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THE CARIBBEAN ACCREDITATION AUTHORITY FOR EDUCATION IN MEDICINE AND OTHER HEALTH PROFESSIONS

POLICIES AND PROCEDURES FOR CONDUCTING VIRTUAL/HYBRID SITE VISITS Guidelines for Schools and Site Visitors

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PREAMBLE

This document contains guidelines on new policies that were developed by the CAAM-HP in response to challenges created by the COVID-19 global pandemic. They are relevant to both established schools that are already accredited by the Authority and new or developing schools seeking accreditation, especially those whose site visits were postponed. It is unclear for how long these new policies will be required or how they might need to be adapted in the future.

In March 2020, the World Health Organisation (WHO) declared the COVID-19 as a global pandemic. The worldwide effects of the pandemic have posed serious challenges for the operations of CAAM-HP and for medical schools in the region. The CAAM-HP was forced to postpone several site visits which had been scheduled for 2020/2021.

Medical schools in CARICOM countries and in the Dominican Republic were forced to switch to e-learning, a move that requires effective learning management systems, video conferencing facilities and instructors experienced in e-learning and assessment. Additionally, many schools reported that clinical students were forced to discontinue their rotations in keeping with requests from affiliated hospitals in the USA and the Caribbean. Another significant consequence of the pandemic was suspension of international travel, closure of national borders and quarantine requirements to limit spread of the virus. All of this has had a major impact on the work of the CAAM-HP and made it impossible to maintain the traditional accreditation processes.

International regulatory agencies have put forward suggestions to deal with accredited programmes which included extension of the terms of accreditation, suspension of accreditation processes and timelines, postponement of accreditation visits and use of 'virtual' visits with the requirement for an in-person follow-up visit whenever practical. Given the prolonged and uncertain course of the pandemic, an acceptable approach is required that will allow a degree of flexibility while at the same time maintaining the requirement for all critical standards and policies to be met.

An important consideration for the CAAM-HP is the position of the World Federation for Medical Education (WFME) that provides recognition of accrediting agencies such as the CAAM-HP. The WFME adheres to the position that whatever course of action is taken, actual site visits are indispensable and must be a part of the process for determination of full accreditation.

These challenges were discussed by the CAAM-HP at its Annual General Meeting in 2020 as it sought an appropriate way forward. In order to gather information from the schools about their responses to the pandemic and to hear their concerns about the delays in the accreditation process, the Secretariat staged two Webinars in July 2021 in which senior representatives of the ECFMG and the WFME participated. The response from the schools was enthusiastic with twenty-five making presentations and participating in the discussions.

The schools' responses to the pandemic were remarkably consistent. Most had been forced to reconfigure their academic calendars and all had taken steps to strengthen and upgrade their online learning platforms and to retrain teachers to deliver courses in the virtual space. Management of the clinical programmes was a huge challenge and most schools had adopted a blended approach using a variety of technology applications and simulation software.

CAAM-HP's Response – The Way Forward

Following the webinars, further discussions with the ECFMG took place in mid-August 2021 to determine how best the agency could support CAAM-HP and its stakeholders at this difficult time. A major concern was the status of international medical graduates who must qualify for ECFMG certification in order to pursue residency training in the USA. Reference was also made to best practices being used by other accreditation agencies, e.g. the Liaison Committee for Medical Education (LCME) which had been conducting virtual visits since the summer of 2020.

Bearing in mind the investment made by both the schools and the students and the importance of maintaining confidence in CAAM-HP, it was proposed that the Authority consider virtual visits with a 'time limited', interim accreditation status for a maximum of two years pending the return to actual site visits (whichever comes first). Only then would schools would receive a final accreditation decision. Actual physical site visits would need to take place within six to twelve months of travel restrictions being lifted.

In further discussions with the World Federation for Medical Education (WFME) CAAM-HP was assured that there would be no issue with this approach but the CAAM-HP would need to accept this arrangement and to create the necessary policies and guidelines for schools to follow.

This new CAAM-HP policy and arrangements would need to be made very clear to the schools which would be required to clearly indicate that their status is 'provisional' and without guarantee of eventual accreditation. Further discussion took place at the CAAM-HP Annual General Meeting in September 2021 with further participation by the ECFMG and it was agreed to establish a small working group to draft regulations and procedures to guide virtual/hybrid site visits.

