

# **CAPACITY BUILDING WORKSHOP**

**March 20, 2017**

## **CAAM-HP Accreditation Process**

### **DOCUMENT PREPARATION**

**Lorna Parkins**

**Executive Director, CAAM-HP**

# ORDER OF PRESENTATION

---

- OVERVIEW OF THE ACCREDITATION PROCESS
- SUMMARY OF THE STEPS IN PREPARING THE INSTITUTIONAL SELF STUDY AND DATABASES
- STUDENT INPUT IN THE PROCESS
- DOCUMENTS TO BE CONSULTED
- DOCUMENTS TO BE SUBMITTED

# Overview of the Accreditation Process

## **Purposes of Accreditation and Self-Study**

1. To certify that a programme meets prescribed standards
2. To promote institutional self evaluation

## Overview... (cont'd)

- This Institutional Self Study (ISS) is central to the process.
- In preparation for the ISS, the school brings together representatives of:
  - Administration
  - Academic staff
  - Students
  - other stakeholders

## Overview... (cont'd)

- To collect and review data about the school and its programme
- To identify institutional strengths and issues requiring action
- To ensure strengths are maintained and problems addressed

## Overview... (cont'd)

- The ISS Summary is an evaluation of programme quality and adequacy of resources
- The ISS is a useful tool
- It could serve as a guide for planning and change which would be enhanced if
  - participation is broad and representative and
  - the findings are widely disseminated

## Overview... (cont'd)

- Other purposes of the self-study should be considered, given the time and resources consumed
- Suggestions- it could serve to:
  - reaffirm the school's mission and goals
  - set new strategic directions
- The self-study is built around accreditation standards. See *Standards for the Accreditation of Medical Schools in the Caribbean Community*

## Overview... (cont'd)

- Accreditation asks four questions:
  1. Has the institution established clear objectives?
  2. Are the programmes and resources organised to meet objectives?
  3. Is the institution achieving its objectives?
  4. What is the evidence of these?



## Overview... (cont'd)

### **General Steps in the Process**

1. Completion of the medical education databases, institutional self-study summary and compilation of supporting documents by an institutional self-study task force and its committees for submission to CAAM-HP
2. Visit by a CAAM-HP survey team and preparation of the survey team report
3. Action on accreditation by the CAAM-HP

# Summary of the Process of Document Preparation

## **Completion of the Database and Compilation of other Documents**

- Database items relate to specific accreditation standards
- Each section must be completed by persons most knowledgeable
- Accuracy and consistency of data must be ensured, ex: base year must be consistent

## Summary ... (cont'd)

### Completion of the Database

- Database information helps determine compliance with standards
- The database sections are:

#### **I. INSTITUTIONAL SETTING**

- Governance and Administration
- Academic Environment

## Summary... (cont'd)

### **Completion of the Database (cont'd)**

#### **II. MEDICAL STUDENTS**

- Requirements
- Selection
- Visiting and Transfer Students
- Students' Services – Academic and Career Counselling, Financial Aid Counselling and Resources, Health Services and Personal Counselling
- The Learning Environment

## Summary... (cont'd)

### Completion of the Database (cont'd)

#### **III. EDUCATIONAL PROGRAMME**

- Educational Objectives
- Structure – General Design, Content
- Teaching and Assessment
- Curriculum Management – Roles and Responsibilities, Geographically separated programmes
- Evaluation of Programme Effectiveness

## Summary... (cont'd)

### **Completion of the Database (cont'd)**

#### **IV. FACULTY**

- Number, Qualifications and Functions
- Personnel Policies
- Governance

#### **V. EDUCATIONAL RESOURCES**

- Finances
- General Facilities
- Clinical Teaching Facilities
- Information Resources and Library Services

## Summary... (cont'd)

### **Completion of the Database and Compilation of other Documents (cont'd)**

- The self-study coordinator must ensure a comprehensive review of the database
- This is to identify missing items or inconsistencies
- The database should provide an up-to-date picture of school, hence key sections should be updated before submission to CAAM-HP
- The school must assemble additional material for the site visit team

## Summary... (cont'd)

### The Institutional Self-Study (ISS)

- The self-study is conducted by an ISS task force and its committees
- The self-study should be guided by an **ISS coordinator** who
  - must have extensive knowledge of the school and its programmes
  - must ensure timely completion of data



## Guidelines

- An ideal coordinator- senior academic who can:
  - identify institutional policies; information sources
  - explain institutional conventions
  - assure wide participation by administration, faculty and students

## Guidelines ... (cont'd)

- Responsibilities of the ISS coordinator include:
  - Collecting and distributing database forms
  - Answering questions during database preparation
  - Supervising database compilation
  - Coordinating self-study committees' activities
  - Staffing the self-study task force
  - Communicating queries to CAAM-HP Secretariat
- The school should ensure the necessary support and authority for the self-study coordinator

## Guidelines ... (cont'd)

### Conducting the Self-Study

#### *Self-Study Task Force*

- This group
  - is responsible for conducting self-study and preparing summary report
  - determines objectives of the self-study
  - sets timetable for completion of activities

