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**International recognition of accreditation
supplemented by validated web-based information
on quality of medical schools**

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QUANTITATIVE CHALLENGES IN MEDICAL EDUCATION



- Explosion in number of medical schools
- Inadequate medical manpower planning
- Inadequate capacity building
- External and internal brain drain
- Brain export

INTERNATIONALISATION



Definitions vary

- Student exchange
- Teacher exchange
- Research/Clinical networks and cooperation
- Brain circulation
- Import of health care personnel to richer countries

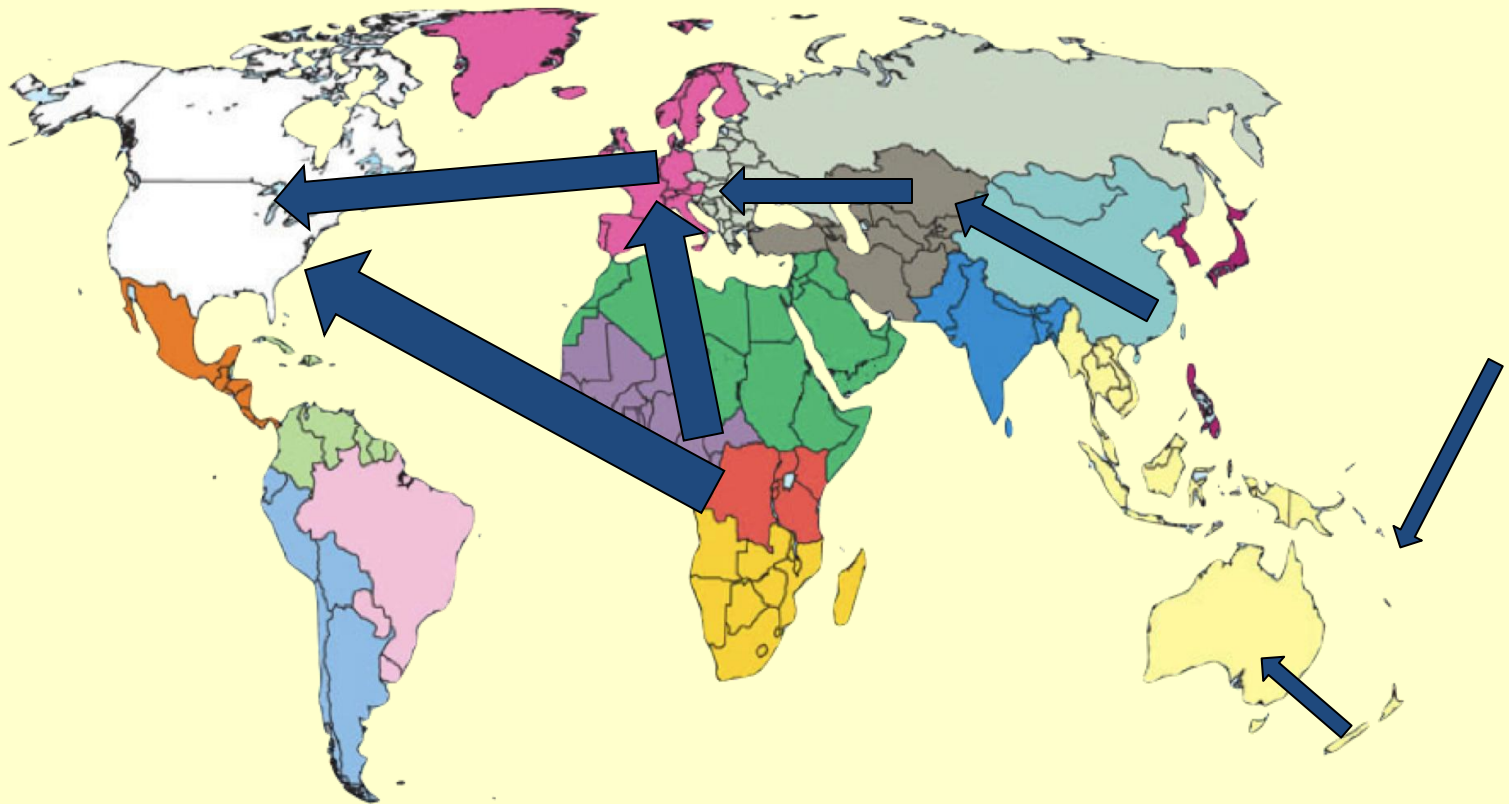
INTERNATIONALISATION



Universities: A process aiming at integration of international, intercultural and global perspectives in the purpose, organisation and delivery of university education

UNESCO: Universities should contribute to a sustainable global development

MIGRATION FLOW



USA, Canada, Australia and Switzerland are the net receiver countries of health professional

DEMOGRAPHY OF POPULATIONS AND DOCTORS



- **Need to define the tasks/values that can only be provided by doctors**
- **Will allow flexibility concerning how health care is delivered**
- **Shared competencies. Team-work. A “systems-perspective”**

SOCIAL ACCOUNTABILITY



- **Avoid to blindly do what has always been done**
- **Doctors must meet the needs of health care in the society in which they work**
- **Examine the effect of costly decisions in the individual patient on the total resources available**
- **Medical schools should foster future doctors as members of society who understand the needs of health care in different societies and that are able to identify mechanisms for growth, development and improvement**

World Federation for Medical Education



- The international organisation for quality development of all phases of medical education world-wide, to promote the highest standard in medical education.
- Recognition of Accreditation
- World Directory of Medical Schools
- Standards for quality development
- The Global Role of the Doctor

Subjects of particular importance for the roles and values of future doctors

- Professionalism: its meaning and significance today, and its relevance for personal development.
- The doctor as communicator, educator and researcher.
- Demographic changes, migration and the future of medicine.
- The doctor as a manager of health care within society, and as a community health leader.
- The social accountability of medicine and the doctor.
- Leadership and membership within the health care team.