Report of the Working Group

The Report of the Working Group was presented and discussed at an Extraordinary General Meeting of the CAAM-HP held on January 20, 2022.

It was agreed that while the ideal situation for scrutiny would be in-person visits with all stakeholders of the school, in light of the unprecedented effects of the pandemic (and other potential 'acts of God') with resultant government restrictions on travel, consideration should be given to the use of virtual or hybrid site visits as an alternative to the in-person format.

It was also accepted that there was no need to change some of the existing procedures for site visits, (e.g. notice of the CAAM-HP visit, submission of pre-survey documents within a specified timeline, composition of the survey team, student participation, confidentiality of the process, administrative costs or timeline for the survey report). However, the modality of the interviews and information sharing would need to be amended, depending on whether the site visit was full or limited in scope. Additionally, the use of videoconferencing technology in both virtual and hybrid visits would allow a more selective approach and reduce the time and travel costs associated with in-person site visit procedures.

In scrutinizing the current procedures for the CAAM-HP site visits to schools it was determined that certain activities within the visit could be organised effectively and securely using videoconferencing technology. These include conversations and interviews with faculty academics, senior officers of the university, faculty administrative colleagues and students. These persons

would be identified ahead of time in consultation with the school and virtual meetings conducted via appropriate teleconferencing platforms.

The Working Group defined:

- (a) A *virtual visit*, as one where the team is unable to meet in person and interactions with members of the school are conducted through online or other virtual processes, i.e. interviews, live video tours of the facilities and infrastructure, etc.
- (b) A *hybrid visit*, as one where the team is able to have a blend of virtual and in-person interactions with the school.

Recommendations for the conduct of virtual/hybrid site visits were made in four areas:

1. For the implementation of measures to secure the **integrity of the visit**, such as strict guidelines for the verification of the attendees, roving cameras permanently turned on to ensure that only authorized persons would be present at the interviews, and timely submission of missing information requested by the CAAM-HP
2. In respect of the **nomenclature** for the accreditation ensuing from the virtual/hybrid visit, it was recommended that the school would be granted 'interim accreditation' for a specified period, pending validation by an actual site visit as soon as possible thereafter.
3. On the issue of **revocation of decisions**, suggestions were made as to what action could be taken in cases where an actual, follow-up site visit revealed significant differences to the findings of a virtual site visit. Such action might include extending the interim accreditation period, withdrawing accreditation altogether, or consideration of another accreditation designation to be decided by the Authority.
4. On the matter of the **duration of the interim accreditation** arising from virtual/hybrid visits, the period recommended was two years, during which time a limited face-to-face visit would be arranged to confirm the findings of the virtual visit and to assess the progress made in addressing any shortcomings identified by the CAAM-HP visiting team.

These recommendations were endorsed by the senior representatives of the ECFMG and WFME present. The ECFMG representative gave assurance of the ability to handle instances where interim accreditation was revoked after follow-up verification visits, since measures were already in place for such situations. Students affected by such a situation would be given a grace period to make adjustments.

The following pages outline the formal incorporation of these recommendations on the conducting of CAAM-HP virtual/hybrid visits. It provides relevant guidelines and regulations governing virtual site visits and is available for download from its website. In addition, webinars will be arranged for all schools to update them on changes to the current process and to clarify concerns. Schools whose scheduled site visits were cancelled in 2020/2021 will be required to update their previously submitted documentation.

INTRODUCTION

The CAAM-HP was established in 2004 by agreement of the participating countries of CARICOM. The CAAM-HP is empowered to determine and prescribe standards and to accredit programmes of medical and other health professions education on behalf of the contracting parties in CARICOM. The CAAM-HP will make its own final decisions about accreditation status.

The accreditation process assures that medical and other health professions' schools meet standards of structure, function, and performance and assures society and the health professions that graduates of accredited schools meet the education requirements for further training and the health care needs of the people in the Caribbean.

The Caribbean Accreditation Authority for Education in Medicine and Other Health Professions (CAAM-HP) is recognised by the participating countries as the agency for accreditation of educational programmes for qualifying degrees in Medicine, Dental Medicine, Veterinary Medicine, Nursing and other health professions.

