



State of the Art: Medical School Accreditation

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Overview

- Global view of accreditation
 - Definition, issues, research, resources
- WFME recognition program for accrediting bodies
 - Rationale, process
- ECFMG and 2023
- FAIMER activities in support of accreditation

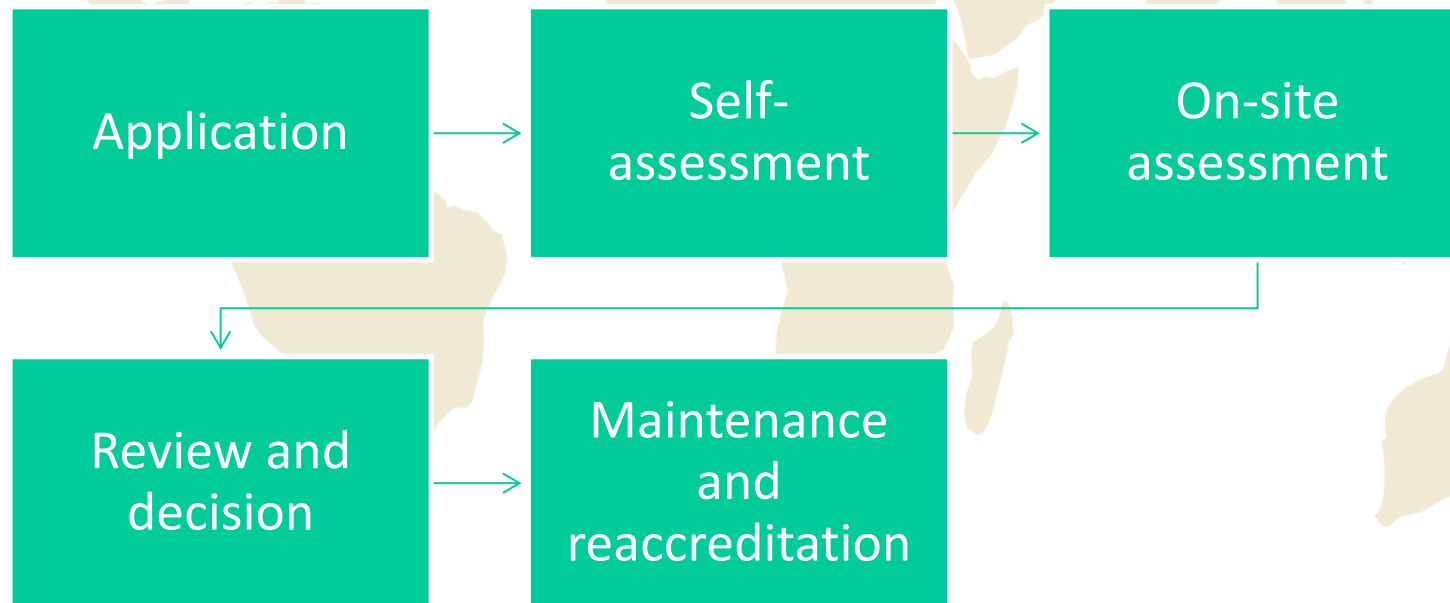
Accreditation

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

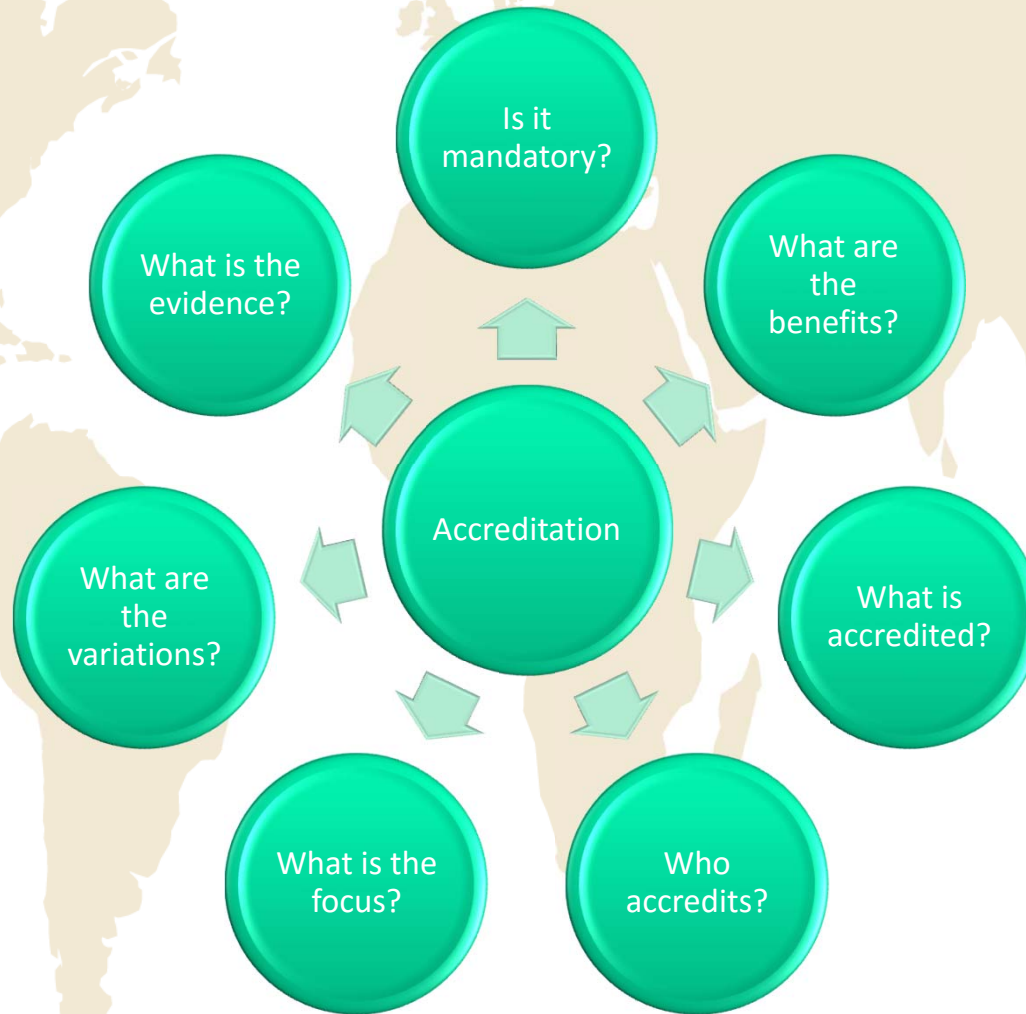


Accreditation

- Accreditation is the assessment or evaluation of an educational program, often in five steps



Accreditation Issues



Is it mandatory?

- Varies by country and accrediting body within a country
- Voluntary is not always voluntary
 - LCME accreditation required for
 - Federal grants and loans
 - Admission to
 - Licensing exams
 - Postgraduate training
 - Specialty certification



What are the benefits?



- Provides an opportunity to improve
- When voluntary, it enhances reputation
 - Increased student applications
 - Better retention of current students
 - Ease of student mobility
- When mandatory
 - Required for
 - Continued funding
 - Graduates to be eligible for practice or further training
 - Consequences
 - Time to improve
 - Closure

What is accredited?

- Institution
 - Quality of the institution as a whole (e.g., university)
- Program
 - Quality of the specific program (e.g., medicine or nursing)
- Dual model
 - Both are required



Who accredits?

- 100+ countries have accrediting bodies
 - 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 focus of the standards?

- Three major models
 - Prescriptive model
 - Provides detailed guidance on the requirements for a medical school
 - Process model
 - Provides guidance on the educational process
 - Outcomes model
 - Provides guidance on the competencies expected at

S T A N D A R D S S

Prescriptive Standards

- Provides detailed guidance on all aspects of the medical school
 - Departments
 - Curriculum
 - Faculty
 - Facilities
 - Supplies
- Ensures compliance but might stifle innovation



Prescriptive Standards

MCI Required Departments for Class Size of 100

- Human anatomy
- Human physiology
- Biochemistry
- Pathology
- Microbiology
- Pharmacology
- Forensic Medicine
- Community Medicine
- Medicine
- Pediatrics
- Psychiatry
- Dermatology
- Respiratory Disease
- Surgery
- Orthopedics
- Radio-Diagnosis
- Radiotherapy
- Oto-Rhinolaryngology
- OB/GYN
- Dentistry



