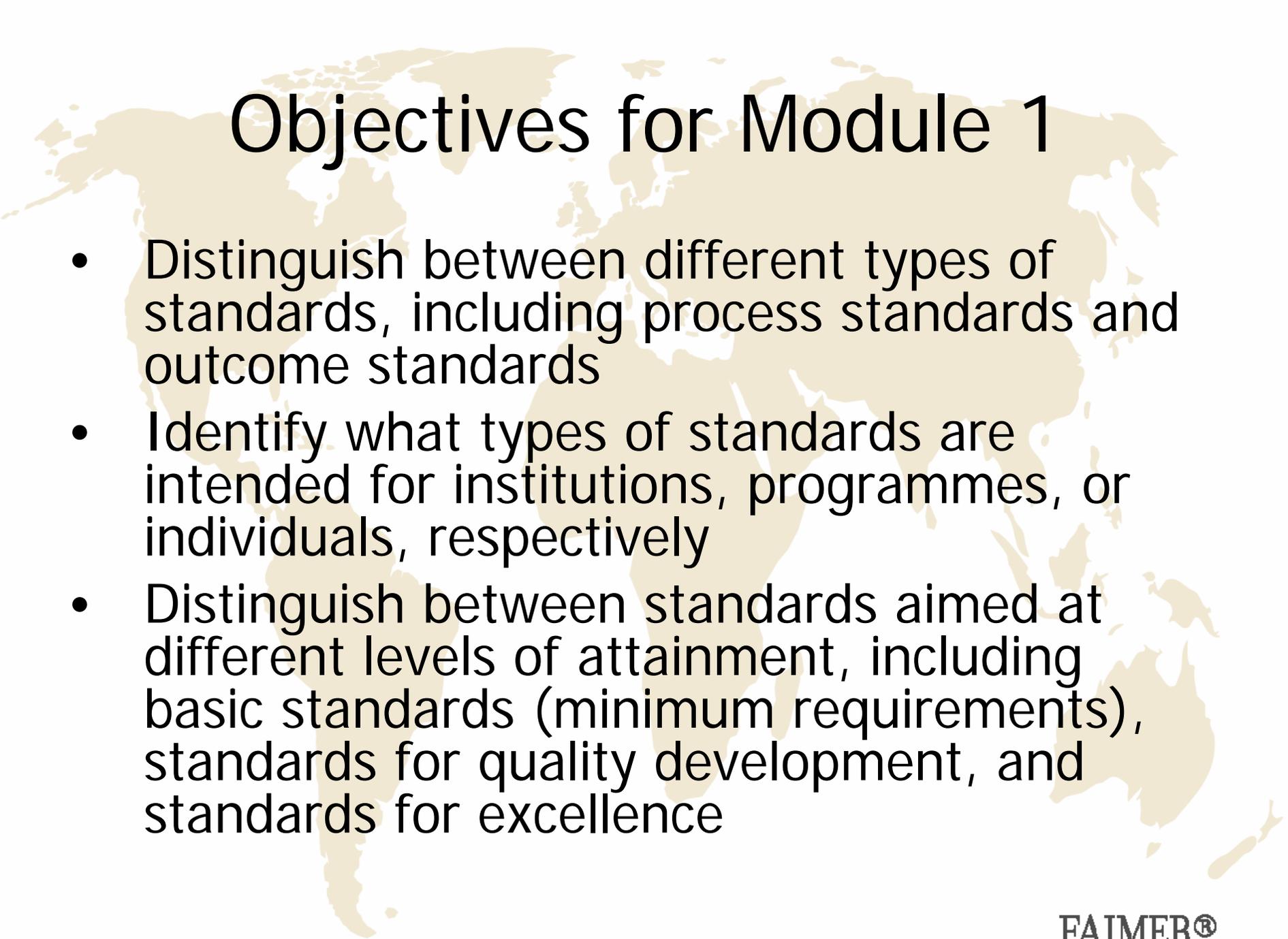
- County breaking up
 - Curacao and St. Maarten to become autonomous
 - Saba, Sint Eustatius and Bonaire to become part of the Netherlands
- Accreditation Commission on Colleges of Medicine
 - Voluntary
 - Independent entity (located in Ireland)
 - Standards and procedures not publicly available
 - Evaluated 2 schools (AUC and Saba)
- Netherlands-Flemish Accrediting Organization
 - Will be mandatory
 - Independent entity, but final decision made by Ministry of Education
 - Evaluates educational institutions
 - In the process of evaluating 5 schools