THE PURPOSE OF ACCREDITATION

Accreditation serves two purposes:

1. To determine if an educational programme is in substantial compliance with accreditation standards
2. To promote improvement in programme delivery (including policies and procedures)

Essentially, accreditation asks the following questions:

- What are the objectives of the education programme?
- Has the institution organised its programmes and resources to accomplish these objectives?
- What is the evidence that the school is accomplishing its objectives?

STEPS IN THE ACCREDITATION PROCESS

The accreditation process is made up of three steps:

1. A self-analysis (the institutional self-study) by the school
2. An actual, virtual or hybrid site visit by a team of surveyors
3. A review of the Survey Team's written report by the CAAM-HP followed by determination of the accreditation status

On completion of the survey/site visit, the team provides an oral report to institutional executives on the programme's strengths, items of partial or substantial non-compliance with accreditation standards, and transition issues, if any.

The CAAM-HP determines the status of accreditation and any requirements for follow-up progress reports or site visits on the basis of the Survey Team's final written report.

COMPOSITION OF THE SURVEY TEAM

The Secretariat is responsible for appointing Survey Teams. Members are selected from a pool of experienced educators, practitioners, administrators, and members of the CAAM-HP. Survey Teams are sometimes joined by representative observers from appropriate regional accreditation agencies, international regulatory agencies, ministries of education or health. Such observers take no part in accreditation decisions affecting the school.

The number of members on the Survey Teams is variable but typically comprise 4 members for a full survey visit and 2 for a limited visit. An individual with extensive experience in the accreditation process is designated as Chair. The team member who serves as team Secretary is responsible for producing the survey report. A member of the CAAM-HP or its professional staff is present on each team to ensure consistency in the assessment procedures. The Secretariat drafts the visit schedule and coordinates the logistical arrangements with the team and the school.

RESPONSIBILITIES OF THE TEAM

The Survey Team should familiarize itself with the documentation and major findings of the self-study report and student opinion of the school, its programmes, and its services ahead of the visit, taking into account previous survey reports and accreditation history.

The Team should review the school's database and self-study summary report for completeness and currency, noting potential strengths, non-compliance issues, or areas in transition. These and any important omissions noted should be communicated to the team Chair (see below) as soon as possible before the visit begins so that requests for additional information can be sent to the school through the Secretariat ahead of the visit. (The CAAM-HP Secretariat will screen submitted documents for completeness and currency, but does not review them in detail.)

Prior to the initial meeting with the school's administration/dean, the team will caucus to make any adjustments in the schedule, confirm responsibilities, review ground rules, and prioritize areas needing attention (for example, potential areas of non-compliance with accreditation standards). The team should review the preliminary findings developed by members based on the review of pre-survey materials.

Team Chair

The Chair reviews the draft schedule to ensure that all relevant issues reflected in the database and self-study summary report can be appropriately explored on site.

The Chair serves as the leader of the team's activities on-site and speaks for the team during the survey visit. The Chair will assign responsibilities to the team members based on their area of interest/expertise. The Chair will introduce team members at each meeting explaining the purpose and focus of the visit. The Chair should see that the team focuses its work, so that the identification of strengths and problems is clear. The Chair speaks for the team and presents a report to the Dean and University Executive during the exit meeting at the conclusion of the visit.

No written information is presented to the school at the time of the exit meeting. The Chair's exit report is a brief oral presentation of the preliminary findings of the team and is not to be made

public. The presentation provides the summary findings (strengths, non-compliance and transitional issues) to be embodied in the final written report prepared by the team secretary. No questions/explanations are entertained and no new submission of information is allowed.

Like other team members, the Chair is responsible for writing sections of the draft survey report. Report sections should address the questions posed in the 'Guide for Writing a Report on a Visit of a CAAM-HP Survey Team'. The team chair should review the completed draft survey report to confirm that summary findings are sufficiently documented and supported in the report narrative and appendices. The Dean receives a draft of the final written report to which he/she may respond if there are objections to the tone or conclusions of the report. The team will review the objections to determine their validity and the team Chair will communicate the outcome of that discussion to the dean through the CAAM-HP Secretariat.

Team Secretary

The team secretary is responsible for preparing both the draft and the final written survey report based on the findings and evaluations prepared by team members.

In this task, the team secretary will use the 'Guide for Writing a Report on a Visit of a CAAM-HP Survey Team' as a template for evaluation and reporting.

