



The World Health Organization Academy Quality Management Framework

Preamble

The WHO Academy is the World Health Organization's state-of-the-art learning center and one of the WHO's key priority transformation initiatives. The Academy aims to reach millions of health workers, policymakers, WHO staff, and communities with the goal of accelerating countries' progress toward health targets of the Sustainable Development Goals and improve health for all.

To bring value to learners, the Academy focuses on delivering lifelong learning that is globally accessible, scalable and of high quality using the latest learning technologies and innovations. The key ambition for the Academy is to improve the speed, efficiency and effectiveness with which information and guidance get to health workers and other learners who intersect with the health sector, enhancing their competencies and empowering them to improve the delivery of health care, public health and to make their communities safer and healthier. To ensure a truly global impact, learning programmes will be multilingual – both online and in-person – initiated through a digital learning experience platform. This platform will enable learners to tailor their experience to meet their needs and award them digital credentials they can use to verify their competence. The Academy will also be a powerful professional development tool for WHO that will help the organization fulfill its aspirations as a learning organization by strengthening the competencies of WHO's workforce.

The Quality Management Framework is designed to support the reliable and consistent performance of the Academy's products, services and processes. The Framework maps work objectives – the efforts and outputs developed and delivered on behalf of Academy staff – to the standards, which are the specifications, guidelines, or characteristics that can be used consistently to ensure that products, services and processes are fit for their purpose. Evidence-based references provide the available body of facts or sources of information that support development of the standard.

The Quality Management Framework focuses on delivering a robust learning ecosystem, by remaining socially accountable while measuring health impact and ensuring quality, evidence-based education. The Academy accomplishes these goals in the context of its organizational alignment to the WHO and effective organizational management. This Framework serves as a starting point for establishing the Academy Quality Management System. A system that aims to consistently produce products and services that meet

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and enhance learner and stakeholder satisfaction through effective quality management application. The elements within the framework will evolve over time, guided by an agile approach and a focus on early delivery of learning value, continuous product and process improvement, and team input – all of which will reflect learners, patients and community needs at the country, regional and international levels.

Vision, Mission, Strategic Goals

The **WHO Academy's vision** is a world in which health workers, leaders, public health policy makers and family caregivers have the competencies they need to achieve health for all.

The **WHO Academy's mission** is to reach millions of learners around the world with evidence-based lifelong learning in health that is accessible, innovative and impactful, and that enables countries to meet all of the health-related Sustainable Development Goals (SDGs) targets as well as other priority health goals.

The **WHO Academy's strategic goals** are:

- **To accelerate and leverage health-related lifelong learning:** to improve the speed, scale and impact by which evidence-based health guidance and practice is delivered to learners around the world, while advancing health-related competencies for 10 million learners by 2025.
- **To revolutionize lifelong learning for impact:** to continuously improve the effectiveness, efficiency and impact of lifelong learning in health by advancing game-changing technologies, innovations and approaches in adult learning science.
- **To transform competencies for a motivated and fit-for-purpose WHO workforce:** to enhance the competencies of 15 000+ WHO workforce to drive the WHO mission.

Value, Fundamental Principles and Core Characteristics

To achieve its mission, the WHO Academy focuses on bringing value to learners and stakeholders worldwide.

Main value of WHO Academy for the learners

1 Self-reflective lifelong learning	4 Sharable credentials
2 Globally accessible and scalable	5 Cutting-edge learning technologies and innovations
3 Evidence-based learning	6 Learning Communities

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Self-reflective lifelong learning – Self-reflection integrates intellectual and emotional human development and provides meaning and purpose in learning and academic and professional pursuit.¹

Globally accessible and scalable – Scalable learning builds networks and ecosystems that accelerate learning by connecting with others outside the organization. To accelerate learning and learner performance, provide performance dashboards that in real-time give learners feedback on many different dimensions of performance, using online learning communities that create peer-to-peer learning environments which accelerate performance improvement and learning at a significant rate.²

