

Accreditation of Postgraduate Education & Wonca Working Party on Education (WWPE)



Wonca

World family doctors. Caring for people.

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- **Primafamed – West Africa**
- **WWPE – Africa Region**

Outline

- **Introduction**
- **Accreditation Process of WWPE**
- **Sample Reports**
- **Conclusion**
- **Acknowledgments**

Introduction

- Background of the WWPE
- Structure of the WWPE
- Activities of the WWPE

Background

- **WHO TRS No. 257, 1963.** *11th Report of the Expert Committee on Professional & Technical Education of Medical and Auxiliary Personnel.*
 - *Defined family physicians*
 - *Recommended medical schools to train students in FP settings*
 - *Postgraduate training to raise standards for FPs.*

- **WONCA Singapore statement 2007**
 - *Every medical school in the world should have an academic department of family medicine, or an equivalent academic focus.*
 - *Every medical student in the world should experience family practice as early as possible and as often as possible in their training.*

Background

- **The Rio statement 2016**

- *WONCA calls for all countries to increase the number of family doctors in order to achieve high quality comprehensive PC and UHC.*

Effective strategies include:

- *improving the skills of doctors already working in the community;*
- *recognising Family Medicine as a specialty and enhancing the academic basis of the discipline;*
- *strengthening the family medicine experience of all medical students;*
- *actively recruiting more medical graduates into more postgraduate family medicine training programs;*
- *giving all family doctors and members of their teams the resources to carry out their work, recognising their contribution, and ensuring their retention in the workforce – all in order to deliver excellent integrated cost-effective people-centered care.*

Vision and Mission

The WONCA Working Party on Education will support high quality ***education, training, assessment*** and ***continuing professional development*** in general practice / family medicine for medical students, doctors in training, and established general practitioners and family doctors.

Objectives/Activities

- **Raise the status of FM in the undergraduate (UG) curriculum**
 - Improve the status of the discipline
 - Attract the best into FM
 - Foster high Academic status for FM
- **Program accreditation**
 - Build on WONCA standards for PG and CPD education to support program accreditation.
 - Promote PG training & CPD for FM particularly for underserved areas
- **Sharing resources**
 - Develop processes for sharing education resources within the WP and across the WONCA networks. e.g. webinars, journal.

Executive Committee

- Victor Ng (Canada) – Chair/Convenor
- Marie Andrades (Pakistan) – South Asia
- Carmen Cabezas (Ecuador) – Iberoamericana-CIMF
- Chandra Nadarajan (Malaysia) – Asia Pacific
- Nagwa Nashat (Egypt) – East Mediterranean
- Robin Ramsay (UK) – Europe
- Akye Essuman (Ghana) – Africa
- Laura Goldman (USA) – North America
- 2 Representatives – Young Doctors' Movement



Welcome Address_WWPE chair.xspf

Accreditation by the WWPE

- Essence of postgraduate programs accreditation
- Background & aim of Wonca accreditation standards
- Accreditation process

Essence of Postgraduate Programs

Accreditation

- The accreditation of medical education – the certification of the suitability of medical education programs, and of the competence of medical schools in the delivery of medical education – ensures patient safety and competent practicing doctors.
<https://wfme.org/accreditation/>
- **Educational accreditation** is a quality assurance process under which services and operations of educational institutions or programs are evaluated and verified by an external body to determine whether applicable and recognized standards are met. If standards are met, accredited status is granted by the appropriate agency.
https://en.wikipedia.org/wiki/Educational_accreditation

BENEFITS OF ACCREDITATION

FOR THE PUBLIC



Accreditation promotes the health, safety & welfare of society by assuring competent public health professionals.

FOR STUDENTS & GRADUATES



Accreditation ensures that the school has been evaluated & has met standards established by the profession.

Promotes professional mobility & enhances employment opportunities.

FOR EMPLOYERS



Accreditation provides assurance that the curriculum covers essential skills and knowledge needed for today's jobs.

FOR THE PUBLIC HEALTH WORKFORCE



Accreditation establishes standards of practice & assures that educational requirements reflect the current training needs of the profession.

FOR THE FEDERAL GOVERNMENT



Accreditation serves as a basis for determining eligibility for federally funded programs and student financial aid.

FOR THE UNIVERSITY



Accreditation serves as a reliable basis for inter- and intra-institutional cooperative practices, including admissions & transfer of credit.

Enhances its national reputation & represents peer recognition.

