

Standards and accreditation for medical education in the Americas



A long history

VII AMFEM International Conference on Medical Education

June 2022, Puerto Vallarta

David Gordon

President, WFME

Outline of this presentation

- What is WFME: who are the key people?
- WFME, standards and accreditation. Some history
 - Standards for medical education
 - Partnership with WHO
 - Stimulus to start the recognition of accreditation programme
- How original was the WFME standards programme?
- How to evaluate accreditation?
- Four models of an accrediting agency
- The present state of the Recognition Programme, in the Americas and worldwide



Introduction to WFME

The World Federation for Medical Education aims to enhance the quality of medical education and to promote the highest standards.

It is a partnership organisation of the world's six regional associations for medical education, also working with its two founding members WHO and WMA, and three executive members, JDN, IFMSA and ECFMG.

It was founded in 1972 by WMA and WHO.

Three main priorities among many others:

- promotion of accreditation through the WFME Recognition Programme
- raising the standards for BME, PGME, CPD and distributed learning
- maintaining the *World Directory of Medical Schools*

WFME is not primarily concerned with the detail of education: of what is taught in the programme of medical education or what educational methods and approaches are used. Our concern is with the quality, management, organisation, support and delivery of medical education.

Enhancing the quality of medical education

Enhancing the quality of medical education worldwide

★ Accreditation



The WFME Recognition Programme evaluates agencies against internationally-accepted criteria for accreditation. Recognition Status is the quality measure which confers the understanding that the quality of medical education in accredited schools is to an appropriate and rigorous standard.

Standards



WFME publishes international best practice *Global Standards for Quality Improvement of Medical Education*, covering Basic (Undergraduate) Medical Education (BME); Postgraduate Medical Education (PGME); and Continuing Professional Development (CPD) of Medical Doctors: there are also Standards for distributed and distance learning in medical education.

World Directory



The World Directory is a freely accessible directory of the world's undergraduate (basic) medical education programmes. It contains information for over 3,400 schools, both operational and historical, including curriculum and enrolment details.

wfme.org/standards/

WFME Executive Council



Junior Doctors' Network





**WORLD FEDERATION FOR
MEDICAL EDUCATION**

Всемирная федерация медицинского образования

Fédération mondiale pour l'éducation médicale

世界医学教育联合会

الاتحاد العالمي للتعليم الطبي Federación Mundial de Educación Médica



Professor David Gordon

President

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Professor Ducksun Ahn

Vice-President

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Professor Stefan Lindgren

Past President

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**Professor Ricardo León-
Bórquez**

President-Elect

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Ricardo León-Bórquez elected next WFME president

April 22, 2022

The World Federation for Medical Education is delighted to report that Ricardo León-Bórquez has been elected as the next President of WFME. He will take office in January 2023, for an initial four-year term.

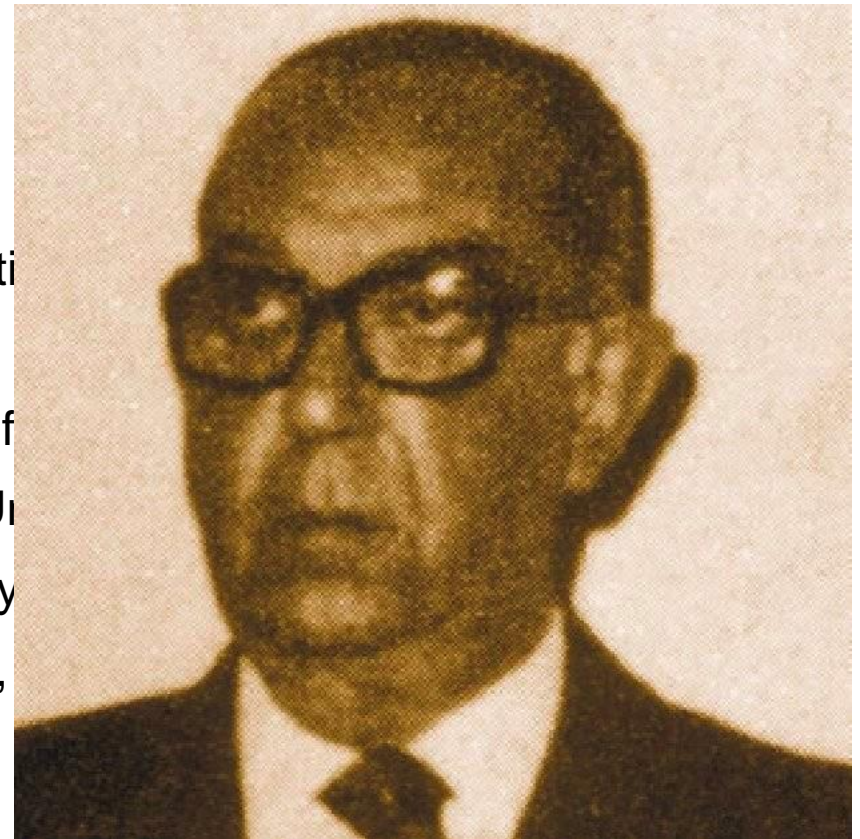
Professor León has been President of the Pan-American Federation of Associations of Medical Schools (PAFAMS) since 2017 and a member of the WFME Executive Council since 2016. He is Professor at the Universidad Autónoma de Guadalajara (UAG) in México. He studied medicine at UAG, completed a Masters in Sciences in Physiology at UAG and the University of Oklahoma (1987). He also has a Master in Science Administration from University of Central Michigan (1994). He has held a number of positions at the Universidad Autónoma de Guadalajara, including being Vice-President of Health Sciences and Dean of the School of Medicine from 2000 to 2007.

