

Standards with which Schools are more often Non or Partially Compliant

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Governance

IS -8 There must be clear understanding of the authority and responsibility for medical school matters among the administrative officials of the university, the dean of the school, the faculty, and the administrative officials of other components of the medical teaching complex and of the university.

ER-9 There must be written and signed affiliation agreements between the medical school and its clinical affiliates that define, at a minimum, the responsibilities of each party related to the educational programme for medical students.

Student Support Services and Mentorship

Academic support and remediation

MS – 15 The system of academic advising for students must integrate the efforts of faculty members, course directors, and student affairs' officers with the school's counselling and tutorial services.

Faculty advising

MS – 20 Each school must have an effective system of personal counselling for its students that includes programmes to promote the well being of students and facilitate their adjustment to the physical and emotional demands of medical school.

MS-21 No confidential report from the counselling or health services may be used in the academic evaluation or promotion of students.

Student Support Services and Mentorship

Career advising

MS – 16 There must be a system to assist students in career choice and application to internship, residency and postgraduate programmes, and to guide students in choosing elective courses.

Curriculum Management

Curriculum design and management

ED – 34 There must be an integrated institutional responsibility for the overall design, management, and evaluation of a coherent and coordinated curriculum.

ED – 35 Curriculum management involves leading, directing, coordinating, controlling, planning, evaluating and reporting.

Learning environment

IS-14 Medical school faculty members from different disciplines should work together in teaching, research, and appropriate health care delivery programmes.

ED-38 The medical school's academic officers must be responsible for the conduct and quality of the educational programme and for assuring the adequacy of faculty at all educational sites

Comparability of the Educational Experience across Geographical Sites

ED – 9

There must be comparable educational experiences and equivalent methods of evaluation across all alternative instructional sites within a given discipline.

Student Assessment and Programme Evaluation

Student Assessment

ED-29 The medical school faculty must establish a system for the assessment of student achievement throughout medical school that employs a variety of measures of knowledge, skills, behaviours, and attitudes.

ED – 31 There must be ongoing assessment that assures students have acquired and can demonstrate on direct observation the core clinical skills, behaviours, attitudes that have been specified in the school's educational objectives.

Student Assessment and Programme Evaluation

ED – 45 To guide programme improvement, medical schools must evaluate the effectiveness of the educational programme by documenting the extent to which its objectives have been met.

Faculty knowledge and skills (1)

ED-27 Faculty, residents / junior staff, graduate students and postdoctoral fellows in the biomedical sciences serving as teachers or teaching assistants, must be familiar with the educational objectives of the course / clerkship

and should be prepared / trained for their roles in teaching and evaluation.

Faculty knowledge and skills (2)

ED-27

Schools must show

- how they make residents etc familiar with educational objectives
- how they ensure residents etc are trained in relevant teaching and assessment skills

Survey team will confirm the above with the staff and faculty that they meet.

Faculty knowledge and skills (3)

FA-4 All faculty members, including part-time faculty and volunteer physicians involved in teaching must have the capability and continued commitment to be effective teachers.

FA-5 Faculty members should have a commitment to continuing scholarly productivity characteristic of an institution of higher learning.

FA-10 Opportunities for professional development must be provided to enhance faculty members' skills and leadership abilities in education and research.

Faculty Appointments and Promotions

Appointment and Promotions

FA – 3 Persons appointed to faculty positions must have demonstrated achievements commensurate with their academic rank.

FA – 6 There must be clear policies for faculty appointment, renewal of appointment, promotion, granting of tenure, and dismissal that involve the faculty, the appropriate department heads, and the dean / chief academic officer.

Questions?