(Lindgren, Gordon 2011)

WHY INTERNATIONAL ACCREDITATION?



- Safeguard our patients!!
- International mobility
- Transparency
- Globally recognized and accessible standards

Quality development!



Accreditation must always support and stimulate innovation and curriculum development!

VISION OF WFME



- Provide internationally recognized and accepted standards
- Provide methodology (accreditation process)
- Recognise the Accreditors

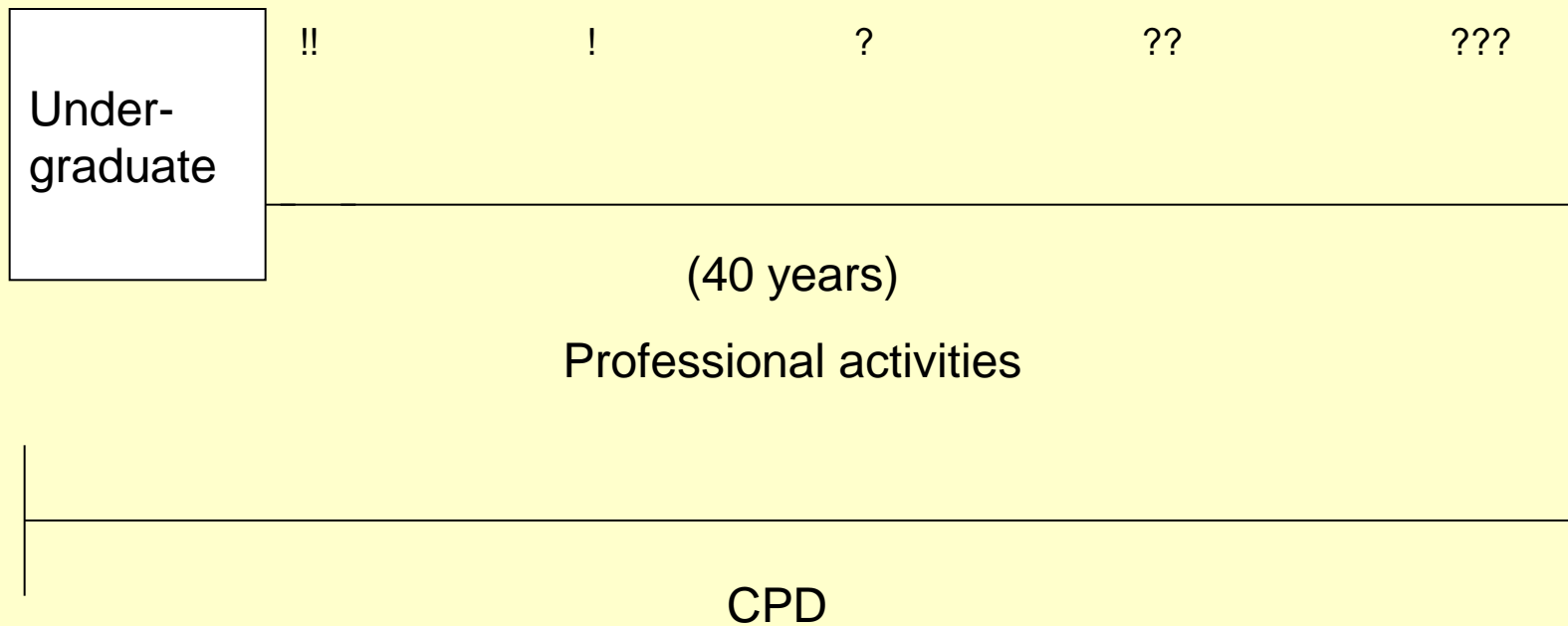
WFME TRILOGY OF GLOBAL STANDARDS



**A foundation for
accreditation**



The three phases of life-long learning



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**

TWO LEVELS OF ATTAINMENT

- **Basic Standards or Minimum Requirements**
(“musts”)
 - relevant for accreditation purposes

- **Standards for Quality Development**
(“shoulds”)
 - relevant for programme reforms

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**

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**

ROLE OF WFME



- Cooperate with Regional members and Accrediting Agencies
- Global recognition of Accreditors

IMPACT ON GLOBAL MEDICAL EDUCATION



- International Accreditation Status declared for all Medical Schools in the World
(World Directory of Medical Schools)
- Emphasis on Quality Development
- International Cooperation
- Facilitate Brain Circulation
- Trust in Accredited Medical Educational Institutions

The World Directory of Medical Schools (WDMS)



- Accreditation is costly and resource demanding
- Accreditation can only be performed with long intervals
- WDMS was launched in April 2014
- WDMS is a web-based, validated database
- Useful for students, faculty, societal stakeholders and patients

WDMS



- WDMS provides relevant information about international medical schools, including information about accreditation
- The WDMS is a shared effort between WFME (Avicenna) and the FAIMER Institute of the US (IMED)
- The ambition is to cover all medical schools in the world over the next 2-3 years

THE WAY FORWARD



- Interested Regional (or bigger National) Accrediting Agencies to contact WFME
- Extend the process to Postgraduate Education and CPD
- Include all your schools in the WDMS!



WFME

**WORLD FEDERATION
FOR
MEDICAL EDUCATION**

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