

WFME Recognition & KIMEE



The PKU Medicine - Education Forum

“Looking to the Future: the Responsibility and Mission of Medical Education”

Dec.13 2017

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世界医学教育联合会

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About WFME

Founded in 1972 by WMA and WHO

Two founding members: WHO and WMA

Aims to enhance the quality of medical education and to promote the highest standards

Two executive members: IFMSA and ECFMG

A partnership organisation of six regional associations



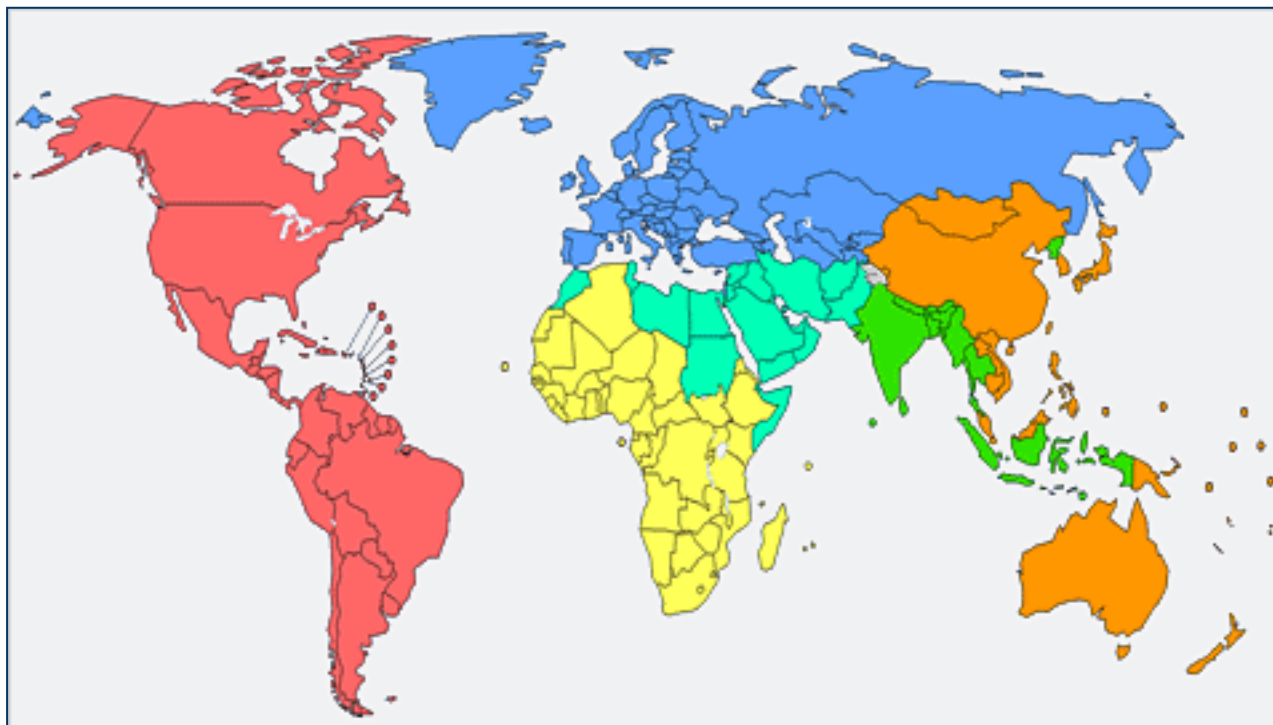
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Western Pacific Association
for Medical Education



