

International Accreditation Institute

Accreditation Process

Standards for the Accreditation of Medical Schools

2019.

ACCREDITATION STANDARDS FOR MEDICAL SCHOOLS

INSTITUTIONAL CONTEXT	
Standards	Indicators/Evidences
Mission	
<p>1. Mission, vision and values of the medical school are clearly defined, and duly released to the university community and society in general.</p> <p>2. The objectives of the medical school are consistent with the institutional mission and local and regional needs of both health and training in human resources.</p>	Evidence of an institutional document that specifies the mission, vision and values held by the institution.
	Existence and implementation of an strategic institutional plan prepared by their authorities, professors, students, graduates, administrators and other stakeholders involved, which is regularly evaluated.
	Existence and implementation of communication media aimed at delivering the mission, vision and values.
	School population is aware of the institutional mission, vision and values.
Organization	
<p>3. The organizational and functional, academic and administrative structure of the medical school determines levels of responsibility and management according to nature, size and complexity of the institution.</p>	Evidence of an organizational and functional structure of the medical faculty/school.
	Evidence / Presence of an institutional document describing missions and functions of diverse instances within the organization.
	Evidence of institutional policies promoting and regulating internal communication in the faculty/school.
Quality Management	
<p>4. The School has periodic management review processes for continuous improvement.</p>	Presence of a quality management unit that promotes and serves as a guide to evaluate processes, progress and continuous improvement.
	Provision of measurement and monitoring of continuous improvement strategies.

CURRICULAR DEVELOPMENT

Standards	Indicators/Evidences
Curricular Map	
5. <i>The academic plans and programs intend to develop professional, intellectual, self-learning competencies, critical and reflexive thinking, and a deep assessment of the ethical sense of the profession.</i>	Evidence of an institutional document that outlines the curriculum and career.
6. <i>The academic plans and programs are consistent with the institutional mission and the graduate that is intended to be formed.</i>	Evidence of key platforms and virtual for the development of curricular activities.
7. <i>The academic plans and programs include -bases, aims, purposes and profile of the graduate clearly defined.</i>	Evidence of agreements with practice scenarios for the attendance of students.
8. <i>The components of the academic plans are developed sequentially in terms of time criteria, levels, cycles or areas of learning and are organized according to content, theoretical and practical activities, credit hours, type of evaluation, bibliography and methodological proposal.</i>	Key presence of an agency in charge of the continuous evaluation of academic plans and programs.
9. <i>Academic plans foresee the acquisition of competences in the use of ICTs.</i>	Teaching staff promote activities through virtual platforms.
10. <i>The academic plans include practical training, simulated and in adequate practice scenarios, of different levels of care, from the first year of the career, with a progressive increase in complexity and intensity, and selected according to the learning objectives.</i>	Curriculum includes a variable and progressive practical work load from 20% to 90% from the first years to the last year of the degree program.
11. <i>The academic plans and programs have instances of continuous and participatory review for the improvement and inclusion of new teaching and medical education methodologies.</i>	Evidence of a proposal that guide the agency in charge for the continuous evaluation of the academic plans and programs
12. <i>Research activities integrate, complement and enrich the contents and educational practices.</i>	Evidence that the Teaching staff actively propose and participate in research activities as part of the academic plans and programs.

Research	
<p>13. The School has explicit research and knowledge-generation policies, promoting the participation of professors and students.</p> <p>14. The School has lines of research, calls and ongoing projects.</p> <p>15. The School publishes the results of their investigations.</p>	Evidence of an institutional document that specifies the policies in research.
	Evidence of institutional instruments that verify the calls to competitions for the processes, elaboration and presentation of research projects.
	Evidence that professors are involved in research activities.
	Evidence that students actively participate in research activities.
	Evidence that dissemination of research is promoted through appropriate or specialized media.

POPULATION	
Standards	Indicators/Evidences
Student Population	
<p>16. The School has an admission instrument with public and transparent criteria that respect diversity without establishing any type of discrimination.</p> <p>17. The number of admitted students require an adequate professor / student ratio in agreement to the existing material resources.</p> <p>18. The School has an instance of academic follow-up of the students.</p> <p>19. The School has a system of tutoring and/or student support.</p> <p>20. The School has an agency responsible for student welfare.</p> <p>21. The School has a scholarship policy for students.</p>	Evidence of an institutional document that provides an admission system for students.
	Evidence of student monitoring processes.
	Evidence of a tutoring system and/or support available to students.
	Evidence of a system with individuals responsible for managing student welfare policies.
	Evidence of a scholarship system.
	Evidence of statistical information on professor/student relationship.
	Evidence of statistical information about requirements for tutoring and student support.
	Evidence of statistical information about scholarship requested and scholarships granted.
Academic Staff	
<p>22. The School has policies, standards and procedures regulating selection, stay and promotion of professors.</p> <p>23. The School has a faculty with adequate academic training.</p> <p>24. The School has training and development policies aimed at academic staff in the corresponding area.</p> <p>25. Professors carry out regular activities of continuous updating in their specialized area and medical education.</p> <p>26. Professors have knowledge of a second language and can use it.</p>	Selection of academic staff is based on established criteria regarding clear academic quality, legal standards, profiles and transparency.
	Evidence that the academic staff has a degree as well as an education profile indicating experiences consistent with requirements of the subject they teach.
	Evidence of training programs offered by the institution to professors and faculty at different levels
	Evidence of records reflecting that professors are complying with training in their specific area, equivalent to a minimum of 30 hours every year.
	Evidence that professors have knowledge of a second language and can effectively use it.