Team Members

Team members are expected to evaluate the educational programme and the resources supporting it, while assessing the level of compliance with the CAAM-HP's standards as set out in the relevant document on 'Standards for the Accreditation of Medical, Dental or Veterinary Schools or Degree Nursing Education Programmes in the Caribbean Community'.

Team members:

- Collect and record additional data and impressions during the visit.
- Contribute to development of the list of institutional strengths, team judgments regarding non-compliance or partial compliance with standards, and areas in transition.
- Provide to the team secretary the assigned, written sections of the survey report, either during the site visit or within seven to ten days thereafter. The *'Guide for Writing a Report on a Visit of a CAAM-HP Survey Team'* is used as a template for evaluation and reporting.
- Review and correct the draft survey report prepared by the team secretary as expeditiously as possible, so that the final report can be formatted and forwarded to the CAAM-HP Secretariat.

Observers on Site Visits

At times the survey team may include observers, who represent a regional or national accreditation agency, regulatory body, or one of the CAAM-HP's contracting parties, or a medical, dental, veterinary or nursing education leader from a foreign country interested in CAAM-HP's accreditation system. The dean of the school being visited must agree to the participation of any observers.

Observers are there to see the process but not to participate in it. Representatives of other accrediting agencies or oversight bodies will not participate in the team's private work sessions, nor participate in the exit conferences with the dean and university executive.

SURVEY VISITS

Survey site visits are of two types, Full Site Visits and Limited Site Visits. In either case, the visit may be actual (face-to face), virtual (using videoconferencing platforms) or employ a combination of both methods (hybrid).

Full Survey Visits

Whether, actual, virtual or hybrid, full site visits are normally employed three to six months following the school's completion of the Institutional Self Study (ISS) and submission of all required documents and summary report to the Secretariat.

Arrangements for full visits will be made by the Secretariat two to three months prior to the visit. In consultation with the school, it will create a schedule for the visit and ensure that team members have their specific assignments and are provided with the necessary materials and ISS documents. The Secretariat handles oral and written communication with the school and team members. All team contact with the school should be through the Secretariat only.

In accordance with the agreed schedule, schools will be required to submit the names and requested details of all participants, faculty and administrators. In the case of students, the school will provide a list of students in each year of the educational programme (basic science and clinical) from which the Secretariat will select a representative sample.

Limited Survey Visits

Limited survey visits are focused on specific issues and are therefore shorter in duration. Instead of the education database and institutional self-study prepared for full surveys, a shorter customised database is requested from the school four to six weeks before the visit. Limited visits (whether actual or virtual) may involve meetings with institutional administrators, faculty members, and students as needed to address the issues being explored during the survey. The final report is brief and focused.

Virtual Survey Visits

Where actual face-to-face visits cannot be arranged because of extraordinary circumstances, including restrictions on international travel, appropriate teleconferencing platforms will be utilized to conduct a number of specified survey visit activities.

Use of such technology to facilitate the survey does not preclude the physical presence of a team member or member of the Secretariat if this becomes possible (hybrid approach), nor does it obviate the need for the virtual survey to be followed by a later face-to-face visit.

As outlined in the preamble, determinations of accreditation based on virtual site visits alone will be designated 'interim' accreditation and will remain in place for a designated period and/or until a face-to-face visit can be arranged, at which time, a final accreditation determination will be made

by the CAAM-HP. Interim accreditation is not full accreditation, nor does it guarantee accreditation until such is corroborated by the findings of the follow-up physical site visit.

The CAAM-HP will need to be informed of and assured that the venues and facilities to be used for virtual meetings comply with the necessary IT requirements and that security systems are in place to maintain integrity of the virtual process at all times.

COSTS AND FINANCIAL OBLIGATIONS INVOLVED IN VIRTUAL SITE VISITS

Once the dates for the virtual visit have been agreed, the CAAM-HP Secretariat prepares a budget which includes honoraria for the team members and administrative costs associated with providing support for the visit, including, if necessary, the provision of video conferencing software licenses. Expenses of observers are not the responsibility of the CAAM-HP or of the school.

Unless and until an actual face-to-face visit is arranged, costs associated with team travel (i.e. airfares, accommodation and meals, airport transfers, etc.) or those incurred for rental of meeting rooms (private team meetings) will not be applicable to virtual site visits. The budget is submitted to the school for settlement ahead of the visit. There is no financial transaction between the school and visiting team members.

