Building a competency-based accreditation system: balancing global standards with local relevance

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Key steps and resources in the process of establishing an accreditation system

• **Determine the stakeholders and engage them**  
  • Academics, policy-makers, health managers, health professionals, and communities

• **Focus on vision with community, then identify competencies, and building accreditation systems**

• **Building trust early with stakeholders facilitates the process**

• **Feedback loop for individual program and the accreditation system**
Opportunities for encouraging interprofessional training

- Start with the vision and engage community and all professions
- Agree on common nomenclature on IPE
- Consider metacompetencies (e.g., leadership skills)
- Identify common areas of interest or common challenges (e.g., how can IPE facilitate use of limited resources?)
- Encourage ongoing interprofessional dialogue
- Needs to reflect evolving values
- Consider the links to practice environments
Lessons learned in balancing global vs. local

• Understand context
  • Culture, practice, health service environment, practice scope

• Reflect resource setting in health service environment

• Global can reflect quality of accreditation system and competencies can reflect local needs

• Are there global competencies?