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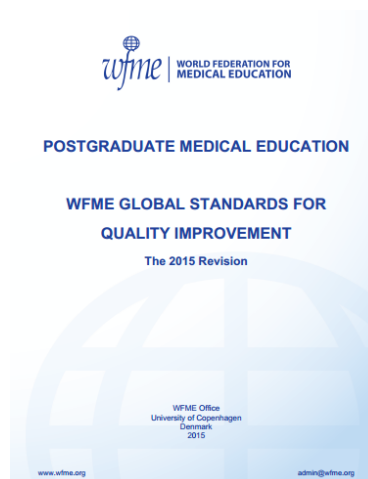
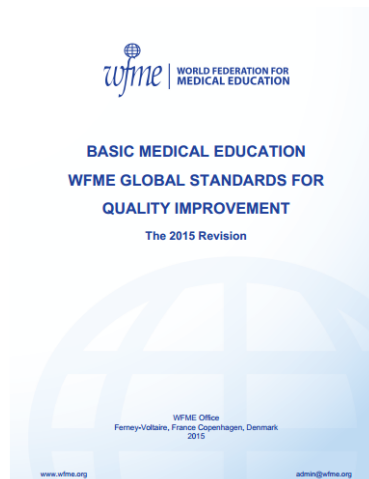


FAIMER®



Standards

WFME standards for medical schools and other providers of medical education throughout the continuum of medical education and training:
BME, PGME, CPD



The standards are divided into basic standards (minimum) and quality improvement standards, accompanied by annotations and definitions.

Global Crisis of HPE

Inadequate institutional numbers

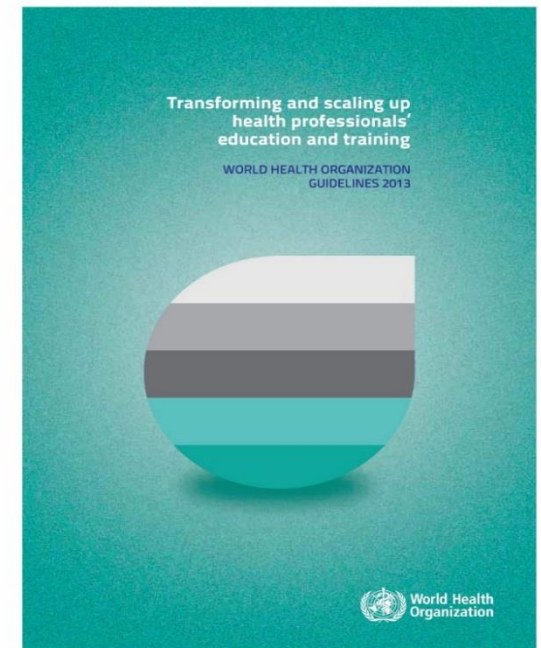
Insufficiency of effective accreditation or regulation

Outdated teaching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.

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 for the needs of the population they serve**
- **Objective 1.1 of the WHO (2016) Global Strategy on Human Resources for Health: Workforce 2020** is that ‘by 2020, all countries will have established accreditation mechanisms for health training institutions.’
- **IAMRA (later)** 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 Health Organization (WHO), the Association for Advancement of International Medical Education and Research (AAIMER), the World Directory provides a comprehensive compilation of the information presented in the WHO and AAIMER database.

² The World Directory of Medical Schools uses the 'top listing' of medical schools in the World Directory of Medical Schools and does not include recognition, accreditation, or endorsement by the World Directory of Medical Schools or by its partner organizations leading the network, the World Federation for Medical Education (WFME) and the Association for Advancement of International Medical Education and Research (AAIMER).



Global strategy on
human resources
for health:
Workforce 2030



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What we do, and terminology...