Prescriptive Standards

- Department of Pharmacology staff strength required
 - Professor 1
 - Associate Professor 1
 - Assistant Professors 2
 - Tutors/Demonstrators 2
 - Laboratory Attendants 2
 - Store Keeper cum clerk cum computer operator 1
 - Sweepers 2

Prescriptive Standards

- Accommodations for Pharmacology staff in Medical school of class size 100
 - Professor & Head of the Department- (18 Sq.m)
 - Associate Professor/Reader-One room (15 Sq.m.)
 - Assistant Professor/Lecturers - One room (12 Sq.m.)
 - Tutor/Demonstrators-One room (15 Sq.m.)
 - Department office cum Clerical room - one room (12 Sq.m.)
 - Working accommodation for non-teaching staff (12 sq.m.)

Process Model

- Provides guidance on educational process
 - Dominant model
 - WFME standards
 - Undergraduate, postgraduate, and CME
 - Basic and quality development standards
 - Modified by each country
- Good process does not guarantee good outcomes



Process Model

- WFME standards cover the following areas
 - Fundamental requirements
 - Legal framework
 - Organizational structure
 - Standards and criteria
 - Process of accreditation
 - **Main elements**
 - Decisions on accreditation
 - Public announcement of decisions
 - Benefits of accreditation
- **The main elements are**
 - Mission and objectives
 - Educational program
 - Assessment of students
 - Students: Selection, number, etc.
 - Academic staff/faculty
 - Educational resources
 - Program evaluation
 - Governance and administration
 - Continuous renewal

Process Model

- **The main elements are**

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- **Recruitment and selection**

- Basic: Must have a policy outlining the composition of staff/faculty, specify criteria for scientific, clinical, & educational merit, include monitoring...
- Quality: Must take account of mission...

- **Staff activity and development policy**

- Basic: Policy balances service, teaching & research, addresses faculty expertise, teacher training,...
- Quality: Take account of student-teacher ratio and develop promotion policy...

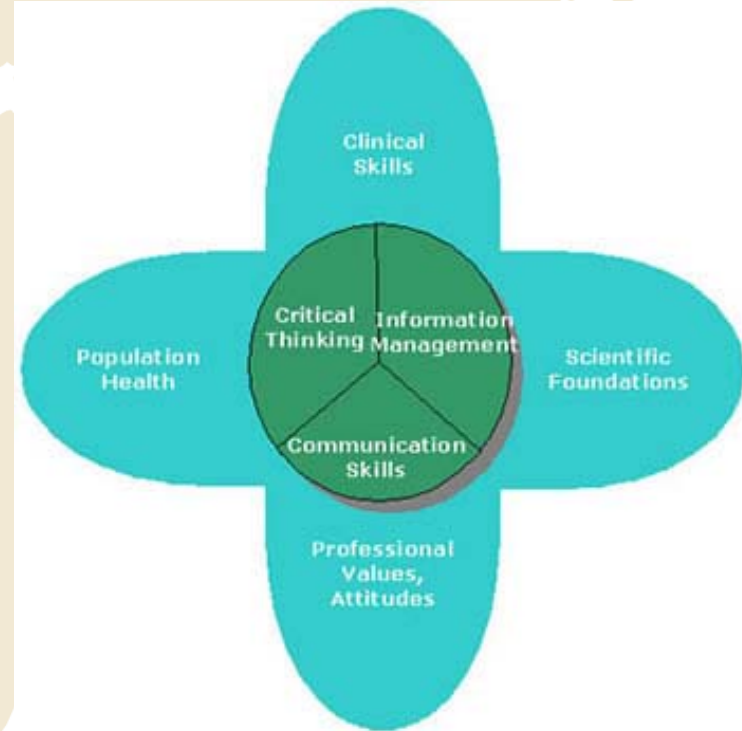
Process Model

- Process for applying the standards
 - Institution completes a guided self-study
 - External review and site visit by a peer committee
 - Accreditation decision
 - Based on the self-study and visit
 - Decision is disseminated
 - Repeated periodically (e.g., 4-8 years)