Evidence-based Education – ensure there is a consistent and transparent process of using evidence for the support and development of learning activities, with the aim of improving knowledge, skills and competences within a personal, civic, social and/or employment-related perspective.³

Sharable credentials – Learners use and arrange their verifiable digital credentials augmented with personal achievements and evidence to apply and qualify for jobs. Employers find and verify learners with structured data algorithms and identify talent based on what people know and can do.⁴

Cutting-edge learning technologies and innovations – Cutting-edge learning technologies refer to technological devices, techniques or achievements that employ the most current and high-level IT developments in learning science and delivery – technology at the frontiers of knowledge. Leading and innovative industry organizations are often referred to as "cutting-edge."⁵

Learning communities – Organized along common learning, career and avocational interests to build a sense of group identity, cohesiveness, and uniqueness; to encourage continuity and the integration of diverse learning experiences; and to counteract the isolation that many learners feel.⁶

¹ Successful Learning and Teaching Approaches: Self-reflection as a Bridge to Self-directed and Lifelong Learning, Chuprina, L. & Zaher, L. City University of Seattle, School of Management, June 9, 2011

² John Hagel: Scalable Learning is the Key Differentiator for Enterprises of the Future, Peter High, CIO Network, Forbes July 25, 2016

³ Adapted from Best Evidence of Medical and Health Professional Education

⁴ IMS Global Learning Consortium

⁵ Techopedia Inc. 2021

⁶ Center for Engaged Learning, Elon University

Fundamental Principles for the Quality Management Framework

Gender, Equity, Inclusiveness – treating people alike according to their needs, making sure that everyone is given equality of opportunity and understanding people’s differences so they can be included and treated equally and fairly; understand how gender intersects with other population characteristics and determinants of health (age, ethnicity, disability, economic and social status, etc.) and impacts on behaviors, health status, access to services and living systems; understanding of the importance of power in different contexts, differentials, dynamics and relations.⁷

Targeting Populations and Societies to Develop Human Capital for Health – capacity building to impact health requires broad opportunities for lifelong learning beyond the health worker and integrated into populations and organizations to encourage meaningful transformation for achieving health goals.

Cultural Representation – provides participation of diverse groups of people from countries and language communities, and integration of perspectives by ensuring an unbiased approach to learning, which promotes greater knowledge transfer, engagement and outreach.

Core Characteristics of Learning Recognition

Interoperability - The ability for systems and applications to interact and exchange data. With educational technology, all digital content, tools and resources used by instructors and learners work well together.⁸

Learner-centered Approach – shifting the focus of learning from the instructor to the needs and the wants of the learner. This shift offers the best experience for the learner because it has them engage with the instructor, the content, and other learners.

Open Education – Ensures learners, teachers, societies and organizations can fully explore the boundless potential of learning and teaching when the pathways for technology in education are fully open, accessible and adaptable.

Portability – referring to a credential that has value locally, nationally and perhaps internationally in labour markets, education systems, and/or other contexts. The earner can use the credential in a variety of environments, and the context and competencies the credential represents remain intact and are accessible by credential consumers. A portable credential enables earners to move vertically and horizontally within and across the credentialing ecosystem for attainment of other credentials.

⁷ Adapted from WHO Academy Report on Gender, Equity and Human Rights Course Design Meetings, 2020

⁸ IMS Global Learning Consortium, Sept. 2018

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Stakeholder Engagement – the process by which the Academy involves people who may be affected by the decisions it makes or can influence the implementation of its decisions. Stakeholders are involved at all phases of development, implementation and evaluation of the Academy.

