Academic accreditation in Switzerland

Expert report

Faculty of Medicine, University of Geneva

Study programme in basic medical education

Report submitted on dd/mm/yy

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1 Introduction

The accreditation for programmes leading to the Federal Diploma in Medicine is mandatory according to the Federal Law on Medical Professions from 23 June 2006 (MedBG: Art. 23 Para. 1).[1] Accordingly, the study programmes must fulfil the criteria of the Federal Law on Financial Aid to Universities from 8 October 1999 (UFG)[2] and those of the MedBG in order to be accredited. Article 24, Para. 1 of the MedBG lists the specific criteria, which must be fulfilled for accreditation. The legally anchored educational objectives (Art. 4, 6-10 MedBG) are of central importance.

The accreditation procedure examines the quality of the study programmes on the basis of pre-defined quality standards. These standards are based on quality standards developed by the deans of the five Swiss faculties of medicine in cooperation with the Center of Accreditation and Quality Assurance of the Swiss Universities (OAQ) and the Federal Office of Public Health (FOPH). They have been developed based on the internationally accepted "Basic Medical Education WFME Global Standards for Quality Improvement"[3] and authorised on 11 June 2003 by the Joint Commission of the Swiss Medical Schools (SMIFK). In 2007 on behalf of the FOPH, the OAQ revised and adapted the conditions to the MedBG.

Not every single quality standard must be completely fulfilled in order to qualify for accreditation based on MedBG criteria. The recommendation for accreditation by the experts and the accreditation agency, as well as the decision by the independent accreditation council (Art.47, Para. 1, MedBG) is the result of a global judgment.

The present report reflects the estimation of the expert group that was appointed by the OAQ for this accreditation procedure. The expert group analyzed whether the study programme in basic medical education at the University of Geneva fulfills the quality standards defined for this accreditation procedure.

The judgment of the expert group is based on the self-evaluation report of the University of Geneva, on various interviews carried out with all stakeholders during the on-site-visit and as well as on the visits on the university hospital an the teaching infrastructure.

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[1] www.admin.ch/ch/d/sr/8/811.11.de.pdf
[2] www.admin.ch/ch/d/sr/4/414.20.de.pdf
[3] The original standards of the World Federation of Medical Education (WFME) can be found at www.wfme.org.

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2 Accreditation procedure

Presentation of the unit

Self evaluation report

– analysis of the self-evaluation report in terms of structure (standards) and content

Group of experts

Peer leader:

– Prof. Jan de Maeseneer, Ghent University, Belgium

Experts:

– Prof. Michael Field, University of Sydney, Australia

– Prof. Eckhardt G. Hahn, University of Witten / Herdecke, Germany

– Prof. Anne Marie Jagtman, Radbout University, Netherlands

– Prof. Robert Alexander Sader, Johann Wolfgang Goethe- Universität, Germany

– Mr Jean-Baptiste Oboni, Student in Medicine at the University of Lausanne

On-site-visit

– date, general impression of the procedure (interviews, organisation, support)

– analysis of the information gathered

3 Compliance with the Quality Standards

– For each area, experts should make an overall evaluation. The experts assess the compliance with the quality standards within each sub-area and give recommendations for quality improvement.

– Standard compliance (for each standard): fulfilled / partially fulfilled / not fulfilled.

- If a standard is fulfilled, a recommendation can be formulated.
- If a standard is partially fulfilled, a recommendation or condition has to be formulated.
- If a standard is not fulfilled, a condition has to be formulated, with suggestion of deadline.

Area 1: Mission and Objectives

Overall evaluation:

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Sub-area 1.1: Mission and Objectives

Standards

1.1.1 The faculty of medicine defines its mission and objectives and makes them known publicly. The mission statement and objectives describe the educational process. After completion of the programme, doctors have the ability to practice their profession as well as an appropriate basis for further training in any specialised branch of medicine. They are able to take responsibility for their role as doctors in the health care system.