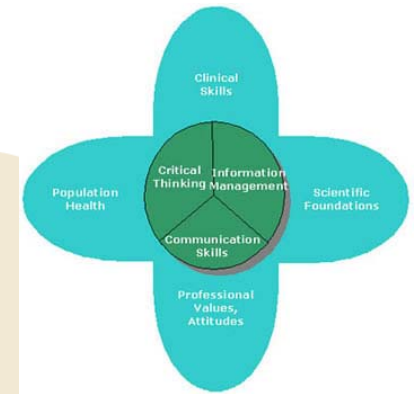


Outcomes Model

- Provides guidance on the expected competencies
 - Outcomes movement
- Institute for International Medical Education model (IIME)
- Education is still time-based and assessment is not yet developed well enough



Outcomes Model



- IIME had 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
- What is done to judge schools against these standards?
 - Students were assessed using
 - MCQs
 - OSCE
 - Observer ratings
 - Logbook

What are some of the variations?

- An agency accredits in two or more countries
 - CAAM-HP (CARICOM)
 - Australian Medical Council (Australia-NZ)
- Two or more agencies accredit in one country
 - India (MCI and National Assessment and Accreditation Council)
 - US (LCME for allopathic education and AACOM for osteopathic education)



What are some of the variations?

- Standards are not specific to medical education
- Standardized curriculum is used rather than standards
- Accreditation is limited in scope to
 - Publicly or privately funded institution
 - A particular language of instruction



What is the published evidence?

- Research is starting
 - van Zanten et al. 2012, 2013, 2015
- We need studies showing
 - That accreditation improves medical education
 - Which systems of accreditation produce better results
 - The value of specific standards and procedures

"Many a man's reputation would not know his character if they met on the street."

E. Hubbard

Directory of Organizations that Recognize/Accredit (DORA)

- FAIMER created and maintains DORA, a database of 'accrediting' authorities
 - It is a listing by country
 - It is continually update
 - It does not imply anything about quality
 - www.faimer.org/dora
- Complementary resource to the World Directory of Medical Schools



Information in DORA

- 170+ countries and territories have operating medical schools
 - 100+ countries included in DORA
 - Some countries have more than one accrediting body
- May not have all organizations that approve medical schools and/or medical education programs

+ 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

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
Anguilla	Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP)

Home > Data Resources > DORA > Brazil

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- International Opportunities in Medical Education (IOME)
- Master's Programs in Health Professions Education
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- World Directory of Medical Schools
- Distance Learning
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- + Publications and Presentations
- + Useful Links
- + News

Brazil

Select a country ▼

National System of Evaluation of Higher Education (SINAES)

<http://portal.inep.gov.br/superior-sinaes>

Duration and levels of accreditation

Accreditation standards

Evaluation process

Outcome/consequences of accreditation

Mandatory

Description of accreditation organization

Government Authority

<< [Back to DORA](#)





Information in DORA

- Expanded information
 - Link to standards documents
 - For a few there are also links to reports of individual schools (e.g., Albania, Latvia, UK)
 - Description/link to procedures and documents
 - 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...

Accreditation: Summary



- Accreditation systems
 - Over 100 countries report 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

WFME Recognition

- Given international variability, WFME created a recognition program
 - Transparent-rigorous way to ensure high standards
 - Objectives
 - Encourage accreditation where there is none
 - Ensure the integrity of accrediting agencies
 - Improve the quality of accreditation