Accreditation and Distance Learning

- FAIMER, WFME, Open University distance learning course in accreditation
 - Eight modules
 - Each module takes hour/week for 10 weeks
 - Participants get materials and supporting documentation, on-line discussion forum, a learning advisor
 - Two one-hour graded assignments
 - Certificate granted

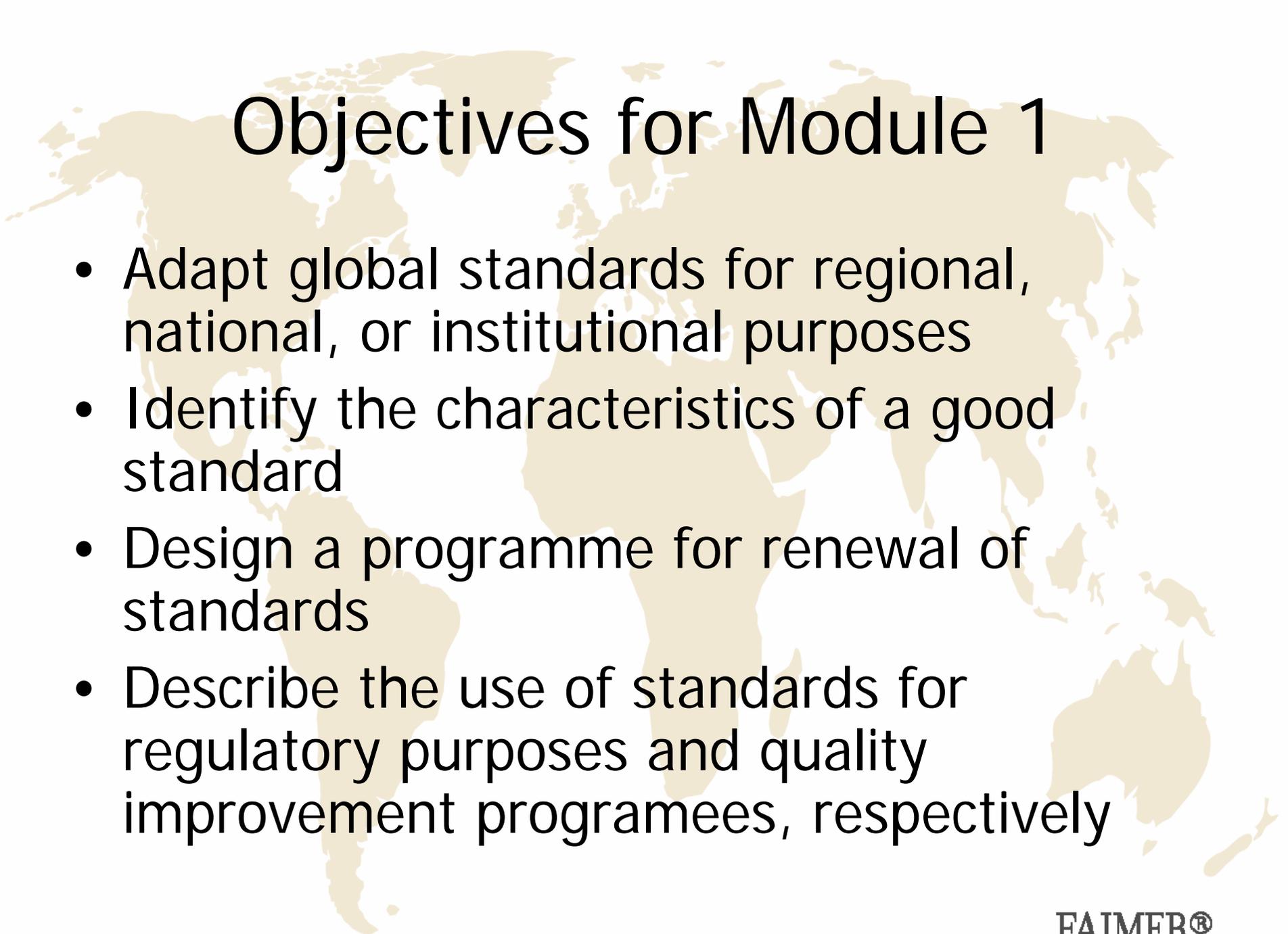
Accreditation and Distance Learning

- Modules
 - Standards for Medical Education
 - Organizing a Self-Review
 - Gathering, Analyzing and Presenting Evidence for Self-Review
 - Self-Review in Low-Resource Circumstances
 - Implementing Improvements after Review
 - Planning an External Review
 - Purposes and Methods of Accreditation
 - Non-Regulatory Approaches to Quality Assurance of Medical Education