Evidence-based Learning – Evidence-based learning holds that instead of relying on old traditions and institutions, adult learning should be guided by scientific principles and rigorous research methods.⁹

Organization of Quality Management Framework

Domains	Sub-Domains			
Products and services – lifelong learning programs, technical documents, learning experience platform, operational research and policy guidelines	Learning Ecosystem – combination of tools and solutions used to deliver, manage and track Academy learning programs, which permits learners to immerse themselves in multiple outlets for educational endeavors	Social Accountability and Impact – opportunity for citizen and civil society engagement with the Academy and its potential effects on the health of the population	Quality Education – seek out and acknowledge learners’ prior learning, to recognize formal and informal modes, to practice non-discrimination and to provide a safe and supportive learning environment	
Organizational Alignment – process of creating unity between the WHO’s ultimate vision of success and the way leaders and individual contributors drive Academy results	Strategic Principles – fundamental rules and guidelines that serve as a foundation for reasoning and decision-making about longer-term direction for the Academy			
Organizational Management – process of structuring, planning and directing the resources and employees of the Academy to achieve its goals	Strategic Management – includes evaluation, internal Academy analysis and execution throughout the organization	Human Capital – skills, knowledge and experiences possessed by employees, consultants and volunteers, viewed based on value and cost to the Academy	Operations Management – administration of business practices to create the highest level of efficiency possible within the Academy	Campus Infrastructure – basic structures in key areas that facilitate implementation of resources, policy, technology and human resources

⁹ Pasquinelli, 2011

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	Work Objectives	Standards	References
Products and Services	Learning Ecosystem		
	Build a diverse and impactful lifelong learning ecosystem for the human capital for health	1. Build continuity of lifelong learning across the education continuum and career of health workers and societies by developing a range of learning opportunities that target the health workforce of today and of the future and support human capital for health	ISO 21001 5.3 Organizational roles, responsibilities and authorities
	Foster a learner-centric and adult learning science approach at all levels	2. Strategically focus products and services on the learner and foster culturally relevant and integrated healthcare experiences	ISO 21001 5.1.2 Focus on Learners and other Beneficiaries
	Build and support the interprofessional community of learners, facilitators and mentors based on a learning organization culture of co-creation and sharing at individual, team and organizational levels	3. Foster growth in the interdisciplinary community through the design of learning interventions and the implementation of global resources 4. Ensure the learning environment fosters collaborative and peer learning with a focus on inter-disciplinary care delivery and the sharing of good practice globally	ISO 21001 5.2.1 Developing the Policy
	Involve learners, experts, societies and organizations in development and co-creation of the diverse and impactful lifelong learning ecosystem	5. Collaborate with global stakeholders in the co-design of courses	ISO 21001 5.2.2 Communicating the policy
	Social Accountability and Impact		
Strengthen lifelong learning and health labor market intelligence by generating insights to inform design, development, equity and impact	6. Develop longitudinal monitoring of planned learning outcomes through locally integrated mechanisms to measure outcomes and impacts 7. Base evaluation on the WHO triple billion goal impacts, Sustainable Development Goals and other relevant global public health goals	ISO 21001 9.1 Monitoring, measurement, analysis and evaluation	