Background to Wonca Accreditation Standards

- 1998 – the World Federation for Medical Education (WFME) launched *International Standards in Medical Education*.
- The purpose:
 - To provide a mechanism for quality improvement in medical education, in a global context, to be applied by institutions responsible for medical education, and in programs throughout the continuum of medical education.
- 2003 – WFME published global standards for basic medical education, postgraduate medical education and continuing professional development. WFME/WHO also published conjoint guidelines for accreditation of basic medical education programs.

Background to Wonca Accreditation Standards

- May 2012 – WWPE was given permission to adapt the WFME standards as a template for the development of standards in Family Medicine Education.
- The standards were developed over 6 years, involving on-line discussions, meetings, workshops and conferences.
- FM teachers across the globe discussed critical elements in educating physicians to become family doctors/general practitioners.
- June 2013 – WONCA World Council approved the WONCA Global Standards for Postgraduate Family Medicine Education.

Aim of the Standards

- Overall goal – quality improvement in global FM Postgraduate Education; and to meet community needs.
- Facilitate training programs to share expertise and learn from each other.
- Promote Family Medicine as a discipline.
- Programs might use these standards for:
 - Self assessment and program QI
 - New program development
 - Peer review
 - Formal recognition and accreditation

The Accreditation Process:

Organization of the Standards

Main document (2013)

- 9 Areas: broad themes
- 38 Sub-areas: 'Performance indicators'
- Descriptions and annotations
- Basic level & Quality improvement level
 - **Basic standard** – 'Enabling factors'. *Viewed as essential and expressed by a "must"*.
 - **Standard for quality development** – 'Opportunities for growth'. *Viewed as desirable and expressed by a "should"*.

WONCA WORKING PARTY ON EDUCATION

June 2013

WONCA GLOBAL STANDARDS FOR
POSTGRADUATE FAMILY MEDICINE
EDUCATION





The Accreditation Process:

Organization of the Standards

WONCA Global Standards for Postgraduate Family Medicine Education

A guide for program development

Supplementary document (2016)

- Checklist
- Pre-visit or Self-study questionnaire

Checklist

AREA	BASIC STANDARD <i>MUST</i>	STANDARD FOR QUALITY DEVELOPMENT <i>SHOULD</i>	Notes
MISSION AND OUTCOMES			
1.1 Statement	<input type="checkbox"/> Describes the post-graduate practice –based learning process that results in family doctors able to practice competently	<input type="checkbox"/> Encourages innovation in training <input type="checkbox"/> Encourages trainees to become scholars and life-long learners	
1.2 Participation in formulation of statement	<input type="checkbox"/> Statement defined and adopted by principle stakeholders	<input type="checkbox"/> Statement based on input from wider range of stakeholders	
1.3 Professionalism and autonomy	<input type="checkbox"/> Training process based on approved basic medical education <input type="checkbox"/> Training fosters autonomy		
1.4 Training outcomes	<input type="checkbox"/> Authorities, in consultation with FM and other professional organizations, define competencies which must be achieved by FM trainees	<input type="checkbox"/> Authorities define both broad and specific competencies <input type="checkbox"/> Measures of competencies used to develop program	

CHECKLIST

1. Mission and Outcomes

1. Statement
2. Participation in formulation of statement
3. Professionalism and autonomy
4. Training outcomes



CHECKLIST-2

2. Training Process

1. Learning approaches
2. Scientific methods
3. Training content
4. Training structure, composition and duration
5. Relationship between training and service
6. Management of training



CHECKLIST-3

3. Assessment

1. Assessment methods
2. Relationship between assessment and training
3. Feedback to trainers



CHECKLIST-4

4. Trainees

1. Admission policy and selection
2. Number of trainees
3. Support and counseling of trainees
4. Working conditions
5. Trainee representation



CHECKLIST-5

5. Staffing

1. Appointment policy
2. Obligations and development of trainers



CHECKLIST-6

6. Training Settings and Educational Resources

1. Clinical settings and patients
2. Physical facilities and equipment
3. Clinical teams
4. Information technology
5. Research
6. Educational expertise
7. Training in other settings and abroad



CHECKLIST-7

7. Evaluation of Training Process

1. Mechanism for program evaluation
2. Feedback from trainers and trainees
3. Using trainee performance
4. Authorization and monitoring of training settings
5. Involvement of stakeholders



CHECKLIST-8

8. Governance and Administration

1. Governance
2. Professional leadership
3. Funding and resource allocation
4. Administration
5. Requirements and regulations

9. Continuous Renewal



Reports



FINAL REPORT WONCA ACCREDITATION VISIT

University of Toronto Department of Family and Community Medicine (DFCM)

June 3rd-5th 2018:

Dr Garth Manning

Chief Executive Officer, World Organization of Family Doctors (WONCA)

