

*Association for Medical Education in the Western Pacific Region (AMEWPR)
2014 Annual Meeting, June 6-8, 2014, Taipei, Taiwan*



AMEWPR Perspectives

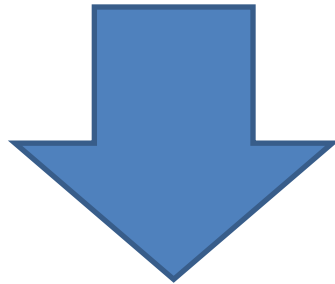
**Theme II: Regional Perspective on 2023 WFME/ECFMG
International Recognition of Medical Accreditation**

**Ducksun AHN , M.D.,FRCSC
M.A.(Art), M.A.(Bioethics), Pg.Dip.(Med.Ed)
Korea University Medical College**

ECFME/WFME Policy on Accreditation



- PGME only for graduates of accredited BME program
- Accreditation equivalent to LCME, WFME <2023
- WFME accredit the accreditor: Meta-Recognition



- **Global quality assurance framework for BME**

Role of Regional Body of WFME



- Function as regional accreditor
 - Country with one or two medical schools
 - Country with poor resources
- Promote founding of a domestic accreditation body
- Promote education reform by accreditation

Accreditation & AMEWPR



Issues to address...

- Diversity among member nations within WPR
- Ancestry of medical education: Post-Colonialism
- Politics on accreditation & accrediting agency
 - Governmental vs Non-Governmental
- Brain circulation:
 - China and English speaking countries in WPR
- New medical schools: Quantity vs. Quality