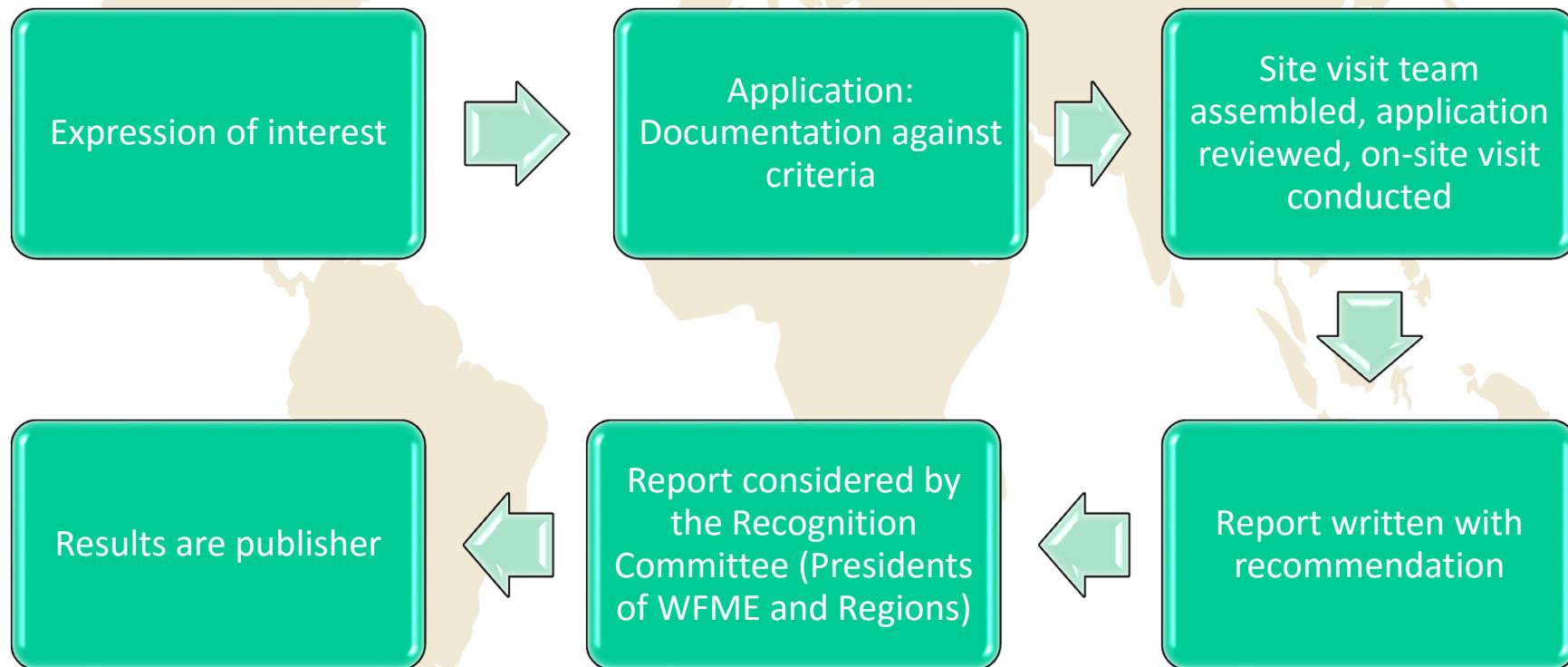
WFME Recognition

- Program recognizes accrediting agencies
 - WFME will *not* accredit medical schools
- Agencies include
 - Government entities
 - Entities authorized or recognized by the government
 - Entities authorized or recognized by a professional or scientific association

WFME Recognition

- Criteria for recognition
 - Background
 - Scope of authority, acceptance of decisions
 - Standards
 - Existence, type, appropriateness, review process
 - Process & procedures
 - Self-study, site visits, reports, training-qualifications, decisions, appeals, complaints
 - Policies & resources
 - Controls against conflicts, due process, resources, records, dissemination

WFME Recognition



WFME Recognition

- Recognized agencies
 - Caribbean Accreditation Authority (2012)
 - Turkish Accrediting agency (2013)
 - LCME/CACMS (2014)
- Two agencies pending decisions, two in process, and 14 close to application
- Operations
 - All materials are available on the web
 - Assembled a group of international advisors
 - Developing operational and business plans
 - Capable of recognizing 8-10 agencies per year
 - Can be scaled if needed



ECFMG and 2023

- Starting in 2023, physicians applying for ECFMG certification will be required to graduate from a medical school that has been appropriately accredited
 - Must be a formal process
 - Must use criteria comparable to WFME, LCME, or similar globally accepted standards
 - WFME recognition of the accrediting body meets this standard



FAIMER and 2023

- ECFMG has asked FAIMER to assist in accreditation efforts
 - Gather and share data on accreditation (DORA)
 - Support the WFME Recognition program
 - Offer educational programs
 - Certificate, Diploma, and Master's degree in Health Professions Education: Accreditation and Assessment in conjunction with Keele University and CenMedic
 - Workshops and programs tailored to local needs
 - Conduct research on accreditation

Summary

- There is considerable variability in accreditation
 - WFME has created a program to recognize accrediting agencies
 - ECFMG has a 2023 deadline
 - FAIMER provides support for those who need help
- Optimistic that this will improve education and accountability

