



IMCAC Global Policy Handbook on Trainings, Curriculum Development & Standardization

International Medical Competency Accreditation Council (IMCAC)

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Section A – Foundational Framework

1. Introduction to IMCAC

The International Medical Competency Accreditation Council (IMCAC) is a global authority dedicated to establishing standards, accrediting institutions, and certifying healthcare professionals in alignment with international best practices. IMCAC ensures consistent training quality across regions, disciplines, and professional levels.

Its vision is to create a globally harmonized framework for medical competency, empowering institutions and professionals to deliver safe, ethical, and evidence-based care.

2. Purpose of the Handbook

This handbook is IMCAC's official policy framework and operational manual. It is designed to:

- Provide institutions with clear policies for training and accreditation.
 - Define global competency-based standards through the 7-Level Clinical Progression Matrix (CPM).
 - Supply templates, annexures, and audit checklists for institutional compliance.
 - Ensure ethics, safety, and accountability in medical training worldwide.
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3. Scope & Applicability

The handbook applies to:

- **Institutions:** Universities, medical schools, training academies, and hospitals.
- **Trainers:** Faculty, educators, and clinical supervisors.
- **Students & Practitioners:** Medical professionals pursuing IMCAC-recognized credentials.
- **Partner Organizations:** Medical boards, councils, and associations aligning with IMCAC.

4. Definitions & Key Terms

- **Accreditation:** Recognition granted to institutions/programs meeting IMCAC standards.
- **Certification:** Credentialing of individuals after demonstrating competency.
- **Competency-Based Education (CBE):** Outcome-driven approach focusing on demonstrable skills.
- **Clinical Progression Matrix (CPM):** IMCAC's 7-level framework for clinical development.
- **CPD (Continuous Professional Development):** Structured professional learning post-certification.
- **RPL (Recognition of Prior Learning):** Acknowledgment of knowledge/skills gained outside formal training.

5. Guiding Principles

- **Global Consistency with Local Relevance**
 - **Competency-First Approach** prioritizing patient safety
 - **Evidence-Based Standards** backed by research
 - **Ethical Integrity** with zero tolerance for malpractice
 - **Continuous Review & Innovation** every 3 years
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Section B – Governance & Oversight

6. IMCAC Governance Structure

IMCAC is structured into:

- **Governing Board:** Strategic leadership, finance, and policy.
 - **Academic & Accreditation Board:** Curriculum development, program approval, institutional accreditation.
 - **Training Quality Assurance Division (TQAD):** Monitoring, audits, and reporting.
 - **Ethics & Professional Conduct Committee:** Dispute resolution and ethical oversight.
 - **International Advisory Panel:** Regional representation and subject matter expertise.
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7. Roles & Responsibilities

- **IMCAC:** Policy formulation, accreditation, certification, and monitoring.
 - **Institutions:** Program delivery, documentation, and compliance.
 - **Trainers:** Competency-based instruction, evaluation, ethical conduct.
 - **Students:** Compliance with codes, completion of competencies.
 - **External Reviewers:** Independent peer audits and quality validation.
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8. Accountability & Compliance

- **Annual self-audit reports** from institutions.
 - **Periodic IMCAC external audits.**
 - **Randomized trainer/student evaluations.**
 - **Structured reporting mechanisms** for non-compliance.
 - **Corrective action and escalation pathways.**
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Section C – Training Policy

9. Training Needs Assessment Protocol

- Surveys of medical professionals and employers.
 - Workforce analysis for demand-driven training.
 - Regulatory benchmarking with WHO/WFME/CPD standards.
 - Gap identification in existing training infrastructure.
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10. Training Design & Delivery Models

- Competency-Based Modular Approach aligned with CPM.
 - Hands-On Clinical Training in labs, hospitals, and simulations.
 - Blended Learning (digital + onsite).
 - Case-Based & Problem-Based Learning (CBL & PBL).
 - Mentorship & Peer-Learning Programs.
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11. Competency-Based Framework – IMCAC 7-Level Clinical Progression Matrix (CPM)

1. **Fundamental Awareness** – Learner develops basic knowledge of protocols and terminology.
2. **Clinical Understanding** – Learner comprehends clinical rationale and expected outcomes.
3. **Supervised Practice** – Learner performs procedures under supervision.
4. **Independent Clinical Application** – Learner applies skills independently in routine care.
5. **System-Level Responsibility** – Learner contributes to workflow, safety, and team leadership.

