

**“Enhancing Interprofessional
Collaboration and Learning for
Strengthening Primary Health Care”**

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Title	MEANINGFUL STUDENT ENGAGEMENT IN ACCREDITATION AND QUALITY ASSURANCE: A STUDENTS' GUIDE
Type	Oral Presentation High-Quality Learning and Collaborations in the Health Workforce
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Abstract N ^o	TUFH773
Content	<p>Accreditation is directly improving medical education by holding medical schools accountable towards standards. The International Federation of Medical Students' Associations, representing more than 1,3 million medical students worldwide, selected Health Workforce Regulation and Accreditation as its Global Priority for 2020/2021, an area of focus to address and develop resources for meaningful students' engagement in the accreditation process. Methods: The Standing Committee on Medical Education (SCOME) created a Small Working Group, which main focus is to develop a set of resources to capacitate medical students on meaningful participation in the accreditation process and to define models of meaningful students' engagement in it. At the same time, the SCOME International Team works on the development of the annual Accreditation and Quality Assurance Week campaign. Both projects are done with collaboration and support from the World Federation for Medical Education (WFME). Results: The campaign's impact will be assessed through Online Meetings and a Social Metrics Map with our members, after its promotion in April. On another note, the toolkit will be promoted via webinars, and its impact will be assessed through Online Meetings and assessment form. All results will be completed in July and presented at TUFH2021. Conclusions: Currently, there is no universal model of meaningful students' engagement in accreditation. From regulation, administration, institutional support to the flexibility of medical education systems, medical students need to continuously advocate for meaningful engagement in the process of formal accreditation and to be considered as an active stakeholder in this process at all levels.</p>