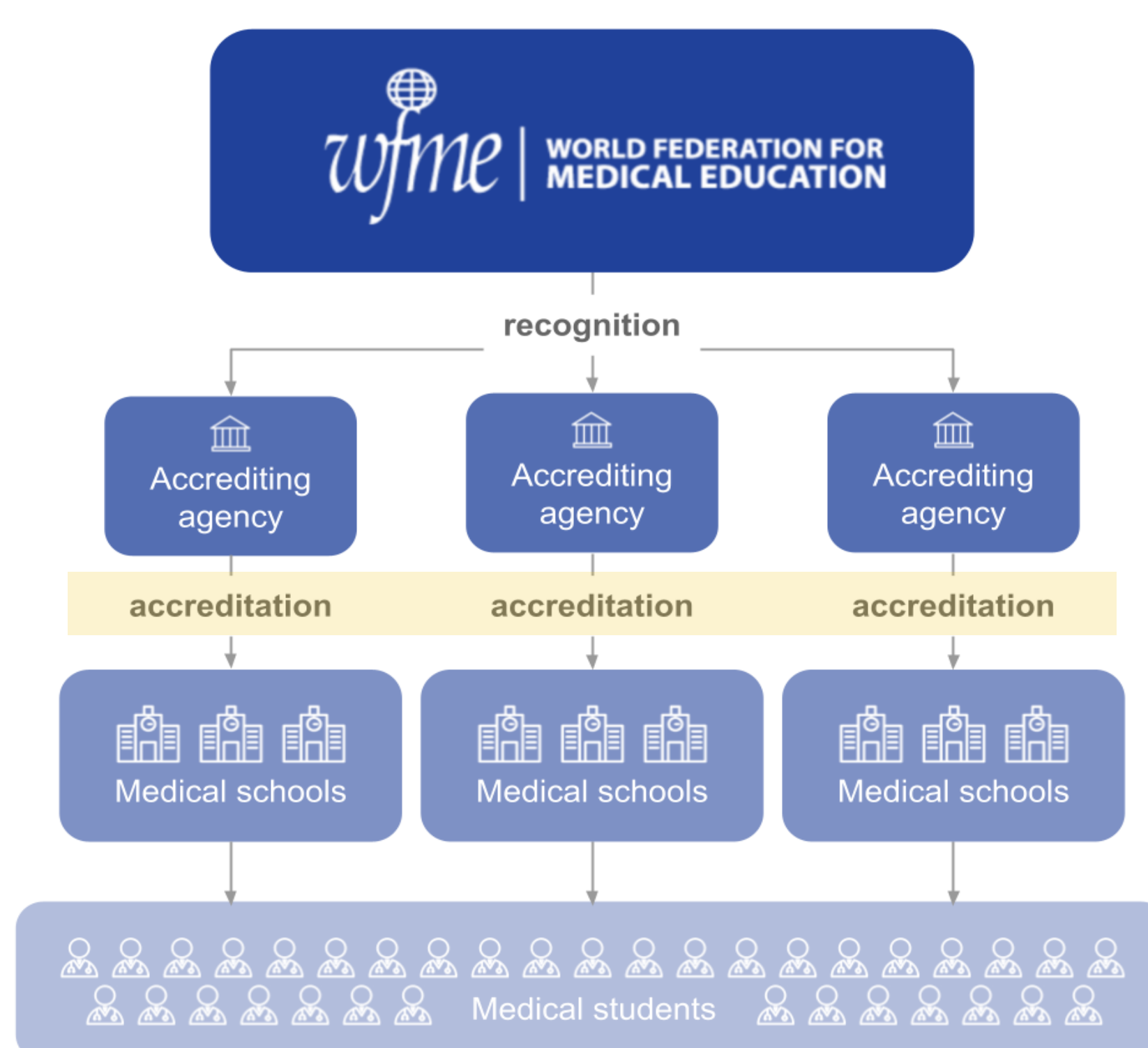


International Variation in the Self-Evaluation Guidance for Medical School Accreditation

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Introduction

- Need to ensure **high-quality medical education** across 3600+ medical schools in 180 countries
- Current regulatory system:



- Accreditation processes (yellow) should be comparable, but unknown how much they differ
- All schools are required to self-evaluate against standards based on accrediting agency guidance
- Similar metrics across agencies → greater accountability and international data pooling

Research Question

How does self-evaluation guidance vary across WFME-recognized accreditation agencies?