Intra-Regional Diversity



GNI per Capita



Physician per 1000 population



AMEWPR 15 Countries

Mongolia
7

China
176

Rep. of
Korea 41

Japan 80

Lao PDR 1

Viet Nam 18

Taiwan 12

Cambodia 5

Philippines 41

Singapore 3

Malaysia 28

Papua
New Guinea 1

Fiji 2

WHO

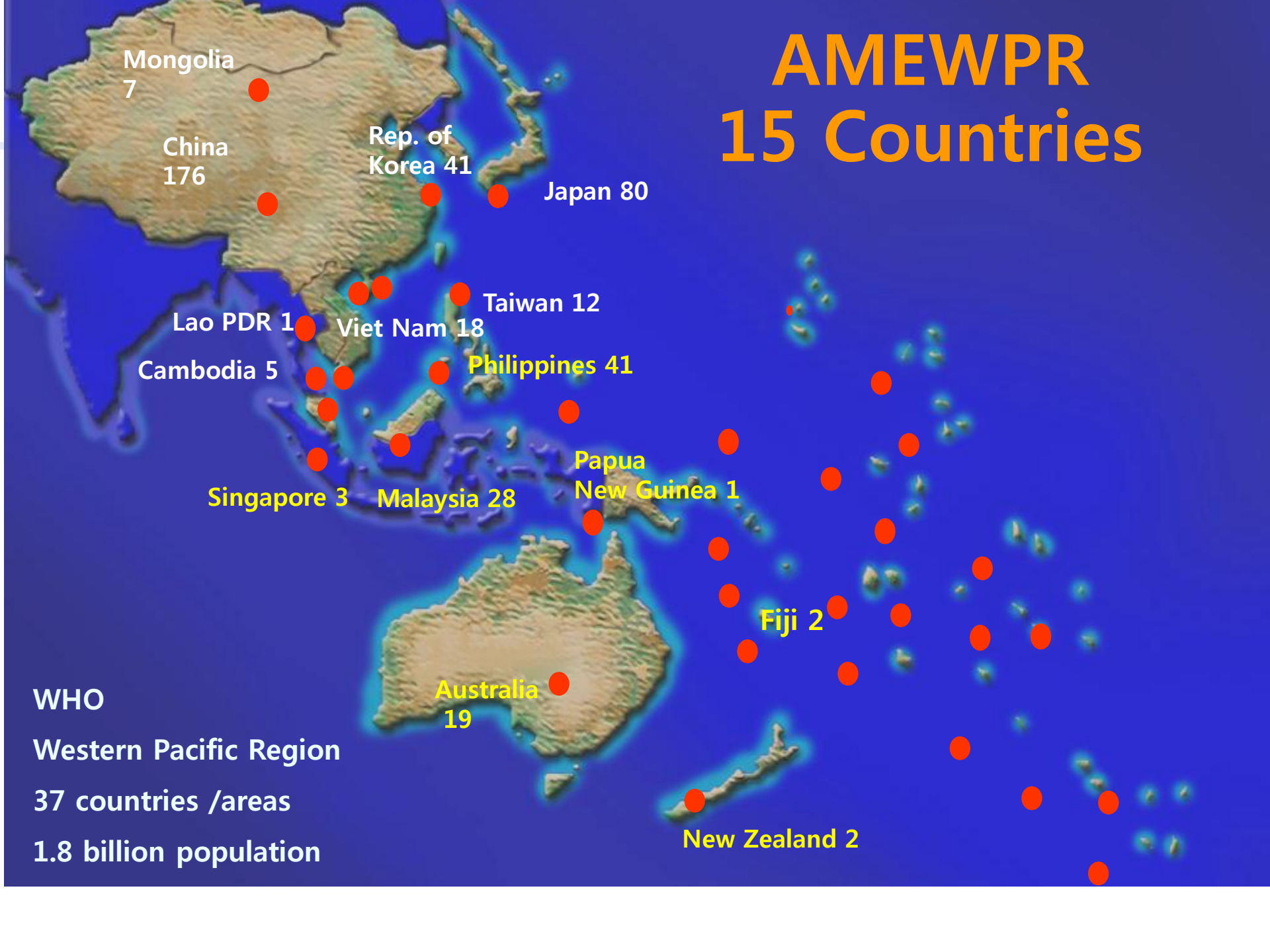
Western Pacific Region

37 countries /areas

1.8 billion population

Australia
19

New Zealand 2



Accreditation Status: WPR



Program Evaluation

- Australia
- New Zealand
- Malaysia
- S. Korea
- Taiwan
- Singapore
- Philippine
- China
- Mongolia
- Japan

Not yet/Institutional

- **Cambodia**
- **Lao PDR**
- Vietnam
Consultative visit 2014
- Papua New Guinea
Ext. Evaluation 2004
- Fiji National SOM
Ext. Evaluation 2008
- Fiji UPSM 2011, 2013
- Samoa(Non-member)
Consultative visit 2013

Prerequisites



What must happen for Accreditation to occur?

- Political and economical stability
- Concept of professionalism
- Concept of social contract
- Concept of self-regulation
- Concept of quality assurance
- History of professionalization

Why accreditation?



- **Mission: CHEA**
- *CHEA: The Council for Higher Education Accreditation will serve students and their families, colleges and universities, sponsoring bodies, governments, and employers by promoting academic quality through formal recognition of higher education accrediting bodies and will coordinate and work to advance self-regulation through accreditation*

Global Consensus for Social Accountability of Medical Schools



Goal

- Socially accountable medical schools

Action Plan

- Respond to health needs
- Reorient medical education
- Strengthen governance
- Accreditation & Evaluation



Global Consensus for
Social Accountability
OF MEDICAL SCHOOLS

Global Consensus for Social Accountability of Medical Schools

The beginning of the 20th century presented medical schools with unprecedented challenges to become more scientific and effective in the creation of physicians. This was captured in the Flexner report of 1910. The 21st Century presents medical schools with a different set of challenges: improving quality, equity, relevance and effectiveness in health care delivery; reducing the mismatch with societal priorities; redefining roles of health professionals; and providing evidence of impact on people's health status.

To address those challenges 130 organizations and individuals from around the world with responsibility for health education, professional regulation and policy-making participated for eight months in a three-round Delphi process leading to a three-day facilitated consensus development conference.

The Consensus consists of ten strategic directions for medical schools to become socially accountable, highlighting required improvements to:

- Respond to current and future health needs and challenges in society
- Reorient their education, research and service priorities accordingly
- Strengthen governance and partnerships with other stakeholders
- Use evaluation and accreditation to assess performance and impact

It recommends synergy among existing networks and organizations to move the consensus into action at global level, with a number of tasks:

- Advocacy to recognize the value of the global consensus
- Consultancy to adapt and implement it in different contexts
- Research to design standards reflecting social accountability
- Global coordination to share experiences and support

A century after Flexner's report, the global consensus on social accountability of medical schools is a charted landmark for future medical education worldwide.