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<p>Align Academy activities with global health priorities to grow human capital for health</p>	<p>8. Align lifelong learning products, services and organizational structure to health priorities of WHO regions and member states 9. Develop a lifelong learning ecosystem that promotes the needs of the community and health systems through provision of high-quality products and services</p>	<p>ISO 21001 8.2.1 Determining the requirements for the educational products and services</p>
<p>Maximize learning opportunities for learners worldwide and ensure equity in access for all learners based on cultural sensitivity</p>	<p>10. Ensure learning resources and needs analysis for design of products and approaches are representative of the needs, interests and learning preferences of diverse global health stakeholders 11. Develop multi-formatted platform content that allows users to learn in ways they are most comfortable, as appropriate for the learning activity</p>	<p>ISO 21001 7.1.6.2 Learning Resources</p>
<p>Quality Education</p>		
<p>Apply evidence-based learning design and science</p>	<p>12. Ensure the effectiveness of Academy educational activities by following up-to-date evidence-based methodological standards</p>	<p>Evidence-based recommendations for education*</p>
<p>Ensure an effective, multi-source and change-focused evaluation cycle</p>	<p>13. Invite learners to give end of course feedback, which informs continuous quality improvement</p>	<p>ISO 21001 9.1.2 Satisfaction of learners, other beneficiaries and staff</p>
<p>Provide reliable learning outcomes measures by implementing evidence-based, transformative assessment</p>	<p>14. Enhance learning by assessing achievement of learning outcomes through authentic or simulated settings when possible</p>	<p>ISO 21001 9.1.4 Methods for monitoring, measurement, analysis and evaluation</p>
<p>Lead in development and implementation of learning innovations and evidence</p>	<p>15. Innovate around Academy core competencies and strategic assets that can be recombined into new products and services 16. Ensure instructional design and development allow for fast-track production and massive scale-up</p>	<p>ISO 21001 10.3 Opportunities for improvement</p>

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	Implement a state-of-the-art learning recognition and interoperable digital credentialing and verification system	17. Maintain individual learner records in the learning system through registration, course tracking, achievement, and learning needs made portable to other agencies and institutions with access controlled by the learner	IMS Global Learning Consortium Open Badges Conformance and Certification Guide Version 2.1 (October 7, 2020)
Strategic Principles			
Organizational Alignment	Build an innovative, proactive, collaborative and agile learning organization to grow human capital for health, align with WHO's global health priorities	<p>18. Align learning products, services and organizational structure to the UN and WHO strategic platforms of health change and development of health workers and care givers</p> <p>19. Ensure equity in access to all learners regardless of their income level, gender, language with all products, services and processes</p>	<p>WHO GPW</p> <p>Academy Strategic Plan</p> <p><u>WHO Global strategy on human resources for health: Workforce 2030</u></p> <p>ISO 21001 4.1 Understanding the organization and its context</p> <p>ISO 21001 4.2 Understanding the needs and expectations of interested parties</p>
	Build strong stewardship and governance and ensure alignment and consistency within the Academy network	<p>20. Comply with WHO legal and regulatory requirements</p> <p>21. Ensure the governance structure includes stakeholder groups representing gender balance, regional diversity, and low, medium and high-income perspectives</p> <p>22. Include oversight and accountability at all levels of governance structure</p> <p>23. Implement robust and ongoing communications, public relations and marketing/advertising programs to project brand</p> <p>24. Foster revenue generating business models that are financially self-sustaining</p>	<p>WHO legal and regulatory framework (to be identified)</p> <p>ISO 9001 4.1 Understanding the organization and its context</p> <p>ISO 9001 4.2 Understanding the needs and expectations of interested parties</p> <p>ISO 9001 8.4.3 Information for external providers</p>

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Organizational Management	Strategic Management		
	Build an efficient, transparent, data-based, and agile organization through effective strategic planning and management	25. Create the vision, strategic planning and business culture in the context of complex and continuous global change 26. Evolve organizationally based on data-driven strategic management principles using lean, agile management performance and continuous risk management procedures	Academy Strategic Plan Management Guidelines ISO 9001 5.1.1 b ensuring quality policy and objectives are compatible with the context and strategic direction of the organization
	Human Capital		
	Develop a strong workforce by recruiting and supporting professionals with the adequate competences while maximizing the potential of effective partnerships	27. Deploy human resources wisely in the design, development, implementation and evaluation of products and services 28. Collaborate with key partners in developing products, services and approaches	ISO 7.1.2 People - organization shall determine, provide and maintain the infrastructure necessary for the operation of its processes and to achieve conformity of products and services. ISO 21001 7.1.2 Human Resources
	Operations Management		
	Implement lean and efficient streamlined processes	29. Use sound business management practices to allocate and manage program resources effectively, ethically and appropriately 30. Establish clear roles, responsibilities and governance models	ISO 9001 7.1.6 Organizational Knowledge ISO 21001 5.1.1 Leadership and Commitment General ISO 21001 5.3 Organizational Roles, Responsibilities and Authorities
	Campus Infrastructure		
Build Academy capabilities to enable global connectivity, security, accessibility and wellbeing for all users of the campus	31. Develop smart building infrastructure and open-sourced digital technology solutions for enhanced learning	ISO 9001 7.1.3 Infrastructure Determine, provide and maintain the infrastructure necessary for the operation of its processes and to achieve conformity of products and services. ISO 21001 7.1.3 Facilities	