Dr Viviana Martinez-Bianchi

WONCA Member at Large, WHO Liaison, and Program Director, Family Medicine Residency Program, Department of Community and Family Medicine, Duke University, USA

Prof Val Wass

Chair WONCA Working Party on Education and Emeritus Professor of Medical Education in the Faculty of Medicine and Health, Keele University, UK

Executive summary:

- **Aim of visit:** To appraise, against World Organization of Family Doctors (WONCA) Global Standards for Postgraduate (PG) Family Medicine Education, the two-year PG programme for Family Medicine (FM) doctors at the Department of Family and Community Medicine (DCFM) Department, University of Toronto. The aim was to assess the programme for WONCA accreditation and give feedback on areas for further development.
- **Methods:** DCFM submitted fully comprehensive paperwork outlining and evaluating the programme prior to a three-day site visit from the WONCA team. Faculty, trainees and staff at three training sites were interviewed. Verbal feedback was given at the end of the visit.
- **Findings:** The University of Toronto DFCM offers a well-established two-year training residency. Strong values and vision shine consistently across the programme. We witnessed, on the three sites visited, collaboration, respect, responsiveness and flexibility in all contexts. The competency based Canadian triple C curriculum is well established and impressively embedded in the Can MEDS Physician Competency Framework (CanMEDS). Faculty deliver close 1:1 supervision and have a robust remediation system to identify struggling trainees. There is a comprehensive assessment programme using a range of tools. Trainees reported feeling well trained for exit into unsupervised practice and perform well on The College of Family Physicians of Canada certification examination. On all sites they expressed great satisfaction with their training and felt Faculty responded positively to their feedback. Governance and administration process is robust.
- Internationally it is unusual to deliver FM training in two years. We judged the programme to be successful in achieving this. We attribute this to (i) residents being free to focus on self-directed learning in the clinical environment as they are not contracted to service delivery (ii) the trainees' relative maturity as graduate entries to undergraduate training;(iii) the close 1:1 supervision from Faculty.
- **Conclusion:** We recommend to the WONCA Executive that the DCFM is accredited for five years and congratulate the University of Toronto on their achievements. No programme should ever stand still. We offer recommendations for further development

RESEARCH

Use of WONCA global standards to evaluate family medicine postgraduate education for curriculum development and review in Nepal and Myanmar

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ABSTRACT

Family medicine is an integral part of primary care within health systems. Globally, training programmes exhibit a great degree of variability in content and skill acquisition. While this may in part reflect the needs of a given setting, there exists standard criteria that all family medicine programmes should consider core activities. WONCA has provided an open-access list of standards that their expert community considers essential for family medicine (GP) post-graduate training. Evaluation of developing or existing training programmes using these standards can provide insight into the degree of variability, gaps within programmes and equally as important, gaps within recommendations. In collaboration with the host institution, two family medicine programmes in Nepal and Myanmar were evaluated based on WONCA global standards. The results of the evaluation demonstrated that such a process can allow for critical review of curriculum in various stages of development and evaluation. The implications of reviewing training programmes according to WONCA standards can lead to enhanced training world-wide and standardisation of training for post-graduate family medicine.

ARTICLE HISTORY

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KEYWORDS

Family medicine; general practice; medical education; WONCA; postgraduate education; residency evaluation

Conclusion

- Existing national and regional accreditation bodies
- Recognition of credentials and reciprocity between jurisdictions
- Relevance of WWPE accreditation to FM in SSA.

Conclusion

- Standards are complementary to existing national and regional accreditation bodies.
- Compliance with these standards cannot provide recognition of credentials or reciprocity between jurisdictions, as licensure and credentialing is outside the purview of WONCA.
- Can standards can be developed on a global scale that will recognise the necessary differences in training programs' context i.e. needs, resources, desired outcomes?

Conclusion

- Are these standards relevant to Family Medicine programs in sub-Saharan Africa?

Workshop

- **Objective:**

- To assess postgraduate family medicine programs in sub-Saharan Africa using the Wonca Global Standards for Postgraduate Family Medicine Education.

- **Methods:**

- Brief overview of checklist and pre-visit questionnaire.
- Working in small groupings to assess a program using the checklist/questionnaire.
- Discussion on strengths and areas of improvement for the programs assessed.
- Discussion on positive attributes of the standards and areas for improvement.
- *(Participants will be required to provide either soft or hard copies of their respective programs).*

- **Expected Outcome:**

- Opportunity for a hands-on experience of the Wonca pre-accreditation process.
- Feedback by participants on the contextual relevance of the Wonca standards.
- Could be a prelude for requesting a formal Wonca accreditation.

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