December 2010

Education Reform & Accreditation



Goal

- Transformative and interdependent professional education for equity in health

Enabling Actions

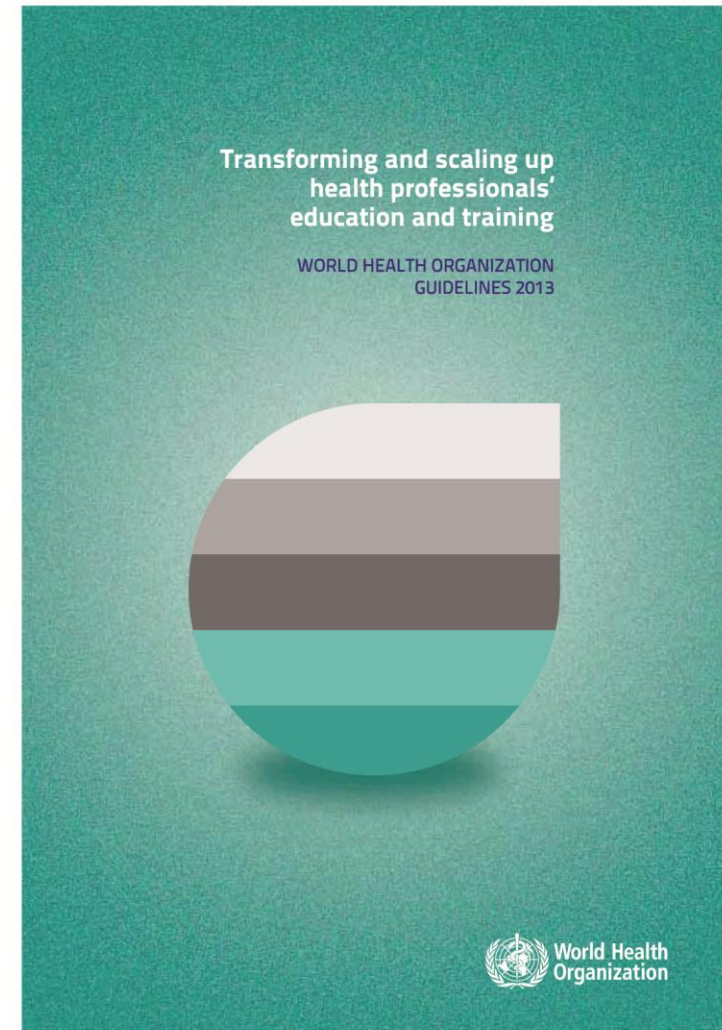
- Mobilize leadership
- Enhance investment
- Align accreditation
- Strengthen global learning



WHO Guideline 2013



- Crisis of education for health professionals
- Inadequate institutional numbers
- Insufficiency of effective **accreditation or regulation**
- Outdated teaching
- Underinvestment
- Unsupported, underpaid faculty
- Enrolments stagnant or decreasing



Education Reform & Accreditation



WHO Guideline 2013

Transforming and scaling up health professionals' education & training

Guideline Domains

- **Education & training institutions**
- **Accreditation, regulation**
- **Financing and sustainability**
- **Monitoring and evaluating**
- **Governance and planning**

Recommendation 10: Accreditation

National governments should introduce accreditation of health professionals' education where it does not exist and strengthen it where it does exist.

Q/A & Education Reform: How?



Accreditation

- **Accreditor**
- **External review system**
- **Preset standards**
- **Institutional/Program**
- **Episodic**
- **Summative**
- **Process & status**
- **Compliance**

Program Evaluation

- **Internal to the school**
- **Internal review**
- **Ongoing review process**
- **Formative/Summative**
- **School developed criteria**
- **Regular identification & correction of deficiencies**
- **CQI**

Both provide information on the processes and outcomes of a medical education program

Accreditation & Education Reform



**Accreditation:
Status**

**Program Evaluation:
CQI**

**Education
Reform**

**Transforming & Scaling Up
HPE**

Self-study & Program Evaluation

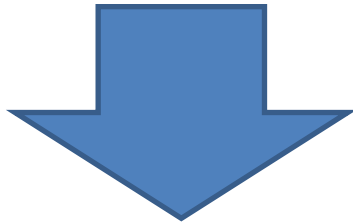


- **Independent group within medical school**
- **Standing committee/ TFT/Working group**
- **Continuing quality improvement**
- **Education reform**
- **Internal quality control and management**
- **Faculty development /Capacity building**
- **Education expertise**

Questions for Self Study



- **Context characteristics(who are we?)**
- **Process(how did we do it?)**
- **Results(how well did we do it?)**
- **Improvement(what do we do now? What do we do with the results of improvement?)**



- **Reflective education practice**
- **CQI / Education Reform**

Academic Quality Improvement Program, The Higher Learning Commission USA

New Policy on Accreditation



Priorities of AMEWPR

- New policy(WFME/ECFME) as a strong leverage
- Promote education reform by Q/A
- Advance “Self-Regulation” by Q/A
- Build up regional capacity for Q/A
- Build up net work for international collaboration

International Collaboration: AMEWPR



- 2011 External Evaluation of Health Science University of Mongolia, School of Medicine
- 2012 External Evaluation of Tokyo Women's Medical University
- 2013 Preliminary Consultative Visit to Oceania University of Medicine(OUM) MBBS Program
- 2013 Interim External Evaluation of Umanand Prasad School of Medicine(UPSM), The University of Fiji
- 2013 AMEWPR in Accreditation team for Peking Univ. Health Science Center
- 2014 Consultative Visit to Vietnam