1.1.2 The mission statement and the objectives take into consideration social responsibility and community involvement.

1.1.3 The mission statement and objectives are compatible with the strategic planning and the research goals.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 1.2: Participation in formulation of Mission and Objectives

Standard:

1.2.1 The mission statement and objectives of the faculty of medicine are defined by its principal stakeholders and other interested parties.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 1.3: Academic autonomy

Standard:

1.3.1 The faculty of medicine has a policy within which it has freedom to design the curriculum and allocate the resources necessary for its implementation.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

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Sub-area 1.4: Educational outcome

Standards:

1.4.1 Based on the Swiss Catalogue of Learning Objectives for Undergraduate Medical Training and the MedBG, the faculty of medicine defines the competencies to be achieved by students at the completion of their studies, necessary for their subsequent training and their future roles in the health care system.

1.4.2 Information concerning performance assessment and other data on the competence of the graduates is used for the further development of the educational programme.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Area 2: Study programme

Overall evaluation:

Sub-area 2.1: Curriculum models and instructional methods

Standards:

2.1.1 The faculty of medicine defines the curriculum models and instructional methods.

2.1.2 The study programme and instructional methods ensure that the students have responsibility for their own learning processes and are prepared for lifelong, self-directed learning.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 2.2: Structure, Composition and duration of the study programme

Standards:

2.2.1 The faculty of medicine describes and defines the contents, extent, and sequencing of the study programme elements, including the balance between core and optional content.

2.2.2 The study programme is based on the goals of the Swiss Catalogue of Learning Objectives and the MedBG.

2.2.3 Basic sciences and clinical sciences are integrated in the study programme as well as the interface with complementary therapies.

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Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 2.3: Study programme management

Standards:

2.3.1   A curriculum committee has the responsibility and competence for the planning and implementation of the study programme.

2.3.2   The curriculum committee has appropriate resources for the choice and implementation of appropriate teaching and learning methods, evaluation of students, evaluation of programme, and innovations in the study programme. The administration, academic staff, students, and other stakeholders are represented in the curriculum committee.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 2.4: Scientific methods

Standard:

2.4.1   The faculty of medicine teaches the principles of scientific methods and evidence-based medicine, including analytical and critical thinking, throughout the entire study programme.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 2.5: Basic biomedical sciences

Standards:

2.5.1   The faculty of medicine identifies the contributions of the basic biomedical sciences and integrates them into the study programme.

2.5.2   The contributions of biomedical sciences are adapted to scientific, technological, and clinical developments, as well as to the health needs of society.

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Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 2.6: Behavioural and social sciences, medical ethics

Standards:

2.6.1 The faculty of medicine identifies the contributions of behavioural and social sciences, medical ethics, educational sciences, and the legal and economic basis of health care that enable effective communication, clinical decision-making, and ethical practices. This is integrated into the study programme.

2.6.2 The contributions of behavioural and social sciences, medical ethics and humanities are adapted to scientific developments in medicine, to changing demographic and cultural contexts, and to the health needs of society.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 2.7: Clinical knowledge and skills

Standard:

2.7.1 The faculty of medicine assures that the students have patient contact appropriate to their level of education and have acquired sufficient clinical knowledge and skills, so that after graduation they can assume appropriate clinical responsibility.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 2.8: Linkage with medical practice and the health care system

Standards:

2.8.1 An operational link between the study programme, postgraduate medical education, and the independent professional practice of medicine is assured.

2.8.2 The curriculum committee uses information from the professional field, the health care system, and society to improve the study programme.

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Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Area 3: Students

Overall evaluation:

Sub-area 3.1: Admission policy and selection process

Standards:

3.1.1 The governing body and the faculty of medicine have formulated admission conditions that clearly explain the student selection process.

