

Annex 3.

Final list of PICO questions

Faculty development

PICO 1: Should health professionals' education and training institutions design and implement continuous development programmes for faculty and teaching staff relevant to the evolving health-care needs of their communities, versus not design and implement such programmes?

PICO 2: Should governments, funders and accrediting bodies support continuous development programmes for faculty and teaching staff relevant to the evolving health-care needs of their communities, versus not support such programmes?

PICO 3: Should health professionals' education and training institutions use innovative expansion of faculty, through the recruitment of community-based clinicians and health workers as educators, versus not use such expansion?

Curriculum development

PICO 4: Should health professionals' education and training institutions adapt curricula to evolving health-care needs of their communities, versus not adapt these curricula

Simulation

PICO 5: Should health professionals' education and training institutions use simulation methods of varying levels of fidelity be used in the education of health professionals versus not use simulation methods?

Direct entry of students

PICO 6: Should health professionals' education and training institutions use direct entry of graduates from relevant undergraduate, postgraduate or other educational programmes into different or other levels of professional studies, versus not use direct entry of graduates?

Admission procedures

PICO 7: Should health professionals' education and training institutions use targeted admissions policies seeking to increase the ethnic and geographical diversity of students, versus not use targeted admissions policies?

Educational pathways and ladder programmes

PICO 8: Should health professionals' education and training institutions use streamlined educational pathways, or ladder programmes, for the advancement of practicing health professionals, versus not use them?

Inter-professional education

PICO 9: Should health professionals' education and training institutions implement inter-professional education in both undergraduate and postgraduate programmes versus not implement inter-professional education?

Accreditation

PICO 10: Should national governments introduce accreditation of health professionals' education versus not introduce accreditation?



Regulation

PICO 11: Should national governments introduce regulations (licensure and registration) aimed to ensure the quality and relevance of care provided by health professionals, versus not introduce such regulations?

Continuous professional development-Health workers

PICO 12. Should health professionals' education and training institutions implement continuous professional development and in-service training relevant to the evolving health care needs of their communities, versus not implement them?