WFME **does not** accredit individual medical schools

WFME **does** evaluate accrediting agencies

... and the terminology we use

Accrediting agencies are **recognised** using **criteria** for recognition



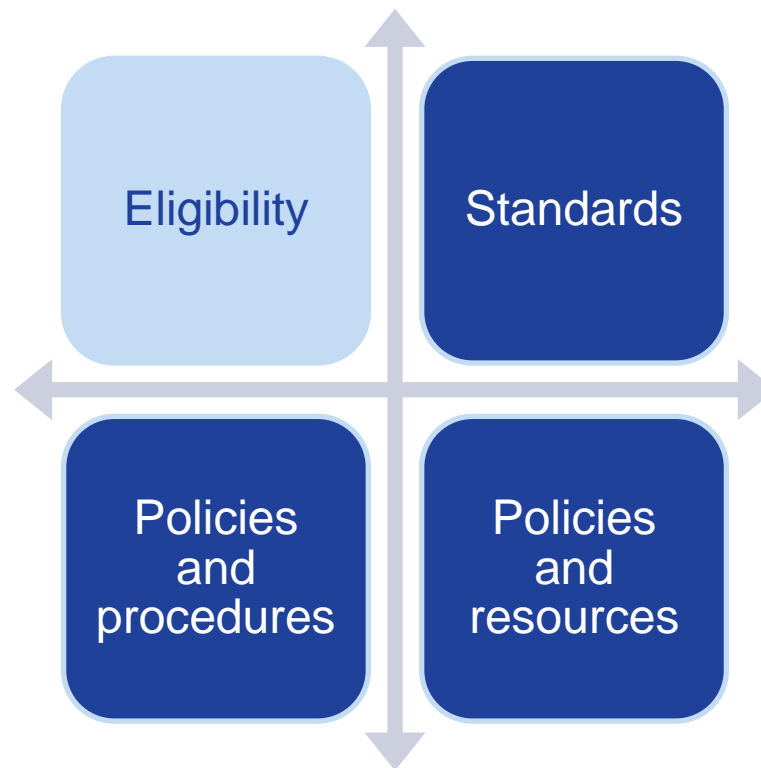
Recognition of Accreditation Programme

- The Recognition Programme delivers an independent, transparent and rigorous method of ensuring that accreditation of medical schools worldwide is at an internationally accepted and high standard.
- WFME Recognition Status confers the understanding that the quality of medical education in its accredited schools accredited by the agency is at an appropriate and rigorous standard.
- This is important for international recognition of medical schools: **but the most important function is local – to ensure that doctors have been educated to the standard required by the patients they serve.**

Rationale for evaluation of accreditation

- The existence of an accreditation system alone does not guarantee that the system will result in credible decisions on the quality of programmes in medical education.
- “ECFMG® has announced that, effective in 2023, physicians applying for ECFMG Certification will be required to graduate from a medical school that has been appropriately accredited. To satisfy this requirement, the physician’s medical school must be accredited through a formal process that uses criteria comparable to those established for U.S. medical schools ... or that uses other globally accepted criteria, such as those put forth by the World Federation for Medical Education (WFME).”

Criteria for the Recognition Programme



Elements of Proper Accreditation

- Authoritative mandate
- Independence from governments and providers
- Transparency
- Predefined standards
- Use of external review
- Combination of self-evaluation and site visits
- Authoritative decision
- Publication of report and decision



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Accrediting Agency

- Management of conflict of interests
- Appeal or complaints
- Public relation and information sharing
- Record keeping
- Administrative and fiscal responsibilities ...

Recognition Programme

2017-2019	
JAAR	Kazakhstan
AMC	Australia & New Zealand
NVAO	Netherlands & Flanders
SAEME	Brazil
SMC	Sudan
CHE	Israel
CIDMEF	Francophone countries
COMAEM	Mexico
IMEAc	Thailand
LAM-PTKes	Indonesia
NCEQE	Georgia

Recognition Programme

2012-2017		
CAAM-HP	CARICOM	2012 MAY
TEPDAD	Turkey	2013 July
LCME	Canada	2014 April
LCME	USA	2014 April
KIMEE	South Korea	2016 December
ACCM	Caribbean Countries	2016 December
JACME	Japan	2017 March