3.1.2 Gender equality is guaranteed.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 3.2: Number of students

Standard:

3.2.1 In all phases of the study programme, the number of students is defined and in accordance with the capacity of the faculty of medicine.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 3.3: Student support and counselling

Standards:

3.3.1 The medical faculty offers support and counselling services for the students.

3.3.2 The counselling programme is based on monitoring the learning progress of the students and takes their social and personal needs into account.

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3.3.3 Students have access to a gender equality commission.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 3.4: Student representation

Standards:

3.4.1 The medical faculty has a policy on the representation and appropriate participation of the students in the design, implementation, and evaluation of the study programme, as well as in other matters relevant to the students.

3.4.2 Student organisations are promoted.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Area 4: Assessment of students

Overall evaluation:

Sub-area 4.1: Assessment methods

Standards:

4.1.1 The faculty of medicine defines and communicates the methods and criteria for the assessment of students.

4.1.2 The reliability and validity of the assessment methods are documented and evaluated and new assessment methods developed.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 4.2: Relationship between assessment and learning

Standards:

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4.2.1   Assessment principles, methods and practices correspond to teaching objectives and promote learning.

4.2.2   The number and type of examinations encourage integrated and interdisciplinary learning.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Area 5: Academic staff/faculty

Overall evaluation:

Sub-area 5.1: Recruitment policy

Standards:

5.1.1   The faculty of medicine has a staff recruitment policy, which defines the academic staff required for the adequate implementation of the programme. It describes the type and composition of the academic personnel, the balance between medical and non-medical staff, as well as between full and part-time employees. Responsibilities are clearly defined and periodically examined.

5.1.2   The faculty of medicine has formulated staff selection criteria, which take into account performance in science, teaching and clinical activities, as well as the demands of the mission statement of the institution, economic considerations, and further issues.

5.1.3   The recruitment policy for academic, administrative, and technical personnel is published.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 5.2: Staff policy and development

Standards:

5.2.1   With its staff policy, the faculty of medicine strives for a balance in teaching, research, and service functions, and ensures recognition of meritorious academic activities with appropriate emphasis on both, research attainment and teaching qualifications.

5.2.2   The staff policy includes training, development, and assessment of the teaching staff. It considers teacher-student ratios appropriate to the various components of the study programme, and assures that teaching staff is represented on relevant committees and bodies.

5.2.3   The staff has access to a gender equality commission.

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5.2.4   The faculty of medicine supports a long-term promotion of young academic staff.

5.2.5   The staff has access to continuing education, career development opportunities, and appropriate counselling.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Area 6: Educational resources

Overall evaluation:

Sub-area 6.1: Infrastructure

Standards:

6.1.1   The faculty of medicine provides an appropriate infrastructure to ensure that the study programme can be adequately implemented.

6.1.2   The learning environment for the students is regularly adapted to developments in medical education.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 6.2: Practical clinical training resources

Standard:

6.2.1   The faculty of medicine provides the necessary resources for adequate clinical education, including a sufficient number of patients and clinical training facilities.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 6.3: Information Technology

Standard:

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6.3.1 The faculty of medicine has a policy for the efficient use of information and communication technologies in its study programme. Teachers and students are enabled to use information and communication technology for selflearning, accessing information, managing patients and working in health care systems.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 6.4: Research

Standards:

6.4.1 The faculty of medicine has a policy describing the research facilities and areas of research priorities at the institution, as well as the relationship between research and teaching.

6.4.2 The interrelationship between research and teaching is reflected in the study programme and in the current course offerings. The students are encouraged and prepared to participate in medical research and development.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 6.5: Educational expertise

Standard:

6.5.1 The faculty of medicine includes educational expertise when planning basic medical education and developing teaching, learning and assessment methods.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 6.6: Cooperation

Standards:

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6.6.1 The faculty of medicine has formulated a policy for cooperation with other educational institutions and the transfer of educational credit points.