Responsibilities of the CAAM-HP

1. Preparation and submission to the school of the survey visit budget to include:
 - Arrangements for and payment of honoraria to team members
 - Administrative costs for planning and coordinating the virtual visit
 - Costs associated with videoconferencing software licenses
2. Submission of the budget to the school at least 8 weeks prior to the visit

Responsibilities of the School

1. Settlement of the budgeted costs of the visit at least 6 weeks prior to the visit.
2. Submission of all requested documentation at least 6 weeks prior to the visit
3. Assignment of an individual to coordinate the logistics of the visit and to serve as liaison with the CAAM-HP Secretariat

CONFIDENTIALITY OF TEAM FINDINGS AND SURVEY MATERIALS

Information about the school, whether contained in the pre-survey documents or obtained at the time of the survey visit is considered confidential and should not be disclosed to other parties. Team members are required to sign a confidentiality statement as well as a conflict of interest declaration before the start of the visit. On completion of the visit, and once they have reviewed the teams draft report, they are requested to destroy or delete written documents about the school, including but not limited to the self-study report, previous survey reports and correspondence between the school and the CAAM-HP.

The team's oral report of findings and conclusions is also confidential. There should be no public release by team members or by the school of any of the findings. The dean and chief executive (president or vice-chancellor) should await receipt of the CAAM-HP's letter of accreditation and accompanying final survey report before making any public comments on the site survey. The dean and university executive are provided with final copies of the survey report for public disclosure as they deem appropriate.

REPORTS OF VIRTUAL SURVEY VISITS

Reporting on virtual survey visits will generally adhere to the outline provided on pages 4 and 5 of the document "Guidelines for Accreditation Survey Visits" that is available for download from the CAAM-HP website at <https://www.caam-hp.org/documents?page=1&category=All+Schools>

Timeline for Completing the Survey Report

Expected timelines regarding completion and processing of the survey report are outlined below.

Within 10 days following completion of the survey visit	Team members submit their individual assigned write-ups to the team secretary
Within 6 weeks following completion of the survey visit	Team secretary submits DRAFT report to the CAAM-HP Secretariat and to each team member for amendments.
6 weeks following completion of the survey visit	Secretariat sends team report to the dean of the school for correction of any factual errors.
8 weeks following completion of the survey visit	Team secretary submits final report to CAAM-HP Secretariat
At least 2 weeks prior to CAAM-HP meeting *	CAAM-HP Secretariat sends report to members of the CAAM-HP in preparation for the meeting.
2 weeks following CAAM-HP meeting *	CAAM-HP Secretariat notifies school of accreditation decision and includes a copy of the final report
2-4 weeks following CAAM-HP meeting *	CAAM-HP Secretariat notifies team members of accreditation decision

* Refers to either regular or extraordinary meetings of the CAAM-HP

NOTICE OF ACTION BY CAAM-HP

When the CAAM-HP meets, it considers and discusses the content of the survey report and makes a decision about the accreditation status of the medical, dental, veterinary or degree nursing education programme. CAAM-HP meetings are held once per year (or more frequently as indicated) and are scheduled by the Secretariat.

After the meeting, the school is notified of the CAAM-HP's action in a letter from the Secretariat to the chief executive of the academic institution (vice-chancellor/president of the university) with a copy to the Dean/Chief Academic Officer of the school. The letter to the institution conveying CAAM-HP's decision includes a summary of the school's primary strengths and areas for concern and is accompanied by a copy of the final report.

This letter conveying CAAM-HP's decision is considered public information but the surveyed institution is at liberty to make public the survey report and details of the CAAM-HP decision as it deems appropriate.

CAAM-HP also advises the CARICOM Secretary-General and Ministers of Education of each contracting party of the decision made in respect of each school.

PREPARATION FOR THE VIRTUAL SITE VISIT

Responsibilities of the CAAM-HP

The CAAM-HP Secretariat will work with the schools to ensure the smooth execution and integrity of the process at all stages. This includes:

- Requesting the required documentation from the school in advance of the visit (see below for full and limited site visits)
- Providing members of the visiting team with all relevant documentation submitted by the school in advance of the visit
- Sharing the names and curricula vitae of the visiting team members with the school
- Preparing a visit schedule
- Preparing an appropriate list of participants and their positions for each virtual meeting
- Creating virtual meeting rooms and appropriate times for each scheduled meeting
- Arrangements for monitoring and security during virtual site visit meetings

Responsibilities of the School

In preparation for the visit the dean should designate a named individual to coordinate the logistics of the visit. This person will serve as liaison with the CAAM-HP Secretariat concerning preparations, scheduling and site visit arrangements during the virtual or hybrid visit. The name and contact information for the visit coordinator should be communicated to the Secretariat at the time of submission of documents as described below.

