

ACCREDITATION GUIDELINES FOR NEW AND DEVELOPING SCHOOLS

**Caribbean Accreditation Authority
for
Education in Medicine
and other Health Professions**

CAAM-2.1 -- 2007

**For further information, contact:
The CAAM Secretariat
P.O. Box 5167, Kingston 6, Jamaica
Tel: (876) 906-4765
Fax: (876) 906-6781**

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ACCREDITATION GUIDELINES FOR NEW AND DEVELOPING MEDICAL, DENTAL OR VETERINARY SCHOOLS

INTRODUCTION

In the Caribbean Community (CARICOM), modern medical training began at the foundation of University College of the West Indies (then a constituent part of the University of London) in 1948 and from 1962 an independent entity, the University of the West Indies (UWI). Other medical schools had been established in member countries of Caribbean common market - CARICOM - since 1974. Accreditation of the medical education programmes established in the current and former British colonies was formerly carried out by the General Medical Council (GMC) of the United Kingdom (UK). However in 2001, the GMC discontinued this practise of accrediting overseas institutions in keeping with the European Union (EU) regulations regarding academic and professional training programmes.

In the period of the 1970s and after, there has been a significant increase in the number of 'offshore' medical schools in the region. These schools were termed 'offshore' as they were primarily established by companies out of the USA and designed for a largely American clientele who could not obtain admission to 'onshore' schools in the USA.

In 1989 the UWI developed as part of its Medical Sciences programme schools in Dentistry and Veterinary Science and since then other 'offshore' schools of Dental and Veterinary Medicine have been established in the region.

With the GMC no longer able to accredit schools outside of the UK a void was left in accreditation of Caribbean medical schools by an internationally recognised body. For medical schools and other health professions schools in the Caribbean Community to remain attractive to regional and international students their programmes should be recognised to be of an international standard both at home and abroad. In response to these developments and with the realisation that the time had come for the establishment of a Caribbean medical education accreditation body, the Caribbean Accreditation Authority for Education in Medicine and other Health Professions (CAAM) was established in 2003 to assure that this aim could be realised.

The establishment of CAAM under the aegis of CARICOM came as an integral component of the regional thrust to ensure quality education and training in the context of the CARICOM Single Market and Economy (CSME). The CSME entails the removal of restrictions on the cross border movement of skilled persons in CARICOM countries *inter alia*, and without discriminatory access to the region's resources for CARICOM nationals. When physicians can move freely amongst countries within the region, it is imperative that the quality of their education and training has been assured, underscoring the importance of an accreditation authority such as CAAM. The Caribbean people expect their professionals to be of no less a standard than those trained in the North America or the UK so it was decided that avenues should be explored to ensure affiliations, linkages and connections with other accrediting bodies to ensure international recognition of the accrediting authority. As such, the authority has looked at the standards of the Medical, Dental and Veterinary accreditation authorities in the UK as well

as those of the USA and Canada and has developed standards comparable to those bodies, to ensure regional and international acceptance of the qualifications of persons trained in medicine and the other health professions at participating universities in the region.

Purposes and consequences of CAAM accreditation

The Authority will seek mutual recognition with other established medical, dental and veterinary education accreditation bodies and will be responsible for an ongoing review of accreditation standards. Through accreditation, the Authority will provide assurance to students, graduates, the medical, dental and veterinary professions, healthcare institutions and the public that medical, dental and veterinary education programmes meet reasonable and appropriate international standards for educational quality and that the graduates have received a complete and valid educational experience and have achieved appropriate standards.

The cyclical process of institutional self-study and assessment, coupled with external validation by a team of professional peers, provides a mechanism for ongoing quality improvement. That quality assurance focus is closely linked to licensing requirements for medical, dental or veterinary practice and access to the postgraduate education in the disciplines.

Difference between Accreditation of Medical, Dental or Veterinary Schools and Medical, Dental or Veterinary Education Programmes

The “scope of recognition” for the CAAM, as recognised by the participating countries of the region, is the accreditation of medical, dental and veterinary education programmes that are provided in the participating countries. Several medical, dental or veterinary schools offer multiple parallel segments of their education programmes, sometimes by way of separate campuses where students may complete portions of their study, or through distinct “tracks” within educational programmes where students at a single location may learn similar content using varying educational methods. Schools may also offer programmes or parts of programmes in countries outside of the participating countries.

By restricting the scope of recognition to complete medical, dental or veterinary education programmes, the CAAM is able to focus its assessment activities on comprehensive and comparable units of analysis, independent of the administrative structures of the schools that provide them. Thus, it does not confer accreditation on programmes of one or two-year duration, except as elements of a complete educational programme. Nor does it normally accredit programmes provided outside the participating countries even if the school responsible for the programme operates in the region.