Methods

- ① Accessed self-evaluation documents from agency websites (June-July 2022)
- ② Aligned guidance with international standards
- ③ Performed content analysis

Results

Availability of self-evaluation guidance

- Obtained documents from 21/28 WFME-recognized accreditation agencies representing 57 countries on 5 continents
- *Not publicly available: 7/28 agencies (25%)*
- *Not medical education-specific: 6/21 (29%)*

Four types of self-evaluation guidance (most specific → least specific)

Data Collection Instrument (n=2), Evaluation Rubric (6), Standard-specific Free Response (6), General (7)

Ex. WFME Standard 4.1*

Selection & Admission Policy

“The medical school has a publicly available policy that sets out the aims, principles, criteria, and processes for the selection and admission of students.”

a) Data Collection Instrument

Canada (CACMS)

10.1 Premedical Education / Required Coursework

Requirement 10.1-1

1. Describe how the medical school **encourages potential applicants** to the medical education program to acquire a broad undergraduate education that includes the study of the humanities, natural sciences, and social sciences.

[47 prompts total]

b) Evaluation Rubric

Saudi Arabia (ETEC-NCAA)

Levels of Evaluation	Elements of Evaluation	Not Satisfactory					Satisfactory								
		NA	1	2	3	4	5	6	7	8	9				
4.1	Student Admissions														
4.1.1	The institution is committed to the implementation of policies and standards governing the students' admission and transfer, and credit equivalency and distributes students to the academic programs according to specific, fair, and published mechanisms.														
4.1.2	The institution adopts procedures that ensure the consideration of the recommendations of colleges and academic programs regarding the number of students planned for admission to the programs and commensurate with the available resources.														
4.1.3	The institution adopts an effective electronic system to manage the admission and registration processes, data retrieval and request of statistics, to monitor students' progress during their studies and to provide electronic services to students with the appropriate ease and speed.														
4.1.4	The institution makes available all information related to the types of programs and courses it provides, and their mode of instruction, financial costs, services, etc., and makes them accessible to everyone before the application for admission.														

c) Standard-specific Free Response

CARICOM (CAAM-HP)

A. Admissions

1. Critically **review the process of recruitment** and selection of medical students, and **evaluate the results** of that process. Is the size of the applicant pool appropriate for the established class size, in terms of number and quality? How do you **validate your selection criteria**?

[4 prompts total]

d) General Guidance

Turkey, Palestine, etc. (TEPDAD)

In this section, under the heading “Summary of Self-evaluation” (C1), please make a **brief and holistic explanation** of your school’s status meeting the undergraduate medical education standards. Under the heading “Evaluation of Medical Education Standards” (C2), **provide detailed information for each standard** and enrich your explanations by attached supporting documents.

Average number of items requested for WFME standard 4.1

Self-evaluation Guidance Type	Word Count	Number of Prompts	Narrative	Documents	Tables
Data Collection Instrument	3850.5	47.0	35.0	7.5	4.5
Evaluation Rubric	NA	NA	NA	0.7	NA
Standard-specific Free Response	495.8	13.5	6.0	7.5	0.0
General Guidance	151.8	6.4	6.0	0.4	0.0

Full comparison of self-evaluation documents across all standards:



Limitations

- Not able to obtain self-guidance documents from all WFME-recognized agencies
- Changes to agency websites and guidance documents since data collection period

Conclusion

Guidance for the medical school self-evaluation **varies widely** in format & specificity even for similar standards

Implications

- Cause of variation is unknown
- Too much variation may defeat the purpose of WFME to standardize accreditation