Full Virtual Site Visits

As in the case of an actual full site visit, the school is required to carry out an Institutional Self Study and to submit all documentation (Education database, Required Courses and Clerkships, Results of Student Survey and Summary Report) at least 3 months prior to the date of the visit. Copies of other bulky documents (e.g. school's bulletins and catalogues) should be made available through links to the school's website or by submission as compressed files.

In the event that a scheduled site visit was postponed after prior submission of the ISS documents, the CAAM-HP Secretariat will request that the school provide relevant updates to the previous submissions ahead of the virtual visit.

Limited Virtual Site Visits

In the case of limited surveys, the required documentation for submission by the schools is determined by the purpose of the visit (see CAAM-HP DOC) and timelines for submission will thus be determined by the Secretariat in consultation with the school.

In both full and limited site visits, the survey team members and the CAAM-HP Secretariat will review submitted documents to ensure that the materials are complete and up-to-date. If any updating is required prior to the site visit, the team Chair will communicate the request to the Secretariat. Such updated material should be sent electronically to the team through the CAAM-HP Secretariat.

Provision of a space for participants to participate in the virtual meetings

The school must identify a suitable space/room where participants for each scheduled virtual meeting will be required to attend scheduled meetings with team members. The individual designated by the school for logistics of the visit will liaise with the Secretariat to ensure that the space:

- Can safely accommodate the number of participants according to recommended Covid 19 protocols
- Is equipped with hard-wired internet access to computers/monitors for each participant
- Has installed a roving security camera to monitor the space during virtual meetings

Participants at each virtual meeting will be identified by name through log-in information provided by CAAM-HP.

Student Involvement in the Visit

Students should be well briefed in advance concerning their role in the accreditation process. A well-conducted student survey, with adequate response rate, will provide important pre-meeting information for the deliberations of the survey team (see 'Students' Role in the CAAM-HP') but meetings with students, whether virtual or face-to-face, are an essential component of full survey visits.

The school will provide a list of registered students by year in its educational programme from which CAAM-HP will randomly select a suitable representative number to participate in virtual meetings with the visiting team. The contact information for students selected to participate will be provided by the school

The survey team will seek student opinions about a variety of topics, including the quality and adequacy of the educational programme, student academic and personal counselling, health services, financial aid, and the role of students in institutional policy and feedback.

THE VISIT SCHEDULE

The CAAM-HP Secretariat in collaboration with the school and the team finalises the schedule at least three weeks ahead of the agreed start date of the visit

A typical example of a full accreditation site visit is attached as an Appendix. It provides a general guide to the topics ordinarily reviewed during a full accreditation survey and the representatives of the school who would be expected to meet with the team.

In the case of a limited site visit, the organisation of the schedule will depend on the issues to be addressed. However, in both full and limited site visits, the survey will conclude with an exit meeting

In some cases the schedule may be modified to accommodate the distinctive characteristics of the school being visited, being mindful of the need to assess compliance with all accreditation standards. Sessions may be expanded, shortened, or altered where appropriate to ensure that all areas that need to be addressed in the survey report are reviewed. Any revisions to the schedule that would result in a visit ending later than the allocated time should be cleared with the Secretariat and communicated to the school so that appropriate arrangements can be made.

The school, in consultation with the CAAM-HP Secretariat, should select the most relevant individuals to participate in each session (see 'Student Involvement' above). The number of participants in any session should not be as large as to compromise the possibility of discussion or to create safety concerns.

As indicated in the Appendix, the Dean/Chief Academic Officer is expected to attend the initial meeting and, along with the senior administration, the final exit interview. Deans may also be participate in sessions that address financing and educational resources but should not normally attend team meetings with faculty or students. In cases of doubt, guidance on attendance can be sought from the CAAM-HP Secretariat.