## Guidelines ... (cont'd)

### Conducting the Self-Study (cont'd)

#### Composition of the Self-Study Task Force

- Broadly representative of:
  - Administrators (academic, fiscal, managerial)
  - Department chairs and heads of sections
  - Junior and senior academic staff
  - Students
  - Graduates
  - Faculty and/or administrators of the general university
  - Representatives of clinical affiliates

## Guidelines ... (cont'd)

### **Conducting the Self-Study (cont'd)**

#### **Composition of the Self-Study Task Force (cont'd)**

It may be chaired by

- dean,
- associate/deputy dean,
- department head, or
- a senior faculty member

## Guidelines ... (cont'd)

### Conducting the Self-Study (cont'd)

#### *Committees of the Self-Study Task Force*

- The task force appoints committees to report on specific areas
- Each committee should have appropriate membership
- Task force members should be represented on each committee
- Committees may need to collect additional information relevant to their specific area

## Guidelines ... (cont'd)

### **Conducting the Self-Study (cont'd)**

#### **Committees of the Self-Study Task Force (cont'd)**

- Committees should take 2 or 3 months to complete data gathering, analysis, and reporting

## Guidelines ... (cont'd)

### Conducting the Self-Study (cont'd)

#### Committees of the Self-Study Task Force (cont'd)

- The reports should be organised around the questions contained in the document “*Guide to the Institutional Self-Study for Programmes of Education in Medicine*” under the section “*Components of the Self-Study Report*” as well as the accreditation standards contained in “*Standards for the Accreditation of Medical Schools in the Caribbean Community (CARICOM)*.”
- Committee reports should be forwarded to the chair of the task force or the self-study coordinator



## Guidelines ... (cont'd)

### Conducting the Self-Study (cont'd)

#### *Preparation of the Final Self-Study Report*

- The task force synthesises individual committee reports into the **ISS Summary report**
- This entails determining how individual components contribute to the school's mission
- The summary represents a comprehensive assessment of institutional strengths and problems needing attention

## Guidelines... (cont'd)

### **The Institutional Self-Study (ISS) cont'd**

- This report includes
  - a statement of institutional strengths and
  - issues that require attention

Either to

- ensure compliance with accreditation standards or
- improve institutional quality

## Guidelines ... (cont'd)

### **Conducting the Self-Study (cont'd)**

#### **Preparation of the Final Self-Study Report (cont'd)**

- Solutions and strategies for change should be suggested for problems identified
- The summary report
  - should not exceed 30 pages
  - should be sent to the CAAM-HP Secretariat at least 3 months before the visit
- Individual committee reports should be available for the survey team at the time of the visit.

## Guidelines ... (cont'd)

### Conducting the Self-Study (cont'd)

#### *Student Input in the Process*

- The students' perspective and experiences
  - are critical to the process
  - are of interest to the survey team
  - are crucial to programme validation and improvement.

## Guidelines ... (cont'd)

### Conducting the Self-Study (cont'd)

#### Student Input in the Process (cont'd)

- They conduct their evaluation of
  - The Education programme
  - Resources
  - Services
- The report of their analysis forms part of the documents for review by the survey team which meets separately with students during the visit.

## Guidelines ... (cont'd)

### **Conducting the Self-Study (cont'd)**

#### **Student Input in the Process (cont'd)**

##### **Meeting with Survey Team**

- When meeting with students, the team
  - usually interviews basic and clinical sciences representatives separately
  - solicits candid discussions and assures anonymity
- Students may serve as tour guides

## Guidelines ... (cont'd)

### Conducting the Self-Study (cont'd)

#### *Student Input in the Process (cont'd)*

- Areas of the student analysis include:
  - Accessibility of dean(s) and faculty
  - Participation in committees
  - Curriculum
  - Student evaluation
  - Course and teacher evaluation systems
  - Student support services and counselling systems

## Guidelines ... (cont'd)

### Conducting the Self-Study (cont'd)

#### *Student Input in the Process (cont'd)*

- Student health
  - Facilities
  - Library facilities
  - The learning environment
  - Course and teacher evaluation systems
  - Student support services and counselling systems
- 
- Students can determine additional areas



## Guidelines ... (cont'd)

### Conducting the Self-Study (cont'd)

#### Student Input in the Process (cont'd)

- A sample questionnaire is provided in the document “*Students’ Role in the CAAM-HP*” to assist the students in preparing their analysis of the programme.
- The student organisers must also familiarise themselves with “*Standards for the Accreditation of Medical Schools in the Caribbean Community*”

## CAAM-HP Documents to be consulted

- Standards for the Accreditation of Medical Schools in the Caribbean Community
- Procedures of the CAAM-HP
- Guide to the Institutional Self-Study for Programmes of Education in Medicine
- Guidelines for Accreditation Survey Visits
- Instructions for Completing the Medical Education Database and Institutional Self-Study Summary

## Documents to be Submitted for the Site Visit

- Institutional Self-study Summary
- Independent Students Analysis
- Medical Education Database- Seven sections
- Database Form for Required Courses and Clerkships
- Appendices and other supporting documents

**END OF PRESENTATION**

**THANK YOU!**