He held several positions in the Mexican Association of Schools and Faculties of Medicine (AMFEM) including being President of AMFEM from 2015 to 2017.



Presidents of WFME

- 1972 -1983: Andrés A. Santas, Argentina
- 1983 -1996: Henry Walton, University of Toronto
- 1996 - 2008: Hans Karle, University of Vienna
- 2008 - 2014: Stefan Lindgren, Lund University
- 2015 - 2022: David Gordon, University of Toronto
- 2023 - 2026+: Ricardo León-Bórquez, Universidad de Chile



Colombian Association of Medical Faculties

MINIMUM REQUIREMENTS FOR A MEDICAL SCHOOL IN COLOMBIA

Dr Gabriel Velazquez Palau
Bogoto, 1962

Why accreditation?

- To verify that medical schools are competent in the delivery of medical education, and that medical education programmes are suitable. This is to ensure that medical schools are educating doctors fit to serve the needs of the population where they function
- Objective 1.1 of the WHO (2016) Global Strategy on Human Resources for Health: Workforce 2030 is that 'by 2020, all countries will have established accreditation mechanisms for health training institutions.'
- IAMRA has called for accreditation in all countries



STATEMENT Accreditation of Medical Education Programs

Scope

1. This statement is limited to the accreditation of medical education programs that provide basic medical education and award an undergraduate or graduate degree in medicine that enables the graduate to seek registration as a medical practitioner.

Definition

2. Accreditation is the process by which a credible, independent body assesses the quality of a medical education program to provide assurance that it produces graduates that are competent to practice safely and effectively under supervision as interns (or equivalent), and have been provided with an appropriate foundation for lifelong learning and further training in any branch of medicine.

Purpose

3. IAMRA has as one of its strategic goals, to 'explore potential roles for IAMRA in providing support to members to achieve high standards for the education of doctors through appropriate accreditation processes.'

4. The purpose of this statement is to outline an accreditation framework and to encourage Members to utilize accreditation systems to ensure the provision of high quality medical education, identify inadequate medical education programs, assist education providers to improve the quality of their programs and ultimately, protect patients.

Introduction

5. Worldwide, there has been a rapid expansion in the number of medical education programs, increasing diversity in the bodies offering these programs and innovations in the way programs are delivered. Medical education is provided in both the government and private sectors and there is potential for the quality of the programs to vary considerably, even within a country. The World Directory of Medical Schools¹ lists medical education programs worldwide. Currently, there are nearly 3000 medical schools², with the number of new medical schools increasing at a rate of approximately 5-10% per year.

¹ The World Directory of Medical Schools has been developed through a partnership between the World Federation for Medical Education (WFME) and the Association for Assessment of International Medical Education and Research (AAIMER). The World Directory provides a comprehensive compilation of the information presented in the 2012 and 2014 editions.

