



Overview of CAAM-HP and its Achievements

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Lorna Parkins
Executive Director

The Caribbean



Presentation Outline

- Background
- Establishment of the CAAM-HP
- Accreditation System
- Accreditation Process
- Aims of the Accreditation Process
- CAAM-HP Activities to date
- International Recognition
- Observations
- Challenges

Background

Caribbean Medical Education

- Where it began: in 1948 at the UWI
- Accreditation and recognition: by the GMC, until 2002
- 2002: GMC discontinued accreditation of overseas programmes

Background

Replacing the GMC

- Establishment of a regional accreditation body
- Proposal for regional body endorsed by Ministers of Health and Education and Heads of Government
- 2003: Agreement signed
- 2004: CAAM-HP established

Background

Other developments gave credence to the need for a regional accreditation body

- **CSME** – the need to ensure quality education and training of professionals in the region
- **Offshore medical schools** – significant increase in number: 40% growth since the year 2000
 - Medical schools per capita for the Caribbean- highest in the world.
- **Concerns about programme quality** of Caribbean medical schools

Establishment of CAAM-HP

The Response: CAAM-HP

- CAAM-HP established under the auspices of the **Caribbean Community (CARICOM)**
 - CARICOM: economic and political affiliation of 15 countries
- CAAM-HP's remit: the accreditation of degree level programmes of education in the health professions

Establishment of CAAM-HP

CAAM-HP's Legal Authority

- **Agreement** establishing CAAM-HP – signed by 10 CARICOM members to date
- **Act of Parliament**, Jamaica: The Caribbean Accreditation Authority (Medicine and other Health Professions) Act, 2006

Membership

- Represented by universities, students, civil society, professional associations, external professionals

Accreditation System

- Similar to the LCME's;
- Functions with a clear authoritative mandate;
- Operates independently of governments and institutions;
- Uses predefined profession-specific standards and transparent procedures.

Accreditation System

- The standards address:
 - The Institutional Setting
 - The Students
 - Educational Programme
 - The Faculty
 - Educational Resources
 - Internship
 - Continuing Professional Education

Accreditation System

The Standards:

- Compilation took into account regional circumstances and international standards;
- Written to give assurance of the quality of training
 - However, graduates must meet standards for independent practice, as reflected in CAAM-HP's standards for Internship and as determined by the [Caribbean Association of Medical Councils \(CAMC\)](#).

Accreditation System

Standards for other health professions

- CAAM-HP developed its own standards for [dentistry](#), [veterinary medicine](#) and [nursing](#).

Aims of the Accreditation Process

- To certify the quality of a programme;
- To promote institutional self-evaluation and improvement;
- To assure stakeholders of the qualifications of graduates.

Activities to Date

Accreditation exercises conducted

- The University of the West Indies (UWI)- medicine, 2006 and 2012; veterinary medicine, 2009; dental education programme, St Augustine Campus, 2010; second cycle scheduled for October 2014
- University of Guyana School of Medicine, 2006 and 2013
- St George's University School of Medicine, Grenada, 2007 and 2011
- Ross University School of Medicine, Dominica, 2008 and 2014
- American University of Antigua (AUA) College of Medicine, 2011 and 2014
- Avalon University School of Medicine, Curacao, 2013

Activities to Date

Accreditation exercises conducted

- Spartan Health Sciences University, St Lucia, 2013
- Xavier University School of Medicine, Aruba, 2013
- Windsor University School of Medicine, St Kitts, 2014
- Upcoming visits – several lined up for 2015
- Proposed and developing programmes are being monitored

Activities to Date

Workshops conducted

- To orient new members
- To train potential surveyors
- To guide schools preparing for site visits
- Introduce nursing school representatives to the standards and process

International Recognition/Affiliation

- The CAAM-HP has the responsibility to establish affiliations and secure int'l recognition.
- Increasing international interest has led to several initiatives.

International Recognition/Affiliation

- A relationship has been forged with the [World Federation for Medical Education \(WFME\)](#).
 - WFME advisors have participated in CAAM-HP site visits.
 - With assistance from the [Educational Commission for Foreign Medical Graduates \(ECFMG\)](#), CAAM-HP and WFME successfully hosted an Invitational Conference on Accreditation of Medical Education Programmes in the Caribbean in 2007.

International Recognition/Affiliation

Recognition/Approval

- Formal recognition from the UK Government, January 2008
- International Recognition, May 2012 – WFME/FAIMER Recognition Team
- NCFMEA Comparability Determination Successful, October 2013 – for Antigua
 - The process has begun for Jamaica

International Recognition/Affiliation

CAAM-HP is a member of:

- International Network for Quality Assurance Agencies in Higher Education ([INQAAHE](#))
- Caribbean Area Network for Quality Assurance in Tertiary Education ([CANQATE](#))
- Council for Higher Education Accreditation ([CHEA](#))
- CHEA International Quality Group ([CIQG](#))

International Recognition/Affiliation

- Participation in meetings of the
 - Federation of State Medical Boards (**FSMB**),
 - Administrators in Medicine (**AIM**),
 - **ECFMG**, and
 - International Association of Medical Regulatory Authorities (**IAMRA**)
- has provided international exposure.

Observations

- Schools have acknowledged the usefulness of the process.
- Schools recognise the importance of regular accreditation for quality assurance.
- The development of CAAM-HP is a positive step towards promoting quality medical education in the region.

Challenges

- Some CARICOM member states are yet to sign the Agreement
- Prospects of economic gain appear to outweigh assuring programme quality and securing students' interests
- Issuing of a charter despite CAAM-HP's reservations and requirements
- Governments' inadequate due diligence
- Pockets of resistance
- Schools' failure to notify CAAM-HP of changes



END OF PRESENTATION

THANK YOU!