

Symposium: Global Standards, Local Impact: Bridging Borders in Medical Education Accreditation.

2025 Asia Medical Education Accreditation Agencies Forum (AMAA Forum)

5 March 2025

Professor Ricardo León-Bórquez MD, MSA

President

Purely voluntary. If
used, can be modified
to suit local context

**WFME
standards**
are available for:

Distributed and distance learning

Basic medical education

Postgraduate medical education

Continuing professional development

Revision of medical education standards

Basic Medical Education

Published in 2020

Post Graduate Medical Education

Published in 2023

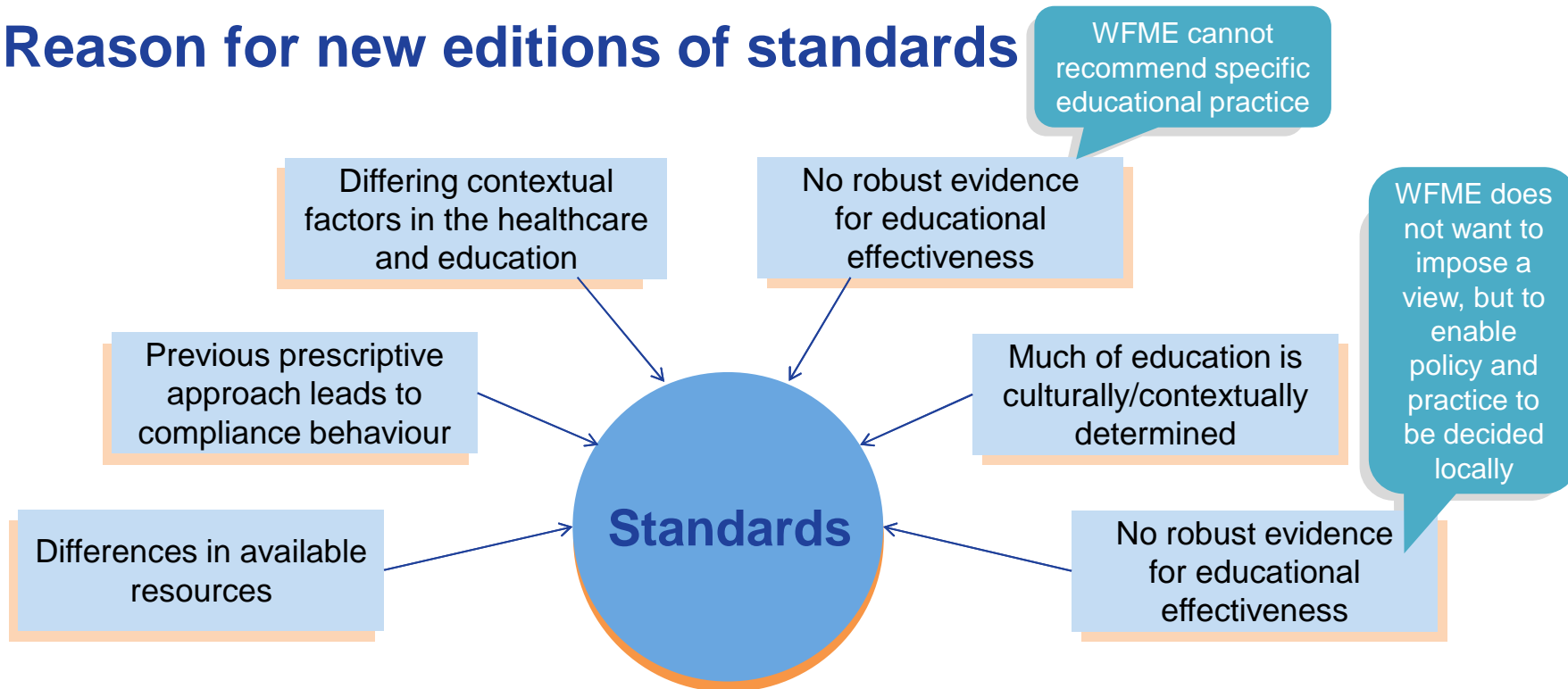
Continuing Professional Development

Published in 2025

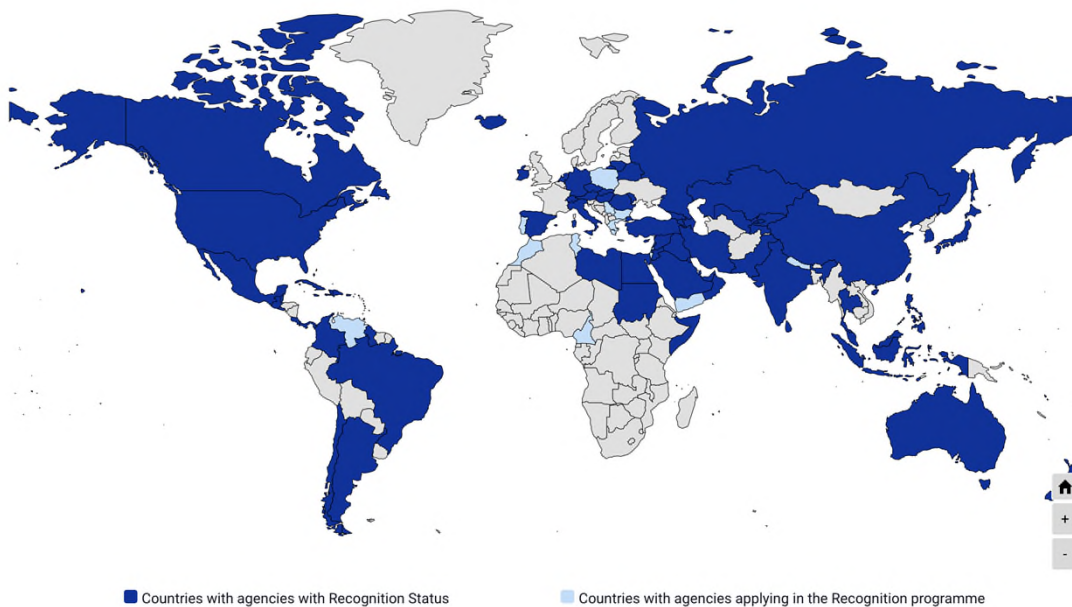
Distributed and Distance Learning

Published in 2021

Reason for new editions of standards



Recognised Countries 49 / In progress 9 March 2025



Implications of WFME standards

Our definition of quality recognises the differences across contexts and cultures.

