



## COMPARATIVE PERSPECTIVES OF THE UNDERGRADUATE MEDICAL EDUCATION ACCREDITATION PROCESS

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### ABSTRACT: Oral Presentation (11:00 a.m.)

- Purpose:** Accreditation is a process by which educational programs undergo extensive peer evaluation of compliance with accepted standards of educational quality. It is fundamental to the delivery of medical education in Canada. This research project compares the perspectives of faculty, staff, and students towards the undergraduate medical education accreditation process.
- Methods:** This project involved the distribution of a survey to 1650 faculty, staff, and students at the Faculty of Medicine, to gauge their knowledge and opinions of the accreditation process and to identify strengths and limitations of the process. We received 234 responses, including 67 faculty (28.6%), 37 staff (15.8%), and 130 students (55.6%). The response-rate was 14.2%.
- Results:** 78.6% of respondents (184/234) stated they were not involved in the accreditation process. Analyzed separately, the majority in each cohort stated they were not involved – faculty 62.7%, staff 56.8%, students 93.1%. However, 22% of those respondents (42/184) specified ways in which they are involved in the process, which suggests they are either unfamiliar with what constitutes the accreditation process and/or they undervalue their own contributions. 50% of respondents were unfamiliar with accreditation requirements, the majority being students (75.2%). Analyzed separately, the majority of faculty (73.1%) and staff (70.3%) were familiar with the requirements, while 66.7% of students were unfamiliar.
- Conclusion:** Although the majority of faculty and staff stated they were not involved in accreditation, the majority are familiar with accreditation requirements. Students are less familiar with, and less involved in, the process. Respondents identified communication and increased student engagement as valuable activities to improve the process.