Tours of facilities including those at clinical sites will not be included in virtual site visits. However, in consultation with the Secretariat and the team, schools may choose to submit photographs and/or video footage of such as part of their pre-visit documentation. In any event, such evidence provided by the school will need to be fully corroborated by a CAAM-HP team member at an actual follow-up visit.

CONTACT INFORMATION

Further guidance or clarification of these guidelines can be obtained from the CAAM-HP Secretariat as indicated below

The CAAM-HP Secretariat
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Appendix

Typical Schedule for a Virtual Full Accreditation Site Visit

Accreditation visit to: [name of school]

Visit Date: [-----]

Survey team representing the CAAM-HP

Name	Team Position	Institutional appointment/Experience
	Chair	
	Secretary	
	Member	
	Member	
	Member	

Preliminary Meetings

Meeting	Areas for discussion	School Participants
Team Caucus Normally held 1 or 2 days prior to start of virtual visit	(Team members are asked to submit their preliminary assessments of strengths and areas of concern as gleaned from the documentation to the team secretary in advance.) The Chair assembles a preliminary list for discussion at the caucus. The team chair reviews arrangements and assignments and makes adjustments if necessary.	Not applicable
Dean(s) Perspective Normally held one day prior to the rest of the schedule	<ul style="list-style-type: none"> • Strengths and weaknesses of the school • Changes since last CAAM-HP survey (if relevant) and major current issues • School's goals and directions; principal findings of institutional self-study • Management/resources of the school including: organisational relationships with university and teaching hospital(s); organisation of dean's staff; interaction of dean with governance organisation, councils, committees and academic departments • Financial status and projections • Research programmes and funding • Status of facilities for education, research and patient care • Faculty development: appointment, promotion, tenure 	Dean(s)/Chief Academic Officer(s)

The Educational Programme

Meeting	Areas for discussion	School Participants
Overview	Overview (philosophy, learning objectives, outcome measures)	Programme Coordinator Senior academic officers/Deputy Deans as appropriate
Curriculum design Content coverage Teaching methods Evaluation of student performance	<ul style="list-style-type: none"> • General design of the curriculum • Coverage of disciplines and subject areas required by accreditation standards • Appropriateness of instructional methods and student evaluation strategies for achievement of the school's objectives • Resident preparation for teaching and evaluating students 	Programme Coordinator Senior academic officers/Deputy Deans as appropriate
Curriculum management and programme evaluation	<ul style="list-style-type: none"> • Systems for implementation and management of the curriculum • Adequacy of resources • Authority for the educational programme and its management • Methods for evaluating effectiveness of the programme and evidence of success in achieving objectives • Comparability of educational experiences at all teaching sites 	Programme Coordinator Senior academic officers/Deputy Deans as appropriate
Special programmes Educational innovations Student research	<ul style="list-style-type: none"> • Special educational opportunities (MD/PhD/other joint degree programmes) • research opportunities for students • Educational innovations 	Programme Coordinator Faculty responsible for research / graduate studies Appropriate senior academics /Deputy Deans

Required Courses/Clerkships

Meeting	Areas for discussion	School Participants
Basic Medical Science Courses	<ul style="list-style-type: none"> • Notable achievements and ongoing challenges in individual courses • Contribution of individual courses in achieving institutional educational objectives • Adequacy of resources, including availability of faculty to participate in teaching • Preparation of residents and graduate students for their roles in student teaching and evaluation 	Basic Medical Sciences/ Preclinical course Coordinators
Clinical Courses/ Clerkship experiences	<ul style="list-style-type: none"> • Notable achievements and ongoing challenges in individual clerkships/clinical experiences • Contributions of individual clerkships/clinical experiences in achieving institutional educational objectives • Adequacy of resources for education, including availability of faculty to participate in teaching • Preparation of residents and graduate students for their roles in student teaching and evaluation 	Clinical course/clerkship Coordinators

Student Matters

Meeting	Areas for discussion	School Participants
The Learning environment	<ul style="list-style-type: none"> • Effectiveness of academic counselling • Policies and procedures for student advancement and graduation and for disciplinary actions • Standards of conduct and policies for addressing student mistreatment • Career guidance strategies • Electives and sub-specialty opportunities for rounding out clinical education of the students 	Programme Coordinator Appropriate school university administrators
Admissions	<ul style="list-style-type: none"> • Admissions process • Selection criteria, quality of applicant pool and matriculants • Policies and goals for equity and diversity 	Dean(s) Programme Coordinator Appropriate School/University officers
Student Support Services	<ul style="list-style-type: none"> • Financial aid services and debt counselling • Student health services and immunization • Policies regarding exposure to infectious diseases and environmental hazards • Health and disability insurance • Personal counselling and mental health services 	Appropriate School/University officers for finance, health and personal counselling