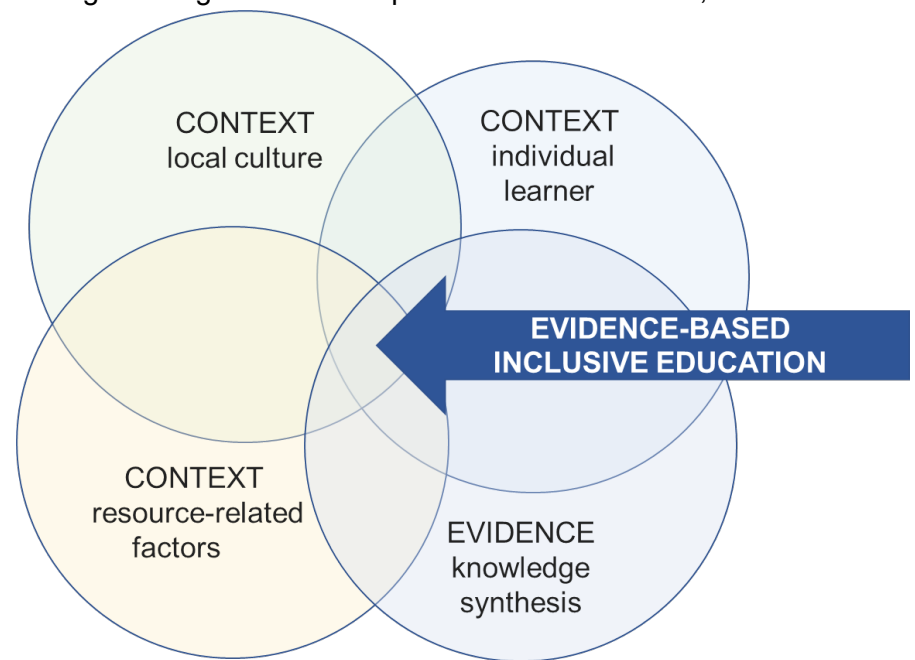
EVIDENCE-BASED RECOMMENDATIONS FOR EDUCATION

To achieve the Academy’s strategic goals, its activities, including the design, implementation and evaluation phases must be strongly grounded in research-based evidence on the effectiveness of educational interventions. All Academy staff must have access to evidence and evidence-based resources and should be trained in their practical application. The highest available level of evidence should always be identified and used as the foundation for educational decisions and strategies. Applying knowledge from other domains will be considered, particularly where there is scarce health professions literature but relevant research and/or frameworks from another field (e.g.: psychology, cognitive science, sociology, organisational/management studies) are available. Interpretation of knowledge from other domains must take into account the relevance to learners’ characteristics and needs, and educational context, in particular considering whether something fits the local culture, context and the bigger picture in respect of systems and education drivers (see fig.1).

In addition to the use of existing knowledge to guide practice, the mission of the Academy will include the following: First, developing new knowledge and understanding of problems and issues around lifelong learning for human capital for health. Second, considering how an activity or work is useful for learners, teachers, and society, including new good practice with an analysis of factors contributing to their success.

Where the Academy creates new knowledge and insight, it will share this with the wider community of health professions education, to invite critical review and evaluation, and make Academy work available for others via publications, presentations, the Academy website and associated podcasts, tweets, and other digital media.