² The World Directory of Medical Schools relies on the listing of a medical school in the World Directory of Medical Schools and not direct recognition, accreditation, or endorsement by the World Directory of Medical Schools or by the partner organizations listing the names: the World Federation for Medical Education (WFME) and the Association for Assessment of International Medical Education and Research (AAIMER).



Global strategy on
human resources
for health:
Workforce 2030

The narrative of WFME and accreditation

- Standards for Basic Medical Education - ~25 year history
- Guidelines for Accreditation of Basic Medical Education were developed by an international task force in 2004, and published jointly by WHO and WFME in 2005
- Between 2005 and 2010 WFME promoted accreditation, but did not have a structured programme
- In 2010 ECFMG announced its plans for 2023 [now 2024]
- Why did the WFME Recognition Programme start?
 - Because of the dangers of unacceptable, often money-making, accreditation systems (- in the extreme, “\$100,000 in the hand”)
 - If something (the quality of medical schools) is to be measured, then the measurement tool (the accreditation process) must be accurate

How did the recognition programme evolve?

- September 2010, Philadelphia, Pennsylvania, 8th International Conference on Medical Regulation
- First announcement of the 2023 [now 2024] plans of ECFMG
 - “... school must be accredited through a formal process ... or that uses other globally accepted criteria, such as those put forth by the World Federation for Medical Education (WFME)”
- We had the criteria (WHO-WFME) but how to create a process to evaluate accrediting agencies?

We have been feeling our way

- Because much of the advice in development of the programme was from western countries, the processes felt very European/N American – we have worked to make them feel more “global”
- Timescale of the recognition process – originally the final decision-making meeting was planned to happen just once each year
- The papers were too long!
- Many details to be worked out ...
 - Recruitment of assessors (40 assessors from 25 countries)
 - Training of assessors
 - Evaluation of assessors
 - Travel and SV policies, etc. etc....
- A very overworked organisation

Accreditation – **what** is being measured, and how is it being measured? (1)

- “**What** is being measured” = is the medical education programme suitable, and is the medical school competent in the delivery of medical education?
- That is, does the medical school meet the agreed standards?

LCME®

Accreditation — and h

- “What suitable education”
- That is



COMMITTEE ON
L EDUCATION

on programme
e delivery of medical

standards

Accreditation – what is being measured, and **how** is it being measured? (2)

- “**How** is it being measured” = (1) what are the criteria for meeting those standards?
- ... and (2) what is the process to see if the criteria are being met?

Accreditation – what is being measured, and **how** is it being measured? (2)

- “**How** is it being measured” = (1) what are the **criteria** for meeting those standards?
- ... and (2) what is the **process** to see if the criteria are being met?

The [Guidelines for Accreditation of Basic Medical Education](#) were developed by an international task force in 2004, and published jointly by WHO and WFME in 2005. These guidelines form the basis of the [2013 WHO policy briefing on medical accreditation](#) and the [2016 IAMRA statement on accreditation of medical education programmes](#).

Four different models of an accrediting agency

- An accrediting agency for a single jurisdiction: are the medical schools in one country all at an acceptable standard?
 - Canada, CACMS
- An accrediting agency explicitly set up for more than one jurisdiction: are the medical schools in all those countries all at an acceptable standard?
 - The CARICOM, CAAM-HP
- An accrediting agency set up for a single jurisdiction: but also invited to act in another (geographically nearby, culturally and linguistically related)
 - México, COMAEM – also in Costa Rica
- An accrediting agency awarding “badges of excellence” – but not necessarily completely covering any one country

Folders we have opened in the Americas

- Argentina
- Brazil
- Canada
- Caribbean x 2
- Colombia
- Costa Rica
- Dominican Republic

Folders we have opened in the Americas (2)

- Grenada
- Instituto de Acreditación Internacional (IAI) Panama? Venezuela?
- Mexico
- Paraguay
- USA (MD schools)
- USA (Osteopathic schools)

- Bolivia?
- Chile?