Our principles-based standards avoid imposing any educational designs or practices but invite everyone to develop their own.

Our recognition programmes (for regulators of basic and postgraduate medical education and continuing professional development) will try to move to a more regional basis that is in tune with culture and context.

How is the educational landscape developing?

The most significant trend is **contextualisation**: the recognition that different educational approaches are appropriate in different contexts and cultures.

There is evidence that students in different cultures learn in different ways.

Changes in education are usually driven by economic and social factors.

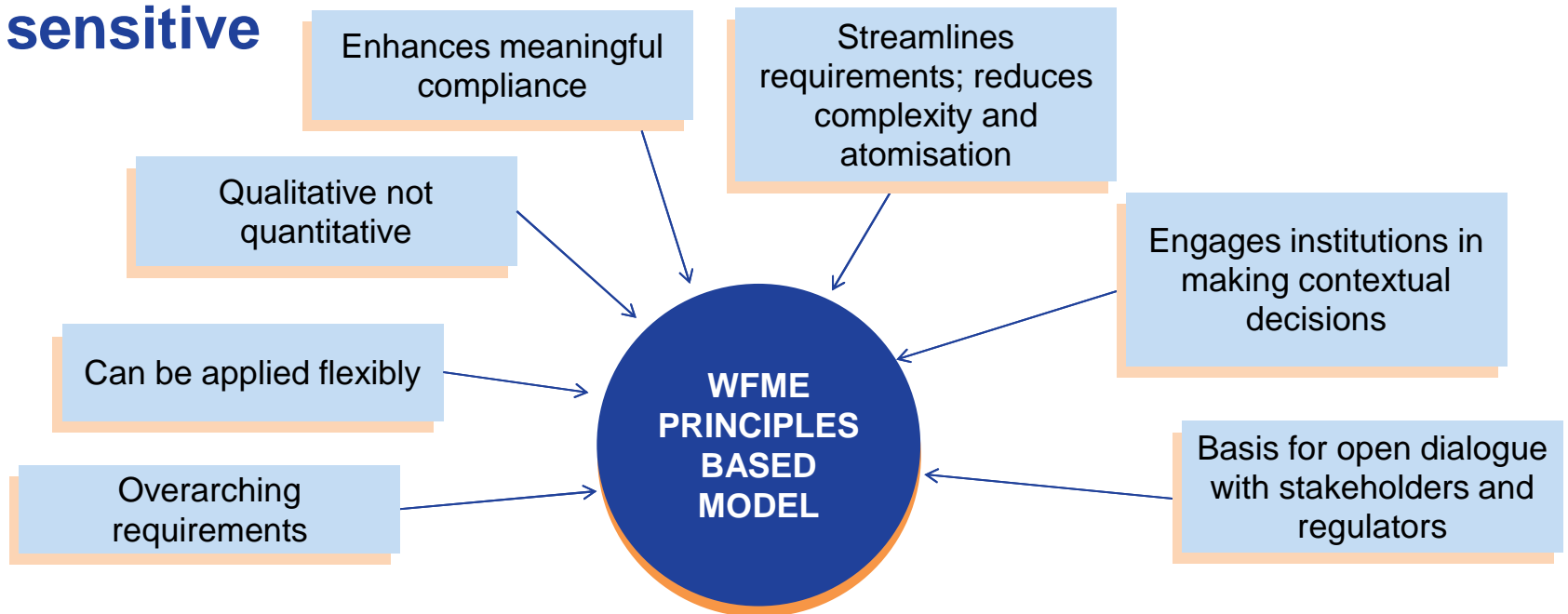
Contextualisation: The main issue in medical education

- There is a constant tension between a vision of education promoted by medical educators, based on contextually non-specific ideas such as those found in the medical education literature, and the sociopolitical foundations and forces that are unique to each country.