AMEWPR and External Evaluation



- Rephrasing International accreditation?
- External evaluation by accreditation principles
- Domestic accreditation by international expertise
- Using WFME Global standards
- Promote the founding of a domestic accreditation body for program evaluation
- Promote education reform by CQI

2011 External Evaluation: Mongolia



- Health Science University of Mongolia, School of Medicine, BME program
- 3-day AMEWPR Accreditation workshop, Incheon S. Korea
June 2011
- MOA on Ext. Evaluation, Gwangju S.Korea
- October 3 - October 7, 2011 in Ulaan Baatar.
- Team of 8 assessors from 6 countries/WHO
- 5 day site visit

- Strong 16 years leadership for education change
- International Collaboration:
 - The Netherlands, USA, S. Korea, Japan, UK,
Asian Development Bank
- Successful transition from the old Russian BME system to modern curriculum

2012 External Evaluation: Japan



- Tokyo Women's Medical University BME program
- October 29 – Nov. 2, 2012 in Tokyo.
- Private Medical School
- Team of 6 assessors from 5 countries
- Many Japanese observers, MOH, MOE
- Leading institution for educational innovation in Japan

New Development: Japan



- Strong impact by ECFMG policy on accreditation
- New plan to introduce BME program evaluation
- AMEWPR external evaluation for TWMU: Pilot
- JACME(Japan Accreditation Council for Medical Education)
- MOE fully supports JACME
- Deans committee of 80 medical school approved May 17, 2013

2013 Preliminary Visit OUM



- Oceana University of Medicine, Apia, Samoa
- Request and funded by regional office of WHO (WPRO)
- May 27, 28 preceded by meeting with local WHO officer
- Team of 3 Assessors + WHO Officer
- President of AMEWPR
- Representative from JACME, TMAC
- Providing consultation for the transition from private education business lead education to national medical school

2013 Umanand Prasad SOM



- 2ND Medical school of Fiji
- Interim external evaluation requested by Univ. of Fiji
- The first graduate in Dec. 2013
- WHO(WPRO)collaboration with AMEWPR
- 3 international assessors lead by Prof. Roxas
- Oct. 28-Nov. 1
- Marked improvements since 2011 External Evaluation

China: WCAME & AMC Collaboration



- The Working Committee for the Accreditation of Medical Education, MOE funded
- Sino-Australian Collaboration 2006
- Harbin, Tonji, Shantou: Foreign assessors invited
- Peking University Health Science Center:
Accreditation for BME, Oct, 2013
- 3 International assessors in 11 member team
- Post-accreditation workshop on Accreditation
- By 2013, 20 medical schools has been accredited

2014 Consultative Visit: Vietnam



- Chi-Wan Lai TMAC, Ducksun Ahn AMEWPR
- 2014 March 17-21
- Visit two medical universities
- Meeting with MOH, MOET
- 2-day workshop for accreditation
- Providing recommendation and road map for Q/A BME
- Recommending “Global Standards” for BME
- Pilot external evaluation 2015?

AMEWPR & External Evaluation



- International collaboration for medical education
- External Evaluation
 - Opened a new dimension for quality assurance
 - Platform for exchange of educational principles, norms, best practices and experiences
 - The usability of the WFME Global Standards
Mongolia, Japan, Fiji, Samoa etc.

Recognition: Domestic & WFME



- WFME: Meta-Recognition for BME
- Recognition of national, sub-regional, regional accreditor
- Nationally recognized accreditor

Governmental: MOE, MOH

Non-governmental: Professional societies

- AMEWPR: Recognition by WFME as an accreditor?
- Domestic recognition process: Medical vs Non-medical

Recognition by Non-medical expert?



Non-Medical

- Degree in higher education
- Institutional/ Program
- MOE
- Voluntary
- Positive reinforcement
- Well around person
- Efficiency, Effectiveness

Medical

- BME for physician
- BME Program
- MOH/MOE
- Mandatory for licensure
- Removing bad apple
- Readiness for the professional
- Efficacy

Recognition USA



CHEA : Non-governmental

- Council for Higher Education Accreditation
- Check accreditor role to maintain and improve academic quality

USDE: Governmental

- United State Department of Education
- Check accreditor to maintain the soundness of institution and programs that receive federal funds

Epilog: AMEWPR & The New Policy



- Increase the awareness of the importance of quality assurance of medical education within the region
- Positive impact on education reform in global dimension
- AMEWPR annual meeting for Q/A since 2010
- Expanding the role of accreditor by external evaluations
- Collaboration with WFME, WHO for Global Q/A framework
- Untouched business: Q/A for PGME, CPD, PhD

AMEWPR: New Leadership > July 1st 2014



- **New President:**

Michael John Field, Australia

- **New Vice-President:**

Dujeepa D. Samarasekera, Singapore

- **2015 Advisory Board Meeting:**

Newcastle, Australia with AMEA Conference