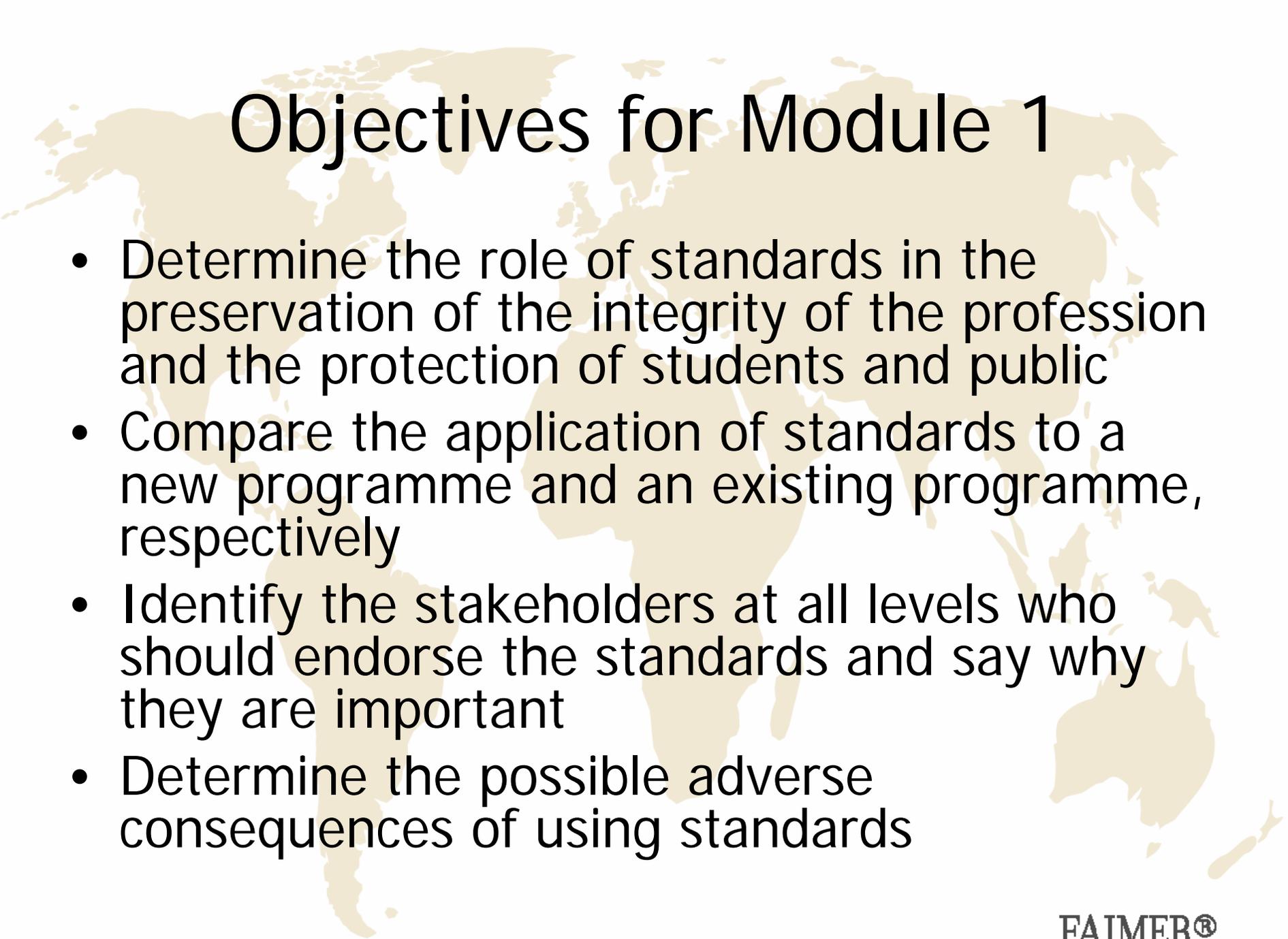
Objectives for Module 1

- Distinguish between different types of standards, including process standards and outcome standards
- Identify what types of standards are intended for institutions, programmes, or individuals, respectively
- Distinguish between standards aimed at different levels of attainment, including basic standards (minimum requirements), standards for quality development, and standards for excellence



