

GUIDELINE-14 PEER REVIEW TEAM CHAIR – TIPS AND RESPONSIBILITIES

Preamble

The Peer Review Team (PRT) carries out the onsite accreditation reviews of a physiotherapy education program and prepares a report which evaluates the program's evidence of compliance with the accreditation standards. The PRT Report is submitted to Physiotherapy Education Accreditation Canada (PEAC) where the program's accreditation award is recommended. The PRT does not make a recommendation concerning the program's accreditation award, only about compliance with regards to individual accreditation criteria.

The PRT is comprised of four (4) members, one of which is appointed Chair by PEAC:

- Two members who are physiotherapists with experience in education and accreditation
- One member with experience in physiotherapy regulation
- One member with experience in accreditation in a profession other than physiotherapy.

Eligibility Criteria

To be eligible to be the Chair of a PRT, the individual must meet the following criteria:

- Proficiency in the language of instruction of the program, including both oral and written communication
- Participation as a PRT member for at least one (1) previous on-site review
- Positive performance review(s) as completed by program chair and faculty and other PRT members during previous review(s)

Responsibilities

In addition to the general PRT member responsibilities, the Chair of the PRT is responsible to:

- Seek information from the team members regarding their areas of interest and assign primary/secondary responsibilities for Standards review/report writing;
- Work with the education program chair and PEAC staff to establish the schedule for the onsite visit; consult with the program chair regarding any required changes to the schedule during the onsite visit;
- Develop the agenda for, and lead, the PRT meeting on the Sunday at the hotel before the onsite review;
- Guide/facilitate the team in the development of interview questions for each interview/focus group, based on the information received in the Self Study Report;
- Act as the official spokesperson for the PRT before and during the onsite visit;
- Introduce the team to the education program faculty and staff on the morning of the first day and describe the accreditation process and the role of PEAC (a powerpoint is provided by PEAC for this purpose);

- Ensure that the interviews are conducted with the appropriate tone and required content;
- Assist in the debrief after interviews and facilitate tracking of information criterion by criterion to ensure all gaps in evidence have been addressed, and all information in the Self Study Report has been verified.
- Guide/facilitate the writing of the onsite report throughout the onsite visit, and work towards consistency in writing styles/content between all team members;
- Lead the closing meeting with the program chair and outline the next steps prior to notification of the program's accreditation status;
- Determine how signatures will be obtained for the report once completed (circulated and electronically signed, blank signature page circulated during the review for signature etc.)
- Ensure the onsite review report is written (in collaboration with the team) and submitted to PEAC within two weeks of the onsite review; and
- Be available to join the PEAC Accreditation Committee meeting either in person or via teleconference during the discussion regarding the program's accreditation status, to provide clarification and information as required.

Tips and Suggestions:

The following list of tips and suggestions has been generated from information gathered in post-accreditation review surveys completed by PRT members and Chairs, and education programs. They are presented to assist PRT Chairs in their role. It is recognized that every leader has his/her own unique leadership qualities; these suggestions are not intended to change leadership style or choices.

Before the orientation teleconference:

- Once the team members are introduced to each other via email by PEAC, contact the members either individually or as a group shortly afterwards (within a few weeks) to introduce yourself, to welcome them to the team, and to encourage communication.
- Review the PRT member responsibilities and the Chair responsibilities in the PRT Handbook.

During the orientation teleconference:

- Assist less experienced team members in understanding the process through which the information in the Self Study Report is assessed and documented.
- Assign each Standard a primary and secondary PRT member at the beginning of the review to take responsibility for notes/gap identification during the review – this will make your job collating the information into a report much easier after the teleconference is over.

Before the onsite review:

- Become familiar with the review process, and the requirements for the onsite report.
- Complete a detailed review of the Self Study Report, and make notes in order to prepare to lead the team during the onsite review.
- Contact PEAC at any time to ask questions, or to seek clarification or advice.