6. **Innovation & Research Integration** – Learner integrates evidence, develops new methods.
 7. **Global Excellence & Influence** – Learner mentors globally, leads policy, and sets standards.
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12. Competency Milestones & Learning Outcomes

- Each CPM level has defined milestones (knowledge, skills, professionalism).
 - Learning outcomes are mapped to assessments (theory, OSCE, case studies).
 - Example: CPM Level 3 (Supervised Practice) requires demonstrating 80% safe completion of supervised procedures.
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13. Trainer Qualifications & Credentialing

- Minimum 5 years' clinical/academic experience.
 - IMCAC Trainer Certification.
 - Commitment to lifelong CPD.
 - Certification renewal every 3 years.
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14. Training Modalities

- Onsite: Practical clinical immersion.
 - Online: LMS, webinars, case repositories.
 - Hybrid: Combination with flexible pacing.
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15. Continuous Professional Development (CPD)

- CPD credit points for lectures, workshops, publications, and teaching.
 - CPD digital portfolio linked to IMCAC database.
 - Renewal of certifications based on CPD compliance.
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16. Student Engagement & Support

- Structured mentorship programs.
 - Continuous feedback systems.
 - Access to digital libraries and global networks.
 - Academic and clinical progress tracking dashboards.
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Section D – Curriculum Development Policy

17. Curriculum Design Principles

- Competency-based, outcome-driven.
 - Inclusive of ethics, professionalism, and research.
 - Patient-safety-centered design.
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18. Competency Mapping to CPM Levels

- Each course module is mapped to specific CPM levels.
 - Example: Anatomy = Level 1–2; Clinical Procedures = Level 3–4; Research = Level 6.
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19. Curriculum Review & Update Cycle

- Annual institutional review.
 - External peer review every 3 years.
 - Rapid updates for new evidence or technologies.
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20. Curriculum Approval & Accreditation Process

1. Submission by institution.
2. Review by Academic Board.
3. External Peer Validation.
4. Accreditation Decision.

5. Monitoring & Renewal every 3 years.

21. Alignment with International Standards

Benchmarked with WFME, WHO, ECFMG, CME/CPD standards.



Section E – Standardization Policy

22. Global Training Standards

- Uniform competency outcomes.
 - Standardized minimum training hours per CPM level.
 - Required exposure to simulated and real clinical cases.
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23. Institutional Accreditation Requirements

- Qualified faculty.
 - Adequate infrastructure.
 - Ethical training protocols.
 - Documented compliance with CPM alignment.
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24. Assessment & Evaluation Guidelines

- Theory: MCQs, essays, viva.
 - Clinical: OSCEs, DOPS (Direct Observation of Procedural Skills).
 - Professionalism: portfolios, feedback, peer assessment.
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25. Certification & Credentialing Protocols

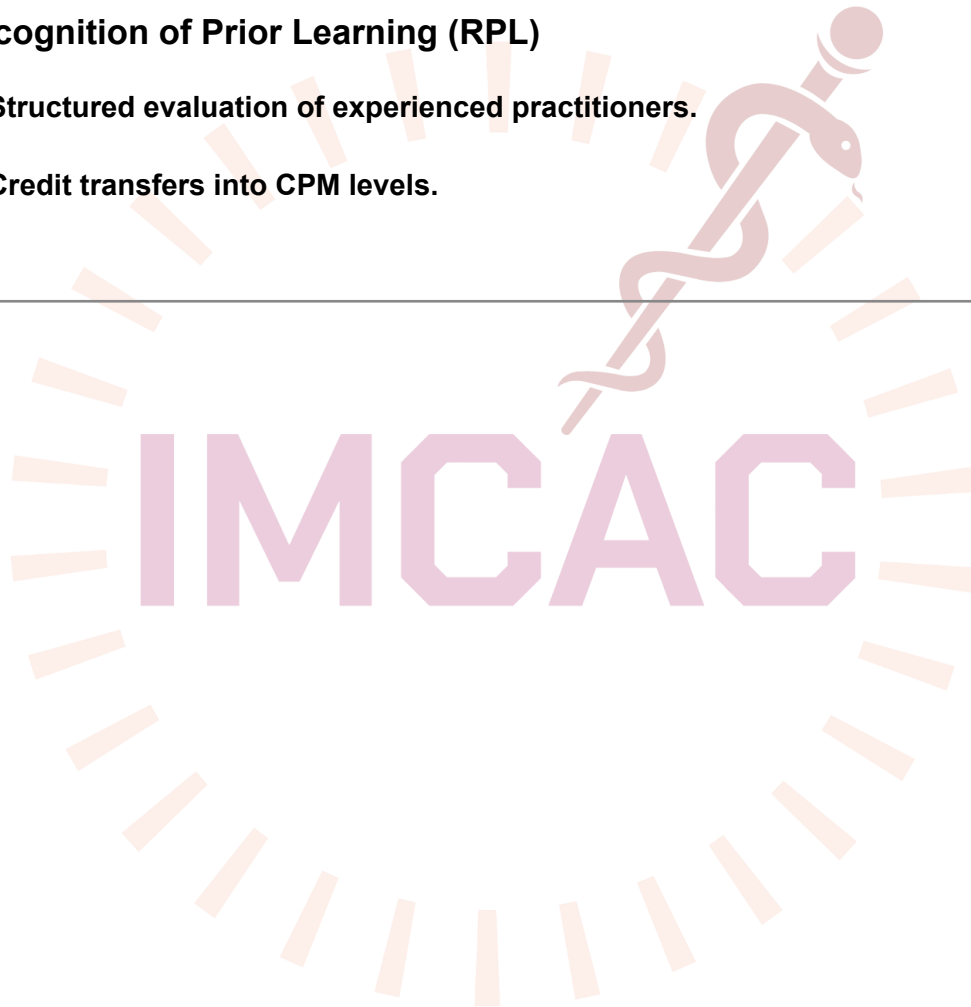
- Secure certificates with QR code verification.
 - CPM level clearly mentioned.
 - Digital badges for online verification.
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26. Quality Assurance & Audits

