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At the CPME Board Meeting in Brussels on 13 June 2009, CPME adopted the following document: “**Site Visits a Quality Assurance of Post Graduate Training in Europe**” (CPME 2009/099 final EN/Fr)” (referring to CPME 2009/099 EN/Fr)

Site Visits a Quality Assurance of Post Graduate Training in Europe

Preamble

In order to assure and improve quality in post graduate training the medical profession in several European countries has initiated different systems for site visits. These visitations are adapted to the unique national educational system of each country. The purpose is to assure and improve quality by statutes but method and impact varies.

A CPME policy

CPME has always been active in the widespread work of harmonization and quality assessment of medical education in Europe. An important instrument in quality improvement of post graduate education is the visitation of training centers. Excellent documents on visitations as well as on medical training and professional development have been produced within the medical organizations in Europe. The European Boards have visitation programs where the level of training is compared with criteria for trainers and training centers adopted by the European Boards in the UEMS European Training Charter. CPME supports this important work of quality assessment. For that reason a short policy has been formulated.

This CPME-charter stipulates the general outlines for national programs on site visits on post graduate training in Europe. More detailed guidelines, adapted to national regulation, must be outlined nationally.

Site visits should

- take place on all national programs for post graduate training
- be adapted to the national regulating system set by the responsible organisation
- be planned and systematic
- be repeated on a regular basis
- be carried out by a well composed visiting team of external evaluators who are medical specialists in the field reviewed and who have knowledge about medical education in general and post graduate training in particular
- be based on broadly set standards of excellence and designed to determine how these standards are met
- have criteria for assessment, based on expectations about quality and effectiveness/process of the training program



- have criteria for assessment, based on staffing and structure as well as forms and routines for continuing quality improvement
- consist of examined self-studies, interviews of interns, externs and staff as well as analyses of the structure and the process/effectiveness of the unit and its programs
- include moments of improvement of the monitoring process as well as of its outcome
- result in a written report and a short verbal conclusion with suggestions for improvement
- lead to some kind of certification/acknowledgement that quality standards, required for approval, have been achieved
- have routines/sanctions for handling units that fail to meet the national demand
- work under a well known brand that can guarantee quality of the visiting process