To aid both use of research and production of new knowledge, the Academy will proactively develop and maintain strong links with leading health professions education organisations and institutions, particularly those committed to developing evidence informed standards and best practice guidance.



ANNEX

Performance measures and recommended milestones to assess the Academy Quality Management Framework

The WHO Academy staff are developing performance measures to assess the Quality Management Framework. For each standard listed in the framework, staff will lay out performance milestones that describe goals to address success benchmarks of products, services and processes. Staff will then use the following variables to measure milestones:

1. **Indicators** – quantitative metric that provides information to monitor performance, measure achievement and determine accountability
2. **Proof** – evidence used for determining the value of the indicators, Numerator and Denominator where appropriate
3. **Data Collection Frequency**

The Quality Committee has provided the recommendations below for milestones the Academy staff should consider while developing performance benchmarks and measures for the Domains and Sub-domains outlined in the Quality Management Framework.

Products and Services

Learning Ecosystem

- Create master plan for the phased development of diverse set of courses that supports lifelong learning
- Define central themes for courses identified and competencies
- Develop courses for different health career paths and online offerings
- Mechanisms in place to co-design with patients, communities and stakeholders from design development to evaluation
- Develop learner focused training courses and adapt with engagement of all stakeholders including regional and country offices
- Develop and offer courses that focus on interprofessional care and interregional delivery to promote shared learning
- Operationalize online learner platforms or communication forums and make accessible to learners for all Academy programs

Social Accountability and Impact

- Establish a robust database that documents progress of graduates including courses taken, enhanced competencies and national impact
- Establish independent educational program Measurement & Evaluation (M&E) unit

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- Develop M&E framework to determine short- and long-term impact of training programs
- Reflect competencies in course content and digital credentials matched to global health need
- Organize staff, resources and funding to provide high quality products and services
- Performance monitoring of the learning ecosystem measures gender, equity and inclusion of products and services
- Develop diverse program materials that are multi-lingual and multi-cultural
- Track evaluation measures for learner decision making in the workplace
- Incorporate personalized learning approaches in instructional design
- Establish ongoing system of needs analysis for product and service design

Quality Education

- Involve experts in health professions education design and methodology
- Develop database of evidence-based resources
- Monitor the application of evidence-based standards of course design, implementation, assessment and evaluation
- Develop continuous learning program improvement plan
- Develop reliable and valid formative and summative assessment programme
- Institute research and development program to create new evidence supporting development of human capital for health
- Operationalize digital credentialing issuing system

Organizational Alignment

Strategic Principles

- Develop a Strategic Plan aligned with WHO GPW
- Organize staff, resources and funding to provide high quality products and services
- Establish incremental targets that address global equality, equity and inclusiveness for all learners
- Align organizational structure and procedures with WHO regulatory requirements
- Include representative stakeholder groups in organizational structure and committees
- Map roles and responsibilities of partners
- Develop, monitor and evaluate communication strategy
- Progressively generate a proportion of budgeted revenues in first year increasing to half by the end of the 13th GPW

Organizational Management

Strategic Management

- Develop blueprint for future planned lifelong learning initiatives
- Implements project management methods that include regular monitoring of processes and outcomes and feedback for action

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- Operationalize quality management department with monitoring metrics determined
- Establish risk management register and train staff in risk management approaches
- Monitor effectiveness of risk management based on the analysis of risk register data

Human Capital

- Ensure personnel are technology-enabled and effectively leveraged to support product and service delivery at scale
- Complete stakeholder map and activate cross-regional collaborative partnerships

Operations Management

- Operationalize agile project management and change control procedures
- Launch learning programs on time and within budget
- Reflect user group perspectives in policies and procedures
- Develop, endorse and implement governance structure, including functions and business rules

Campus Infrastructure

- Design technology-enabled building infrastructure to meet and adhere to international level requirements
- Develop Learning Experience Platform and make available for global reach