- Annual self-audit reports.
 - External audits by IMCAC.
 - Corrective action and re-evaluation.
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27. Recognition of Prior Learning (RPL)

- Structured evaluation of experienced practitioners.
 - Credit transfers into CPM levels.
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Section F – Implementation & Monitoring

28. Implementation Guidelines

- Trainer orientation sessions.
 - Student induction with CPM overview.
 - Institutional implementation plans.
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29. Monitoring & Evaluation Framework

- KPIs: student success rates, audit compliance, trainer ratings.
 - Continuous monitoring via IMCAC digital dashboard.
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30. Student Feedback & Stakeholder Consultation

- Structured surveys post-training.
 - Stakeholder forums annually.
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31. Independent External Reviews

- Conducted by regional and global experts.
 - Peer-reviewed reports.
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32. Reporting & Documentation Standards

- Annual reports submitted to IMCAC.
 - Standardized documentation templates.
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33. Risk Management

- Identification of institutional risks.
 - Emergency response protocols.
 - Crisis simulations in training.
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Section G – Ethics & Professional Conduct

34. Code of Ethics

- Honesty, integrity, accountability.
 - Confidentiality and patient rights.
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35. Patient Safety Protocols

- Informed consent templates.
 - Supervision requirements for trainees.
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36. Professional Conduct of Trainers & Institutions

- Non-discrimination.
 - Evidence-based instruction.
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37. Transparency & Anti-Misconduct Policies

- Transparent assessments.
 - Anti-plagiarism protocols.
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38. Inclusivity & Cultural Sensitivity

- Respect for cultural differences.
 - Gender equity and inclusivity in training.
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Section H – Compliance & Enforcement

39. Institutional & Trainer Obligations

- Maintain accreditation standards.
 - Submit annual compliance reports.
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40. Penalties for Non-Compliance

- Warning → Probation → Suspension → Withdrawal.
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41. Appeals & Dispute Resolution

- Structured grievance mechanism.
 - Ethics Committee oversight.
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42. Suspension or Withdrawal of Accreditation

- Triggered by repeated violations.
 - Institutions may reapply post-corrective action.
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Section I – Templates & Annexures

Annexure 1 – SOP Template for Training Delivery

Title:

Objective:

Duration:

Methodology:

Expected Outcomes:

Evaluation Method:

Annexure 2 – Curriculum Mapping Template

| Module | CPM Level | Learning Objectives | Assessment | Duration |

Annexure 3 – Student Assessment Rubric

Criteria	Excellent	Good	Needs Improvement
Knowledge	Deep & applied	Adequate	Insufficient
Clinical Skills	Safe & accurate	Competent	Unsafe
Professionalism	Exemplary	Acceptable	Unacceptable

Annexure 4 – Trainer Evaluation Form

| Trainer | CPM Mapping | Student Feedback | Compliance | Notes |

Annexure 5 – Institutional Audit Checklist

- Faculty qualifications
- Infrastructure adequacy
- CPM mapping evidence
- Ethics compliance

Annexure 6 – CPD Credit Calculation Table

- 1 hr lecture = 1 CPD credit
- 1 hr workshop = 2 credits
- 1-day conference = 8 credits
- Journal publication = 10 credits

Annexure 7 – Student Feedback Form

- Course content quality
- Trainer effectiveness
- Facility adequacy
- Suggestions

Annexure 8 – Patient Consent & Ethics Declaration

- Procedure explained
- Risks disclosed
- Patient signature

Annexure 9 – Certification Template

Certificate of Competency

Awarded to:

For Completion of:

CPM Level Achieved:

Date:

Signed: IMCAC Board

QR Code Verification

Annexure 10 – Annual Self-Audit Report

- Institutional compliance summary
- Key challenges
- Action plan for improvement



Conclusion

This IMCAC Global Policy Handbook sets a comprehensive international framework for training, curriculum development, and standardization. It ensures medical professionals progress through the 7-Level Clinical Progression Matrix, while institutions maintain ethical, high-quality, and globally benchmarked standards.