MINIMUM REQUIREMENTS FOR CONSIDERATION BY THE CAAM OF A NEW SCHOOL

Any new or non-accredited medical, dental or veterinary education programme seeking CAAM accreditation must follow a series of steps outlined in the CAAM document *Procedures of the CAAM*. The general sequence described in that document involves initial evaluation of the

readiness of the programme of a new school to admit a charter class. If the CAAM deems a new school ready to admit a charter class it will grant 'initial provisional accreditation' to the educational programme. The programme is then reconsidered annually as it develops and additional resources are put into place. If all goes well, the programme will conduct a self-study early in the fourth year of the charter class's progression; if the self-study and corresponding documentation indicate that the programme meets all accreditation standards, the programme will be granted full accreditation.

New educational programmes do not need to comply immediately with all CAAM accreditation standards nor have the resources in place for the entire programme. Nevertheless, the CAAM does expect essential elements of institutional organisation, operation, and resources to be in place before it will consider the programme for provisional accreditation. These minimum requirements are described below; additional expectations may be appropriate under certain circumstances (for example, if a school intends to offer extensive clinical instruction during the first year of study). Schools are encouraged to consult with the CAAM secretariat to determine if additional requirements are likely to be warranted.

The various categories of prerequisites correspond to the major headings and related accreditation standards described in the CAAM's publications of *Standards for the Accreditation of Medical, Dental or Veterinary Schools in the Caribbean Community*.

1. Institutional Setting

To have a reasonable likelihood of complying with relevant accreditation standards, a medical, dental or veterinary school should have accomplished at least the following with regard to the institutional setting of the educational programme:

- For schools operating as part of a university, formal delineation of the relationship between the school and the parent university
- Definition of the governance structure of the medical, dental or veterinary school, including the composition and terms of membership of any governing board
- Development of a job description for the dean, with approval of the description from the appropriate university authorities
- Appointment of the dean
- Appointment of the senior leadership within the dean's staff, particularly in the areas of academic affairs, student affairs, hospital relationships, administration and finance
- Appointment of administrative leadership (e.g., department heads) for academic units that will have major responsibilities for student education, especially in those disciplines to be taught during the two years of the curriculum
- Chartering of the major standing committees of the school, particularly those dealing with the curriculum, student admissions, and faculty promotion & tenure.

The manner in which the school is organised, including the responsibilities and privileges of administrative officers, faculty members, standing committees, and students must be established, and the relationship of the medical, dental or veterinary school to the university should be made clear. The CAAM considers the development of a concise job description and the appointment of

the dean as essential starting points for the creation of a medical, dental or veterinary education programme. The dean serves as the focal point for providing leadership in the implementation of the school's missions and goals, and acts as the catalyst for securing the resources needed to assure the accomplishment of the school's aims.

Senior leadership in education, student affairs, hospital or affiliates relationships, administration and finance is necessary to begin implementation of programmes and services in these areas. Appointment of administrative leadership, especially in those academic units that will have substantial involvement in medical, dental or veterinary student education, creates an infrastructure that should facilitate effective development of the educational programme. An appropriate committee structure rounds out the organisational framework for operations and decision-making that has proven successful in existing successful programmes. Standing committees should be chartered in the school or university bylaws, and should have a clearly delineated charge or terms of reference that will facilitate their effective functioning.

2. Educational Programme

The educational programme leading to the qualifying degree lies at the core of the CAAM's accreditation process and standards. Prior to admitting its first class of students, a new school is expected to have accomplished at least the following for its educational programme:

- Definition of overall objectives for the educational programme
- Creation of a working plan for the curriculum as a whole, consistent with the educational objectives
- A detailed layout of the first year of study, including required courses and content, and identification of the resources needed for the delivery of required courses
- Specification of the types of teaching and student evaluation methods best suited for the achievement of educational objectives
- Design of a system for curriculum management and review
- Design of a system for educational programme evaluation, including the designation of outcome measures to indicate the achievement of overall educational objectives

Learning objectives form the foundation of the educational programme. General objectives for the educational programme as a whole create a framework for the design and implementation of specific learning expectations at the level of required courses and clerkships, and so need to be specified at the earliest stages of programme planning. The school should be able to elucidate the overall structure of the educational programme to maximise opportunities for efficient learning through horizontal and vertical integration of desired content.

