

INTRODUCTION

This book addresses the high quality accreditation process for undergraduate programs in medicine, emphasizing the impact factor of graduates on the environment, based on the review of instruments and aspects considered during the accreditation self-evaluation processes carried out by different Colombian universities and an international accreditation model, in order to identify the best practices that allow the generation of an instrument that enables institutions to carry out a self-assessment of the factor with a more specific and pertinent approach to the nature of the program.

In a recent and increasingly accentuated way, quality in higher education has been gaining special importance as a control mechanism against the increase in the supply of universities and academic programs, and as an adaptive response to the growing demands of the productive, social and economic sectors. government vis-à-vis their substantive functions: teaching, research, extension and social projection.

In the Latin American context, high quality accreditation has been led by different regional agencies such as the Regional Accreditation System of University Careers of the member states of MERCOSUR and associated states - ARCU-SUR, the Network of National Accreditation Agencies -RANA that includes countries such as Argentina, Brazil, Paraguay, Uruguay, Chile, Bolivia, Venezuela and Colombia and the Ibero-American Network for the Accreditation of the Quality of Higher Education - RIACES; in turn, each country has its own agencies, among which the following stand out: CONEAU for Argentina, CNA for Chile, DEGES / SGTES / MS

for Brazil, CONAEM for Mexico and CONEAU in Peru, among others (Pan American Health Organization PAHO & World Health Organization WHO, 2010, p.37).

In Colombia the accreditation system is defined from the National Accreditation System (SNA), Congress of the Republic of Colombia, 1992 Article 53 of Law 30 of 1992, which gives rise to the formation of the Committee for Higher Education (CESU) as the body in charge of planning and coordinating higher education in our country, from which the National Accreditation Council (CNA) emerges in the operational field, from where the different processes for the implementation and monitoring of the system are defined and implemented.

Although it is true that the National Accreditation System has generated important advances in terms of quality for higher education programs and institutions, it does not have specific standards for undergraduate medicine programs, in view of the particularities of this type. of programs from their conception, operation and monitoring, it is for this reason that governmental and academic instances have raised the need to have particular accreditation standards, as indicated in the document Recommendations for the transformation of medical education in Colombia (2017), in which they mention, among others, the need to improve and expand the accreditation criteria with emphasis on relevance and social responsibility, determine and implement evaluation processes and instruments for qualified registration and own and differential accreditation for medicine programs and review and document accreditation guidelines in ternational, as a step towards the internationalization of programs, the recognition of institutions and the global integration of knowledge (Republic of Colombia, Ministry of Health, Ministry of Education, & Commission for the transformation of medical education in Colombia, 2017, p. 14).

In this sense, it is important to recognize that in countries such as the United States, Canada or the United Kingdom, they have developed and implemented their own and specific standards for med-

icine programs and have adopted global standards from international accreditation agencies, which has made it possible to unify criteria and assessment approaches, facilitating the integration of educational systems, international recognition of programs and student and teacher mobility, among these models include: Global Minimum Essential Requirements -GMER-, proposed by the Institute for International Medical Education and the World Federation for Medical Education - WFME, 2015 -, who has developed global accreditation standards for undergraduate and graduate medicine programs and continuing professional development.

In the Colombian accreditation system, we find that, within the result factors addressed by the CNA, the Impact factor of graduates in the environment stands out, since it allows to encourage the quality and relevance of the program and its results from the follow-up the work performance of its graduates and the impact they generate in their social, cultural and economic environment, which generates useful information to determine the degree to which the program provides the graduate with the knowledge and skills necessary for an adequate integration into the work environment and the development of its functions, as well as to generate feedback and improvement actions for the program.

This book reviews the result of an investigation on the subject of self-evaluation for accreditation purposes for the medicine program and an emphasis on the factor of graduates, based on existing quality standards in Colombia by the National Accreditation Council -CNA & Sistema Nacional Accreditation, 2013 from the analysis and contribution of another specific accreditation model for medicine and with worldwide recognition, such as the standards of the World Federation for Medical Education - WFME, 2015.

The theme is in line with the policies and practices in the educational management of the Colombian educational system. The documentation developed seeks to generate tools so that higher education institutions -IES- that offer Medicine programs in Colombia, can advance their self-evaluation process in a more efficient way,

rescuing the best practices of HEIs and programs of the environment and a reference model as international.

The work is structured in six (6) chapters: chapter one is titled Accreditation in medical education, it provides a description of the process, specific background on models and national and international quality standards, from which better results are achieved. results in the processes of self-evaluation, evaluation and continuous improvement of quality, the above in response to the particularities that the training of doctors requires due to its high human and social impact; The second chapter addresses elements related to quality in medical education and the path to international accreditation, taking into consideration the self-evaluation of the impact factor of graduates on the environment as a relevant issue in the evaluation of quality, it is entitled On quality national in medical education to its International Accreditation; the third chapter deepens the normative framework of the process, explains the public policies both in the education system and in the health system and was called Public Policies for the National and International Accreditation of a medicine program; Chapter four already presents the full exercise of self-evaluation, with its own design of an instrument for the factor of graduates by virtue of the scope at the time of evaluating the program with its response in the middle, this chapter was called Graduates factor in National and International Accreditation. Finally, chapter five Instrument for the self-evaluation of the Graduate Factor, with a view to internationalization, presents the proposal of an instrument in the self-evaluation for the graduate factor and the methodology used for its construction, giving rise to future research aimed, fundamentally, at validating the self-assessment instrument proposed in case studies, in order to test its solidity, legitimacy and functionality. Chapter six gives space for discussion and conclusions about the usefulness of the instrument in the exercise of self-evaluation and accreditation for an undergraduate program in medicine.