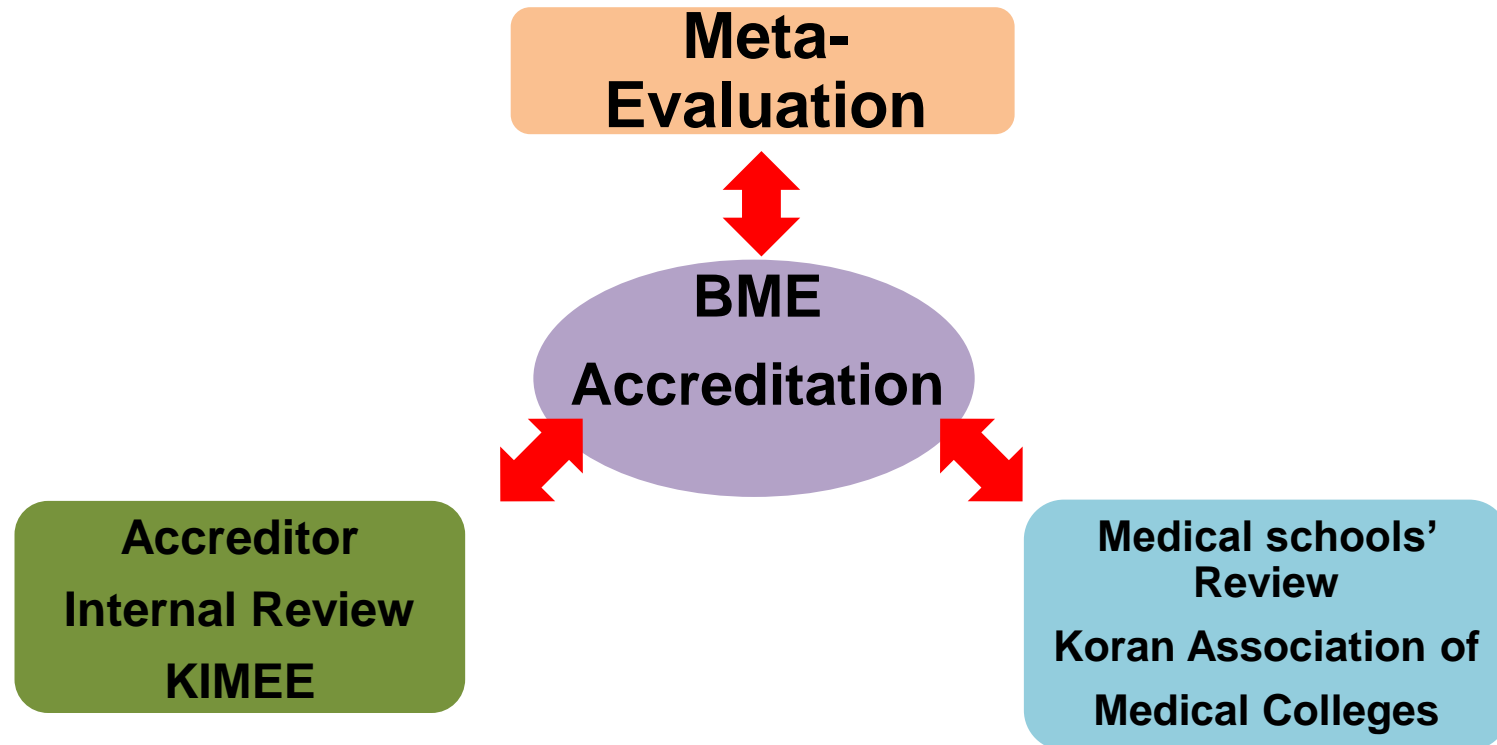
KIMEE: Organizational Profile

- Official BME accrediting agency of S. Korea
- Established 1997 against the policy of rapid expansion of medical schools in short time (70s-90s)
- Study group 1997 – Accreditation Board - KIMEE
- Registered MOH 2004, Certified MOE 2014
- 4 FTE, 7 committees, 56 committee members
- Annually 100-150 meetings & W/S, 530 assessors

Accreditation: Korean Context

- First standards developed 1999, pilot accreditation 2000
- Accreditation for 41 schools
- Mandatory program evaluation by health law, MOH
- 75% Private medical school: Business - oriented NPO?
- Many prescriptive standards for Input & Process
- Standards for introduction of OBE & CQI since 2012

Evaluations of KIMEE Accreditation



Limitation of Domestic Evaluations

- All evaluation done by and within Korean
- Domestic survey may be biased
- Need to have real 3rd party view
- Lacking international perspectives
- Accreditation up to international standards?