- Be clear about the PRT responsibilities/tasks between the orientation teleconference and the onsite review. Send reminder emails to the PRT members as the onsite review approaches to ensure they are getting those tasks done.
- Ask to receive the onsite report for each Standard, completed by the primary PRT member for each Standard ahead of the onsite visit so everyone has seen everyone else's identified gaps/questions. This also encourages the members to go through everything and take notes prior to arriving on the Sunday.
- Ensure you are very familiar with the Accreditation Standards and the accreditation process. For the newer members of the team, you will be their resource person.
- Review the PRT Handbook, ensure you are familiar with the format required for the onsite PRT Report. Be prepared to coach the PRT in writing the report to make it more consistent right from the beginning. Fixing it later takes more time

During the onsite review:

- Look out for the comfort of the PRT members. Some Chairs have requested fruit plates/ snacks/appetizers for their working rooms. Some have made sure when they are on campus, that water is easily available in the PRT's workroom, and they take care of the little comfort details so the others don't worry about them. Feel free to ask PEAC to help arrange these things.
- Make arrangements to ensure the interviews end on time and the schedule is adhered to. Ask for a faculty member or administrative staff to act as a timekeeper. Have the timekeeper provide a five minute warning, and assemble the next interviewees in the adjoining room for more efficient transitions.
- Speak clearly for the team – it is easier for the program to have one go-to person for the team, and takes the pressure off the other members having to answer questions/make arrangements.
- Always be aware of the tone being used during interview by your team, and always model and encourage a non-judgmental and non-threatening environment throughout the visit. This is a collaborative opportunity for continuous quality improvement, not a punitive process.
- Ensure you are prepared to share the timeline and next steps in the accreditation process with the program during the closing meeting. PEAC can provide you with those dates.
- Be clear about the after-visit responsibilities. Report writing is collaborative, it is not the Chair's responsibility to write the report start to finish. Each Standard's primary PRT member is expected to complete the writing of that Standard, and submit to the Chair for compilation. Making that clear early in the process is essential. Many Chairs have found themselves writing or re-writing the report after the visit.
- Do not hesitate to contact PEAC by phone, text or email to problem solve should a situation or unexpected event¹ arise either before, during or after the visit about which you would like input.

After the onsite review:

- Don't hesitate to contact the education program by email on behalf of the team and thank them for their hospitality.

¹ Examples of unexpected events may include: a PRT member becoming sick just before or during the onsite visit; a member being unable to arrive onsite due to flight cancellation or delay; conflict between Peer Review Team members; conflict between the PRT/education program.

- Likely you will thank the other PRT members before everyone returns home but a follow up email to them is always welcome.

Following the onsite visit, the other PRT members and the education program faculty and staff will be asked to provide feedback re. your performance as PRT Chair. Feedback has suggested that knowing these questions in advance would help Chairs understand better what they will be evaluated on. The questions are available in the Appendix which follows.

Don't hesitate ever to ask questions of PEAC staff – we are happy to help.

Guideline Number: GUIDE-14	
Date of last revision	Associated documents
<i>August 2014</i>	Program Handbook
	PRT Handbook
	GUIDE-08 Eligibility to become a PRT member
	TOR-05 Peer Review Teams

**Appendix 1
Post Review Survey Questions
Chair Performance Evaluation**

Strongly Agree Agree Disagree Strongly Disagree N/A

General Questions asked regarding all PRT members:

The Peer Review Team member:

- Was knowledgeable about the accreditation process
- Was prepared and well versed in all components of the Program's Self-Study Report
- Had a functional knowledge and understanding of the accreditation standards and evaluative criteria
- Had thought about questions to ask based on the Self Study Report and other information submitted by the Program
- Actively participated in team discussions throughout the visit
- Communicated in a professional, open, and engaging manner during the interviews
- Participated in effective and appropriate discussion of the standards and related evaluation criteria
- Wrote clear, succinct information about evidence related to the standards and evaluation criteria

Specific Questions asked regarding the PRT Chair:

The Peer Review Team Chair:

- Demonstrated a thorough knowledge and understanding of the accreditation standards and evaluative criteria
- Effectively and efficiently met all required deadlines
- Facilitated an open, honest, and non-threatening atmosphere during interview and discussion questions
- Requested pertinent additional information as needed to conduct the review
- Raised pertinent and relevant questions during the interview sessions
- Assumed responsibility for the accreditation process
- Demonstrated effective communication skills throughout the on-site review (eg listened effectively, encouraged dialogue)
- Demonstrated effective interpersonal skills throughout the on-site review (eg worked as a team member, sought out and respected others' thoughts and opinions)
- Was an effective team leader and mentor for PRT members