<p>27. <i>The School has a system of performance evaluation with the participation of academic peers and students.</i></p>	<p>Evidence of teaching performance records to follow-up plans of institutional quality assurance.</p>
<p>Graduates</p>	
<p>28. <i>The School has follow-up policies for graduates.</i></p>	<p>Evidence of institutional documents establishing a policy to serve as an effective and important instrument for a continuing liaison with graduates.</p>
<p>29. <i>The School develops updating strategies and continuous education for their graduates.</i></p>	<p>Evidence of instances of monitoring access to counsel or management of graduates.</p>
	<p>Evidence that communication channels with graduates are in place and developed.</p>
	<p>Existence of updating programs for graduates and their compliance.</p>
	<p>Evidence of statistical information regarding number of graduates.</p>
<p>Administrative Staff and Others</p>	
<p>30. <i>The School has enough administrative staff and others supporting academic to attend Teaching staff and students and administrative activities.</i></p>	<p>Evidence of an organogram, mission and staff functions.</p>
<p>31. <i>The School has ongoing training programs for administrative staff and others.</i></p>	<p>Evidence of staff training activities for academic supporting personnel and others.</p>

RESOURCES

Standards	Indicators/Evidences
Equipment and Infrastructure	
32. <i>The School has classrooms and laboratories and equipment in sufficient number in relation to the number of students and the different teaching activities scheduled.</i>	Significant evidence of accepted ratios between the number of classrooms and laboratories/students. Evidence of sufficient facilities, equipment and handbooks for laboratory procedures.
33. <i>The classrooms and laboratories comply with the established standards, and technical and safety requirements.</i>	Evidence of an accepted relationship-ratio between the number and resources of appropriate technology and computer equipment /students able to support teaching activities.
34. <i>The School has enough computer resources and new technologies to develop the different teaching activities scheduled.</i>	Existence of updated, sufficient, relevant bibliographic resources and data bases available for consultation to meet the development of the curriculum, quality education and research.
35. <i>The School has a library with sufficient bibliographic resources and subscriptions to meet the needs of the curriculum and research activities.</i>	

SOCIAL CONTEXT

Standards	Indicators/Evidences
Internationalization	
36. <i>The School has policies related to mobility and the exchange of students and professors.</i>	Evidence of key policies for professors and students mobility, exchange and improvement..
	Evidence and compliance with mobility programs aimed at improvement of faculty – professors and students.
37. <i>The School promotes curricular experiences of students in institutions abroad.</i>	Evidence of agreements that provide for the exchange of professors and students, and homologation of curricular contents and experiences with quality oriented national or foreign institutions.
	Reports from foreign institutions about attendance and performance of students and faculty.
Primary Healthcare - PHC	
38. <i>The School promote the training of students in the Primary Healthcare strategic area.</i>	Evidence of curricular activities oriented to PHC teaching and practices.
	Evidence of activities scheduled participation of students in primary healthcare areas or centers.
39. <i>The School promotes activities that extend to the student community with assistance to Health Centers, as a clear strategy to provide knowledge about health-disease problems of individuals and society.</i>	Evidence that continuing education activities are proposed and carried out by and with students.
	Evidence of records of curricular activities and attendance to community and continuing education as, carried out by the students.
	Evidence that professors and faculty who coordinate PHC activities are professionals with competence in the area.
Professionalism	
	–
40. <i>The School promotes, in the training of students, a professional sense of the practice of medicine based on the primacy of patient's wellbeing, patient's autonomy, social justice, and commitments to professional competence, and professional self-regulation and self-evaluation of competencies.</i>	Evidence of cross-curricular contents based on medical professionalism.
Social Accountability	
41. <i>The School develops its teaching, research and continuing education activities focused on university social accountability, which is understood as the mission of responding to the transformation needs of society where it is immersed through the training of professionals with a deep humanism, knowledge of science and ethical sense of the profession, with significant and relevant learning to contribute to solve the problems of the community, based on a model of participatory social leadership and social service that promotes justice, solidarity and social equity.</i>	Evidence of an institutional climate appropriate for the commitment to community progress and welfare where activities are developed.
	Evidence of curricular and/or extracurricular activities training students on social leadership competencies.
	Evidence that they have continuing education programs and participation in services to the community where faculty – professors, students, support staff and other stakeholders are involved.