(Segouin, C. and Hodges, B. 2005)

In other words, medical education tends to ignore contextual and cultural issues and just promotes one dominant (usually Global North) view of how education should be.

Principles-based standards are most contextually sensitive



WFME revised standards...

Guide institutions to address all the necessary components of curriculum purposes, outcomes, processes, management and quality.

Enable each institution to reach its own contextually appropriate esigns and processes.

Enable regulators to make decisions about the quality of education offered.

WFME revised standards enable institutions to...

Develop contextually relevant standards

Within a global framework

In an accessible format, avoiding educational jargon

Avoid being prescriptive and deliver on principles

Guide local thinking, analysis, design, quality-assurance and decision-making

Enable a transparent system against which schools can be developed, judged and regulated

New edition of principles-based standards...

State each principles-based standard, describing its importance

**Guide the
organisation to think
through:**

Provide further optional
questions and guidance to
help institutions address
these issues

What it does: core purposes

How it does it: educational philosophy
and approach

Why it does it: professional, educational
and social values and identity

How it will reach a consensus among
stakeholders

Revised WFME standards...

Address the e... on principles.

Do not specify... provision or
one

**Should result in rich
diversity of appropriate
educational designs
and practices, based on
your chosen theories**

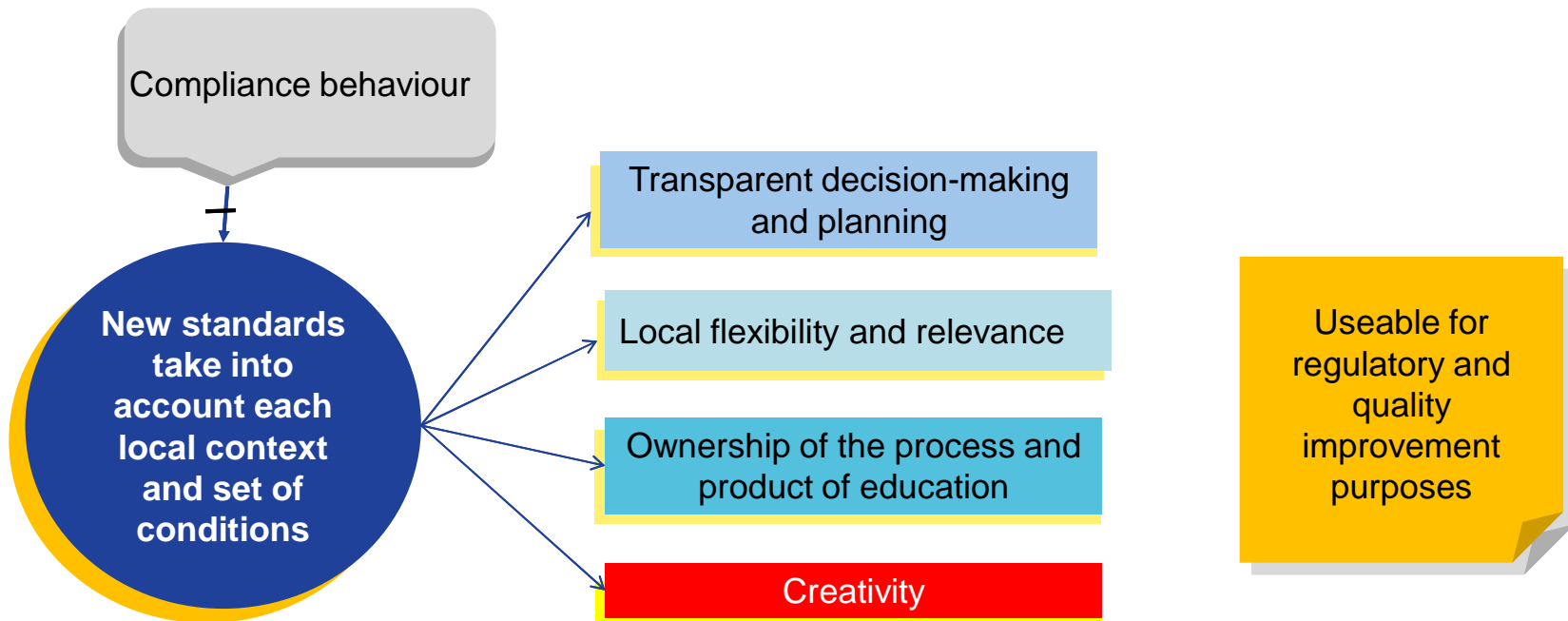
**Moves towards
local ownership
and development of
decision-making
skills**

decision-making for local interpretation

ise diversity and difference, and
contextual relevance

et everyone to reach their own contextually
decisions and describe the rationale

**Moving away from
regulatory
compliance**



WFME WORLD CONFERENCE 2025

TOWARDS HEALTH FOR ALL - THROUGH QUALITY MEDICAL EDUCATION

Bangkok, Thailand

**25-28
2025
MAY**



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conference updates!*



Thank you