Why being recognised?

- Secure more autonomy: self-regulation
- Reinforcing the authority of KIMEE (NGO)
- Facilitate international exchange
- Provided momentum for the change
- Excellent chance for self-reflection
- Faculty and institutional capacity building

WFME Recognition

Forming self study group for WFME Recognition

- 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?)

WFME Recognition Visit

- Preparation of documents in Korean first
- Translated all documents in English by the professional
- Comparative analysis of standards: WFME vs KIMEE
- 2015 Nov. 30 – 2015 Dec. 4 Recognition visit by WFME
- Observing KIMEE site visit for Kyemyung Med. College
- 3 assessors from WFME with 3 interpreters from KIMEE
- WFME team attended in decision making committee

Impact of WFME Recognition

- Augmented self-esteem of KIMEE
- Better understanding of our own organization
- Improved decision making process by feedback
- Provided momentum for education reform
- Staff capacity building for globalization
- Good learning experience for meta-accreditation

Expected Outcome from WFME Recognition

- Gaining more trust from government and public
- More support from professional society
- Adopting WFME global standards > 2018
- Move toward 'Outcome Oriented Accreditation'
- Focusing 'Outcome and CQI' rather than requirement
- Impact to PGME, CPD accreditation
- Elevated awareness of Q/A in health professional education

Visiting Schedule for Assessment Team of WFME

Visiting Schedule for Assessment Team of WFME

Monday, 30 November ~ Friday, 4 December 2015

	Tim	Meeting details
Monday, 30 November 2015 (Day 1)	11:30-13:30	Meeting with Executive members of KIMEE
		Lunch
	13:30-15:30	Head for Dae-gu
	16:00-17:00	Move to School of Medicine, Keimyung University
Tuesday, 1 December 2015 (Day 2)	17:00-18:00	Meeting with Site visit team of KIMEE
	08:00-09:00	Move to School of Medicine, Keimyung University
	09:00-10:00	Meet with Dean and Director of Medical program, Briefing of the school
	<u>10:00-12:00</u>	Discussion for evaluation Area : 1. College Operation System (1)
	<u>12:00-13:30</u>	Lunch <u>Brief campus tour</u>
		Discussion for evaluation
	13:30-14:20	Area : 2. Basic Medical Curriculum(1)/2-1 Curriculum Summary/2-2 Curriculum Development and Support
	14:20-15:10	Discussion for evaluation
	15:10-15:30	Area : 2. Basic Medical Curriculum (2)/2-3 Curriculum Composition and Operation
	15:10-15:30	Coffee Break
15:30-17:10	Discussion for evaluation	
	Area : 2. Basic Medical Curriculum (2)/ 2-3 Curriculum Composition and Operation	
<u>18:00-19:00</u>	Dinner	
<u>19:00-21:00</u>	Debrief	
Friday, 4 December 2015 (Day 5)		Assessment team meeting and writing report
	09:00-10:00	Review and finalize findings
		Present preliminary statement of findings to the committee & Keimyung University
	10:00-12:30	Move to Seoul
	13:00-15:00	Observation of Decision Committee
	15:00-	Site Visit team to travel home

In summary

- What is WFME and what does it do?
- Standards for medical education, and how they led to the development of processes for accreditation
- Evaluation of medical programmes, and accreditation
 - Self evaluation
 - External evaluation: accreditation
- The recognition of accrediting agencies



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Thank You!

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