Meetings with Students

Meeting	Areas for discussion	School Participants
Meeting with preclinical Students	<ul style="list-style-type: none"> • Student life, personal, academic, career and financial counselling • Financial aid; health services; infection control education and counselling • student perspective of curriculum, teaching, and evaluation/grading • Students' role and perceived value of student input in institutional planning, implementation, evaluation 	Representative sample of preclinical students from each year of the basic medical science programme (selected by the CAAM-HP from list provided by the school)
Meeting with clinical students	<ul style="list-style-type: none"> • The clinical experience, student life, personal, academic, and career counselling • Financial counselling and financial aid • Health services; infection control education and counselling • Perspective of curriculum, teaching, evaluation and grading • students' role and perceived value of their input in institutional planning, implementation, and evaluation 	Representative sample of clinical students from each year of the clinical science programme (selected by the CAAM-HP from list provided by the school)

Faculty

Meeting	Purpose/areas for discussion	School Participants
Basic Medical Science Departments	<ul style="list-style-type: none"> • Successes and ongoing challenges in administrative functioning of departments • Adequacy of resources for all missions (research, scholarship, teaching) • Departmental support for faculty and graduate programmes • Balancing research and teaching 	Heads/Chairs of Basic Science Departments/disciplines
Clinical Departments	<ul style="list-style-type: none"> • Successes and ongoing challenges in administrative functioning of department • Adequacy of resources for all missions (clinical, research, scholarship, teaching) • Departmental support for faculty and residents • Balancing clinical and academic demands on faculty 	Hospital/Clinical Heads School's coordinators of disciplines representing the school's core clerkships
Institutional Faculty Matters	<ul style="list-style-type: none"> • Appointment, promotion, and tenure policies • Faculty development opportunities • Effectiveness of faculty governance • Faculty compensation and incentives • Opportunities for collegial interaction among faculty 	Dean Department Heads/Chairs
Perspectives of junior academic staff	<ul style="list-style-type: none"> • Faculty development opportunities • Positioning for promotion and tenure • Teaching and evaluation skills • Perceptions of curriculum and students • Understanding of institutional goals • Role in faculty governance • Faculty life, collegiality with peers and seniors 	Junior (non-professorial) academic faculty

Educational Resources

Meeting	Areas for discussion	School Participants
Library and Information Technology	<ul style="list-style-type: none"> • Role and effectiveness of the library and information resources in the educational programme • Adequacy of resources and services for achievement of institutional goals 	Librarian Head of IT Services
Finances	<ul style="list-style-type: none"> • Adequacy of finances for the achievement of the school's missions • Recent financial trends and projections for various revenue sources • Financial health of and market conditions for the clinical services 	Dean Senior Financial Officer(s)/bursar(s) (if the school has financial responsibility for any major hospital or clinical facility, appropriate representatives may be included)
Graduate Programmes	<ul style="list-style-type: none"> • Quality and oversight of graduate training programmes in basic and clinical sciences • Contributions of graduate students/residents to the learning environment for undergraduate students 	Appropriate senior faculty and graduate programme Coordinators

Visit Closure

Meeting	Areas for discussion	School Participants
Team closing caucus	<ul style="list-style-type: none"> • Summary of main strengths and matters to be addressed • Reminder of deadlines and confirm responsibilities of team members in preparation of the written report 	Not applicable
Exit Conference	<ul style="list-style-type: none"> • Oral summary report of team's main findings • Makes no recommendation on accreditation • Report is confidential pending submission of final written report 	Dean(s) Senior School/University Officials

Additional Notes

- In consultation with the school, the CAAM-HP Secretariat will prepare the visit schedule, including dates/times of meetings and the names of school participants at each meeting
- Meetings will normally be scheduled for 45 – 60 minutes each at the discretion of the team Chair
- Variations in the typical schedule and order of meetings may occur due to the particular setting or structure of an individual school or the availability of team members
- Team Chairs are allowed to request additional meetings during the visit which will be arranged by CAAM-HP in consultation with school officials.