The first year of study must be clearly articulated prior to the admission of the first class. Careful consideration should be given to the sequence of required courses and the workload of students during the first year of study. Each required course should have a designated director or leader, written objectives, and clearly defined criteria for evaluating student performance. The kinds of educational experiences needed for each course should be determined by both institutional and course objectives. Resources should be allocated for each required course, including instructional staff, teaching space, technological and information needs, and any specific instructional needs

(e.g., lab materials and supplies, real or simulated patients). Consideration should also be given to academic and tutorial services that may be required, as well as any training needs for instructional staff. Careful consideration must be given to teaching and evaluation methods, since these choices will determine many of the resource requirements for the units of study. A well-designed system of curriculum management and review assures continuity and consistency of the educational experience for students.

Programme evaluation implies the systematic collection and review of student evaluations of courses and instructional staff, as well as any other appropriate indicators of curriculum effectiveness. Documentation of the achievement of objectives should include student performance data.

3. The Students

To comply with CAAM accreditation standards regarding the students, a school will be expected to have the following elements in place before requesting consideration for initial provisional accreditation:

- Clearly defined admissions' policies and selection criteria
- Adequate resources to assure essential student services in the areas of academic counselling, financial aid, health services, and personal counselling
- Written standards and procedures for the evaluation, advancement, and graduation of students and for disciplinary action, including appeal mechanisms to assure due process
- Standards of conduct for the teacher-student relationship, including written policies for addressing violations of such standards

The school needs to define its minimum requirements for admission, and develop criteria for the selection of its students. Technical standards for the admission of handicapped applicants should be delineated.

The school will need resources in place to provide basic student services in the areas of academic counselling and tutorial services, financial aid services and counselling, preventive and therapeutic health services, and personal counselling. If the school intends to utilise parent university resources for some of these services, it should assure that mechanisms are developed to address any unique needs of the medical, dental or veterinary students. The school should also decide which immunisations it will require, and develop protocols for addressing student exposure to infectious and environmental hazards.

Criteria for reviewing student performance, and for making decisions about advancement or dismissal, need to be elaborated before the first class is admitted. Policies relating to student advancement, graduation, dismissal, and disciplinary action should be written and available to entering students.

The school should also develop and publicize to the academic community its system for addressing allegations of student mistreatment. Mechanisms for reporting and acting on incidents

of mistreatment should assure that they can be registered and investigated without fear of retaliation.

4. Faculty

Schools will need to have the following in place regarding faculty before requesting consideration for initial, provisional accreditation:

- Written policies and procedures for faculty appointment, promotion, and tenure
- Hiring of sufficient faculty to provide the first year of instruction for the education programme, and other faculty as needed for the implementation of institutional plans regarding student admissions, curriculum planning and management, and achievement of other missions or goals
- A recruitment plan and timetable for hiring faculty to deliver the second year of the educational programme

Written appointment, promotion and tenure policies must be developed to specify the terms, conditions, and expectations for the school's faculty. The school needs enough faculty to deliver the first year of instruction and to make any necessary decisions about student admissions, curriculum design and management, student evaluation and promotion policies, and any other activities that are fundamental to the school's ability to accomplish its mission and goals. Such faculty should have appropriate content expertise for the material to be learned, and be familiar with the school's educational objectives. While faculty to teach the second year do not need to have been hired before the charter class is admitted, the school should at least have identified the numbers and types of faculty needed for the second year so that hiring can begin before or early during the first year of the educational programme.

5. Educational Resources

The following resource requirements are considered essential prerequisites for a school seeking initial or provisional accreditation:

- Budgets and supporting financial resources for the first five years of operation
- Classroom space and supporting educational infrastructure for the first year of instruction
- Plans for providing classroom space and any supporting educational infrastructure for the second year of study
- Library and information technology services appropriate to the needs of the school for education, research, and patient care
- Identification of clinical teaching sites

New schools should demonstrate that they have sufficient financial resources to accommodate the development of their educational programme and to accomplish any other institutional goals. Operating budgets for the first years should be provided to indicate expected revenue sources and expenditures.

Adequate physical resources for the first year of the educational programme need to be in place, including classroom, laboratory, and office space, study space for students, and support services (e.g., room scheduling, exam grading, security). Planning for second-year resources allows for consideration and identification of potential shared facilities such as classrooms, wet labs, physical examination rooms, etc. The information needs of students and faculty for teaching, research, and any patient care should be addressed by library and information technology systems as appropriate.

The inpatient and ambulatory sites that will be used for medical, dental or veterinary student education across the entire curriculum should be identified. Affiliation agreements must be negotiated and signed for any clinical facilities used for instruction during the first and second years.