

## Global Physicians

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During the last five decades, there is mentionable increase of the number of medical institutes around the world. They offer medical education at various stages of the development of the doctors. The way of offering education varies with different educational, socioeconomic and cultural conditions as well as different disease patterns. Medical profession is universal and can't be restricted by regional boundary. The curricula and institution should specifically aim to prepare students for an international medical career. Globalization of competencies for the doctors and aligning those with sociocultural context in the curricula and implementation can achieve the vision of 'Global Physician'<sup>1</sup>.

World Health Organization (WHO) took initiative to bring the basic medical education to an equitable level worldwide. The organization started working from latter part of twentieth century<sup>2</sup>. Acknowledging the differences between countries and regions regarding governance of medical education, socioeconomic conditions and resources, health care delivery systems, World Federation of Medical Education (WFME) laid down guideline and system of accreditation, under the umbrella of WHO<sup>3</sup>. The organization is regularly updating and adjusting the regional culture to increase the territory of recognition<sup>2-6</sup>. WFME always emphasizes that the standards are a guide to the development and evaluation of medical education in all settings. WFME is utilizing the government or the local accrediting agency or both to achieve the mission.

The accreditation agency uses comprehensive standards for accreditation appropriate to basic medical education and the process of accreditation includes<sup>6,7</sup>:

- An in-depth self-evaluation
- An external evaluation based on the report of the self-evaluation and a site visit

- A final report by the review or site-visit team after the external evaluation, containing recommendations regarding the decision on accreditation
- The decision on accreditation

### Self-evaluation

Every college shall make a self-evaluation in relation to the predetermined standards and criteria that addresses compliance with the accreditation standards. It should be recognized as an important planning instrument to enable the institution to achieve insight into its strengths and weaknesses and to identify areas for quality improvement of its programme.

The report covers all areas included in the WFME standards:

- mission and objectives
- educational programme
- assessment of students
- students (issues other than assessment, including selection, number, etc.)
- academic staff/faculty
- educational resources
- programme evaluation
- governance and administration
- continuous renewal

The criteria need to be emphasized during completing the self-evaluation report are:

- Should be precise and based on evidence
- Every task shall be organized by an existing committee or an appointed working group (academic, administrative staff and students must be involved) of the organization
- Adding valid conclusion regarding fulfilment of the standards

### Site visit

The physical visit of the organization applied for accreditation by the accreditation council

of the country is for external validation of conclusion of self-evaluation report. The duration of site visits is normally of two to five days and must be at least of two days.

#### Methods include

- Collection of documents and statistics (e.g. study guide, reading lists and statistical material on pass/failure at exams)
- Individual interviews (with dean, department heads, etc.)
- Group interviews (at meetings with the committee or group responsible for the self-evaluation, curriculum committee, students, etc.), and
- Direct observation (at visits to facilities, departments and classrooms)

#### Responsibility

- Should end with feedback from the review or site-visit team to the medical college
- Should briefly present their preliminary findings and impressions to an audience, including the leadership, decided by the institution
- Should issuing directions for setting up the programme for a site visit

#### The final report

- Fulfilment or lack of fulfilment of the specific standards or criteria
- Must briefly give an account of the evidence supporting the evaluations
- Must conclude with recommendations concerning the accreditation committee or council regarding the decision on accreditation

#### Decision on accreditation

The accreditation council has policies and procedures to ensure that accreditation decisions are based on compliance with the standards. Accreditation must be valid for a fixed period of time. The duration of full accreditation (e.g. 5–12 years) must be decided in general.

#### Types of accreditation

- Full accreditation for the maximum period must be conferred if all criteria or standards are fulfilled

- Conditional accreditation, means that accreditation is conferred for the entire period stated but with conditions, to be reviewed after a shorter period to check fulfilment of the conditions
- Conditional accreditation can be used in cases where a few criteria or standards are only partly fulfilled or in cases where more criteria or standards are not fulfilled. The seriousness of the problem is to be reflected in the specification of conditions.
- Denial or withdrawal of accreditation must be the decision, if many criteria or standards are not fulfilled, signifying severe deficiency in the quality of the programme that cannot be remedied within a few years.

Bangladesh is a densely populated country having 38 Government and 73 private medical colleges. A large number of foreign students study in these organizations. The colleges should welcome this accreditation system and take this as an opportunity to achieve the international standard set by WHO.

#### References:

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4. Basic Medical Education wfme Global Standards for Quality Improvement, The 2015 Revision. World Federation of Medical Education.
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6. The World Federation for Medical Education Criteria for Recognition - Effective from 1 January 2025. Geneva/Copenhagen 2024.
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