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Programme recently

Recognition Committee

Independent decision-making committee for the WFME Recognition of Accreditation Programme



Professor Luis Sambo

Africa



Dr Angel Centeno

Americas



Professor Zeinelabdin A Karrar

Eastern Mediterranean



Professor Stefan Lindgren

Europe



Professor Usman Chatib Warsa

South East Asia

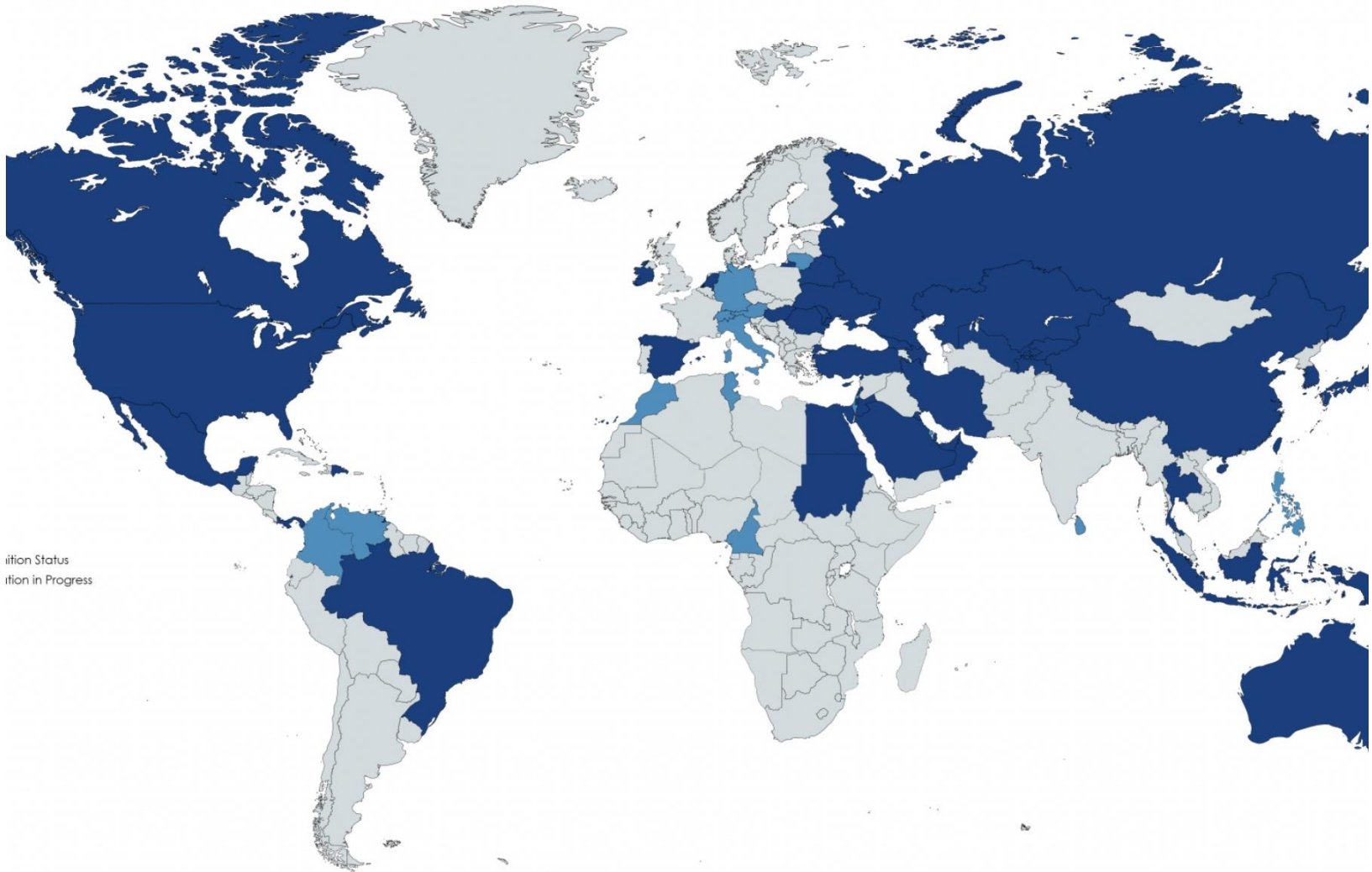


Professor Alfaretta Reyes

Western Pacific

“improvement as well as compl





Membership Status
Membership in Progress

- “No es verdad que la gente deja de perseguir sus sueños porque envejece, envejecen porque dejan de perseguir sus sueños.”
- “It is not true that people stop pursuing their dreams because they grow old because they stop pursuing their dreams.”

