Accreditation strategies unfolded

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Today

• 1. Introduction of the accreditation game (5 min.)

• 2. Play the game (45 min.)

• 3. Discussion (25 min.)

• 4. Reflection on the Canadian accreditation system and plenary closure (10 min.)
1. Why is training accredited?

2. What is accredited?

3. How is training accredited?

4. Who is responsible?

5. Core values

Joker
Board and cards
Rules

• We are all accreditors in this game

• Board and cards with statements

• Goal: Build your **ideal** system, you can’t go wrong!

• What are important themes in the category? Please place the cards on the spots with the same color

• Other ideas? Please write it down on the Joker cards and place them on the right spot!
Game on!
Royal College PGME Accreditation: Current vs. Future

Akdemir et al’s framework

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Theanne Walters, Australian Medical Council
Fedde Scheele, Dutch Legislative Board of Medical Specialists
Nesibe Akdemir, PhD Researcher Accreditation of PGME
The Royal College PGME Accreditation Process

- Is a process to:
  - Improve the quality of residency education
  - Provide a means of objective evaluation of residency programs for the purpose of Royal College accreditation
  - Assist institutions and program directors in reviewing their own program(s)

- Multi-year process underway to redefine PGME accreditation in Canada: cycle and process, standards, and digital platform
## Why? Accreditation System Objectives

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<th>Why</th>
<th>Current System</th>
<th>New System</th>
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| Primary Objective(s)      | Quality of PGME is fundamental                      | Quality of PGME is essential  
Greater emphasis on ensuring graduates able to meet patient needs (health care) |
| Secondary Objective(s)    | Emphasis on standardization of PGME programs across Canada | Achievement of standards remains essential for accreditation (standardization),  
Greater emphasis on (continuous) quality improvement                         |
### What? Key Markers of Quality

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| PGME Quality Domains | Quality of PGME education programs is essential  
Emphasis on program structure, academic curriculum, and assessment tools | Quality of PGME is still important, i.e. curriculum maps, program of assessment  
New emphasis on outcome markers  
• resident performance, i.e. aggregate learner assessment data  
• ? quality of physician practice, i.e. patient outcomes? |
# How? Approach to Measuring Quality

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<th>New System</th>
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| Quality Management Approach | Quality assurance is fundamental, with expectations for program evaluation and improvement (QI) | Balanced approach of  
  • Quality assurance (ensuring minimum standards are met)  
  • Quality improvement (demonstrating CQI throughout the cycle)  
  • Quality control (ensuring program outcomes, i.e. graduates, meet required competencies) |
### Who? PGME Actors

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| Actors’ Responsibilities in Accreditation | - Accrediting college has key role in ensuring quality  
- PD, Residency Program Committee (RPC) and PGME (faculty of medicine) responsible for ensuring standards are met  
- Teaching faculty required to be engaged in the residency program and teaching | - Greater emphasis on programs’ and institutions’ own continuous quality improvement (CQI)  
- Accrediting college monitors CQI activity but only becomes involved when QA concerns  
- Greater involvement of residents  
  - accreditation team members  
  - providing input into the process |
Conclusions

• Akdemir et al’s framework provides useful lens in reviewing the changes to the Canadian PGME accreditation system
• This review demonstrated that the shifts in Canadian PGME accreditation are similar to those in the Netherlands across all framework domains
  – Why – greater importance of program outcomes and CQI
  – What – greater emphasis on measuring outcomes
  – How – balanced approach of QA, QI and QC
  – Who – greater involvement of all stakeholders, less involvement of accrediting college
Take home message

Accreditation is a journey, enjoy the trip!
Accreditation game to go
Questions?

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Article and framework Akdemir et al:
https://bmcmededuc.biomedcentral.com/articles/10.1186/s12909-017-0937-9