6.6.2 Regional and international exchange of academic staff and students is facilitated by the provision of appropriate resources.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Area 7: Programme evaluation

Overall evaluation:

Sub-area 7.1: Study programme evaluation

Standards:

7.1.1 The faculty of medicine has quality assurance mechanisms (i.e. evaluations) that monitor the study programme and student progress, and ensure that weaknesses are identified and addressed.

7.1.2 Study programme evaluation includes the context of the educational process, the specific components of the study programme, and the general outcome.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 7.2: Teacher and student feedback

Standards:

7.2.1 Feedback from both teachers and students is systematically collected, analysed, and used to continually improve the study programme.

7.2.2 Teachers and students are to be actively involved in planning the study programme evaluation and using its results for programme development.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

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Sub-area 7.3: Student performance

Standard:

7.3.1 Student performance is analysed in relation to the mission, objectives, and study programme of the faculty of medicine, and brought to the attention of the curriculum committee.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 7.4: Involvement of stakeholders

Standard:

7.4.1 The processes and outcome of study programme evaluation involve the governance and administration of the faculty of medicine, academic staff and students and take into consideration feedback from additional stakeholders.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Area 8: Governance and administration

Overall evaluation:

Sub-area 8.1: Governance structures and functions

Standards:

8.1.1 Governance structures of the faculty of medicine and their functions are defined, including their relationship within the university and to the university hospital.

8.1.2 The faculty of medicine has a strategic plan.

8.1.3 The academic staff participates in decision-making processes concerning teaching and research.

8.1.4 Decision-making processes, competencies, and responsibilities are communicated to all participants.

Analysis (which might contain descriptive elements as well)

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Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 8.2: Academic leadership

Standards:

8.2.1   The responsibilities of the academic leadership of the faculty of medicine for the medical study programme are clearly stated.

8.2.2   The academic leadership is periodically assessed with regard to the fulfilment of the mission and objectives of the faculty of medicine.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 8.3: Administrative staff

Standard:

8.3.1   The faculty of medicine has sufficient administrative staff. This ensures the organisational implementation of the study programme and other activities, and guarantees efficient resource management.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 8.4: Educational budget and resource management

Standards:

8.4.1   The faculty of medicine has clear authority und responsibility for the study programme and its financing. This includes a dedicated educational budget.

8.4.2   The faculty of medicine has sufficient autonomy to direct resources, including the remuneration of teaching staff, in order to achieve the overall objectives of the faculty.

8.4.3   The financial sources and all conditions linked to financing are transparent, and do not hinder the autonomy of the faculty of medicine to make decisions concerning teaching and research.

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Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment made explicit for each standard (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Sub-area 8.5: Interactions with the health sector

Standard:

8.5.1   The medical faculty collaborates with the health and health related sectors of society and government.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

Area 9: Continuous renewal/quality assurance

Overall evaluation:

Standard:

9.1.1   As a dynamic institution, the faculty of medicine implements procedures for the periodic reviewing and updating of its structure and functions, and rectifies documented deficiencies.

Analysis (which might contain descriptive elements as well)

Conclusions (standard fulfilment (fulfilled / partially fulfilled / not fulfilled), recommendations, conditions and possible additional comments)

4   Compliance with legal requirements

– MedBG art. 24, para. 1 a and b.

Art. 24 (Loi sur les professions médicales, LPMéd) Filières d'études

1 Une filière d'études devant mener à l'obtention d'un diplôme fédéral est accréditée si elle répond, outre à l'exigence d'accréditation prévue dans la LAU aux critères suivants:

a.   elle permet aux étudiants d'atteindre les objectifs de la formation à la profession médicale universitaire qu'ils ont choisie;

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b.   elle permet aux étudiants de suivre une formation postgrade.

5   Strengths, weaknesses, recommendations on quality improvement

6   Recommendation on accreditation

–   Yes / yes with conditions / no

–   In case of an accreditation with conditions, conditions have to be detailed.

–   If the accreditation is refused, this recommendation on accreditation has to be elaborated.

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