

## Accreditation process and curriculum changes in Argentina's medical educational programmes

The Law of Higher Education regulates the creation of the CONEAU-, and the obligatory and periodic evaluation in programmes that issue "degrees corresponding to state regulated professions whose exercise might compromise the public interest questioning the health, security, rights, property or residents formation in a direct way..."

The medical programmes evaluation was organized between 1999 and 2000 by the CONEAU- National Commission for University Evaluation and Accreditation- starting from accreditation standards

This evaluation was made by peer committees that participate in a specific instance training and criteria compatibilisation. In this way the construction of consistent progressives instances that culminate in a consistent reunion with cross analysis in every case, results in decisive importance.

Until 1990 there were seven medical programmes in Argentina' s public universities and two programmes in private universities. New programmes were created in other universities or in the research o assisting institutions after 1990

Those actions **performed** an heterogeneous supply whit unplanned regional distribution, shared faculties and different academic models.

At present the dissimilarity supply includes 28 programmes. Following the international tendencies, the recomendations of the organisms in the health area and the standards, the programmes have modified their planifications in the last years.

This work advances in the analysis of curriculum changes and the effects of the acceptance the accreditation standards in the curriculum design definition, taking into account one of the central objectives of evaluation such the improvement of university education.

### INTRODUCTION

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The Superior Education Law regulates the creation of the CONEAU-, and the obligatory and periodic evaluation in programmes that emit "titles corresponding to state regulated professions whose exercise might compromise the public interest putting in question in a direct way the health, security, rights, property or residents formation..."

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This evaluation was made by peer committees that participate in specific instance training and criteria compatibilisation. The construction of consistent progressive instances culminates in a reunion of consistence with cross analysis **for** every case.

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The accreditation resolutions have a description of the program, an assessment of the present situation and the commitments of change taken by the institutions to improve the programmes in three years. These commitments were proposed by the university and accepted as obligations. It 's necessary to know **it** was the university who proposed the changes and the solutions in front of a the peers and standards demands.

The programmes have modified their planning in the last years following the requirements of the peer committees. They had also made curricular changes and institutional reforms.

The analysis of the information gathered by the CONEAU in the accreditation process **may allows making** the description of characteristics of the medical supply formation in the country

## GENERAL CONSIDERATIONS

### STUDY PLANS

Following the international tendencies, the recommendations of the organisms in the health area and the standards, the programmes have modified their planning in the last years:

- 1. Increasing the total duration or the duration of some subjects**
2. Including contents- like antropology, emergentology and research methodology and revising the curricular design
3. Defining or including the instance of obligatory final practice
- 4. Increasing the number of practice places and directing the teaching to the general medic formation for APS care capacity**

1. Almost all the programmes have presented plans approved or with reforms after 97. In some cases these modifications increased the hours to the standard demands.....

the plan structure, in the universities created before 1990 or with plans established before this year, indicate the existence of a basic cycle and a clinic cycle, with subjects with cathedra structure with cycles and contents unarticulated

The plan modifications and the major part of the **posteriores** plans follow these structure but have previous modalities of articulation and integration of contents that consists of :

- organization of the content in áreas or modules
- curricular axes definition
- distribution of the contents of some asignatures into most general denominations
- learning- enseñanza- teaching implementation of work whit troncales or transversals asignatures durante varios years.

Whit the intention of previous o repair desarticulation within catedras , cycles and theoretic and practice learnins the institutions have decided the creation of Commissions, secretaries, departamentos, of pedagogical coordination whit functions of control of plans implementation

Its observable one tendency - non prescript for the standards – to adopt the PBL problems based learning- under the assumption that these methodology solves the slowly integration within contents , areas and cycles. However, that adhesion like fundamentación de la propuesta proposal pedagogical fundamentation , or also like plan fundamentation or estructural organisation, are more different definition and comprhension of the strategie, different idea about what are a problem, how to teach the student for her comprehension and resolution, the forma that this modality of teaching and learning establece within disciplinars champs, the experts and tutors functions, the pregraduates competences that logran. Some programmes includes explicites referencies at the others institutions that aparecen like model and the nouns of externs capacitors that was consulted or have participated that the curricular design.

El grado y la forma de implementación.....

Some programmes have organised integration workshops, case-based- studies, analyse and case- clinic atheneums, teaching in small groups, and courses with curriculares integrational spaces.

The multiple- choice examen prevail- predominate in all the subjects, basics or clinical because is the solution infront the masivity and looking for the objetivity. The oral f8inal examen is a answer to the necessary integration and individuality.