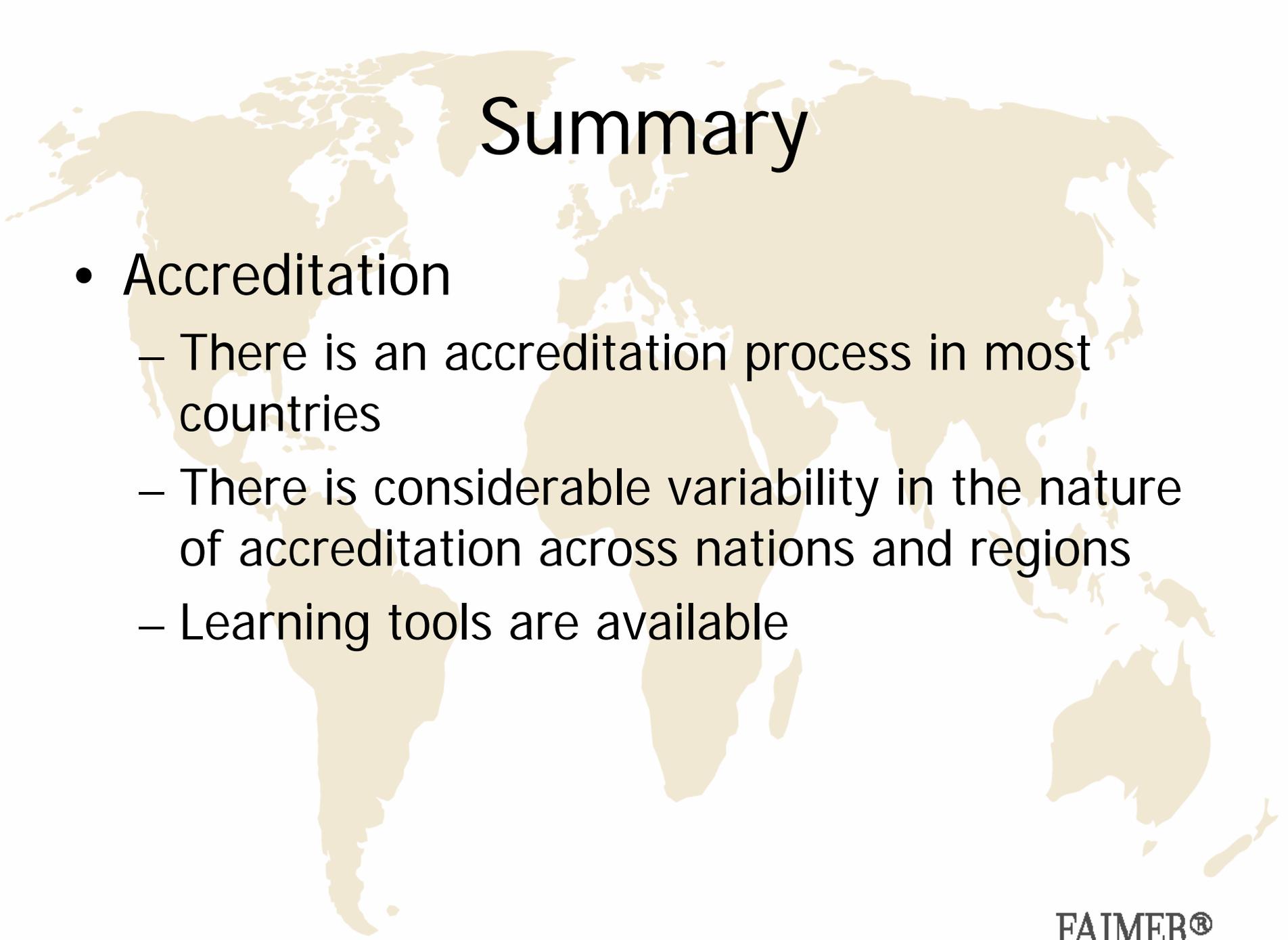
Objectives for Module 1

- Adapt global standards for regional, national, or institutional purposes
- Identify the characteristics of a good standard
- Design a programme for renewal of standards
- Describe the use of standards for regulatory purposes and quality improvement programmes, respectively



Objectives for Module 1

- Determine the role of standards in the preservation of the integrity of the profession and the protection of students and public
- Compare the application of standards to a new programme and an existing programme, respectively
- Identify the stakeholders at all levels who should endorse the standards and say why they are important
- Determine the possible adverse consequences of using standards



Summary

- Accreditation
 - There is an accreditation process in most countries
 - There is considerable variability in the nature of accreditation across nations and regions
 - Learning tools are available