

PEER REVIEW TEAM CHAIR–TIPS AND RESPONSIBILITIES

PREAMBLE

The Peer Review Team (PRT) carries out the accreditation review of a physiotherapy education program and prepares a report which evaluates the program's level of compliance with each accreditation criterion. The PRT report is submitted to Physiotherapy Education Accreditation Canada (PEAC) where the program's accreditation award is determined. The PRT does not make a recommendation concerning the program's overall accreditation status, only about level of compliance of individual criteria.

The PRT is comprised of four members, one of which is appointed Chair by PEAC.

- two members are physiotherapists with experience in education and accreditation
- one member has experience in physiotherapy regulation
- one member has experience in accreditation in a profession other than physiotherapy

Eligibility Criteria

To be eligible to be the Chair of a PRT, the individual must demonstrate

- proficiency in the language of instruction of the program, including both verbal and written communication
- participation as a PRT member for at least one previous review
- positive performance review(s) as completed by program Chair, program 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

- review the PEAC Community Guidelines and support the team in using inclusive group processes to work together through the course of the accreditation review
Please Note: Every Chair will have their own unique style and approach in fostering team building and group processes. The Community Guidelines are a supportive tool that team members may refer back to in the event of deviation from intended processes. They are not meant to be prescriptive or cumbersome in their application. They should be reviewed and agreed upon during the first

team meeting (the orientation meeting), but thereafter can simply be referred to briefly and only in more detail as the need arises.

- 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 site visit and consult with the program chair regarding any required changes to the schedule during the site visit
- develop the agenda for, and lead, the preliminary review videoconference and the PRT meeting on the Sunday at the hotel before the site visit
- 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 site 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 final report throughout the site 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
- ensure the reports are written (in collaboration with the team) and submitted to PEAC within two weeks of the preliminary review videoconference and the onsite visit
- be available to join the next PEAC Accreditation Committee meeting (either in person or via videoconference) when the program's accreditation status is discussed 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, PRT Chairs, and education programs. The tips are presented to assist PRT Chairs in their role. It is recognized that every leader has their own unique leadership qualities; these suggestions are not intended to change leadership style or choices.

Prior to the preliminary review

- Upon receipt of confirmation of PRT members, contact the team members by email (within a few weeks) as an introduction, to welcome them to the team, and to encourage communication.

- Review the specific responsibilities required of the PRT Chair and ask any questions or request clarification from PEAC prior to the preliminary review.
- Become familiar with the accreditation review process, and the format/requirements/template of the preliminary review report.
- Communicate with and answer questions from the other PRT members as they prepare for the preliminary review and the site visit.
- Consult with the program Chair and PEAC to establish the schedule for the site visit. A sample schedule is included in the Peer Review Team Handbook. The sample schedule will be adapted according to the needs and governance structure of the program.
- During the orientation videoconference, lead a discussion about how the team will use inclusive group processes to work together through the course of the accreditation review.
- During the orientation videoconference, assign responsibilities to each PRT member for completion of the preliminary review and report, and the site visit and preparation of the PRT report. The assignments should be made in consideration of the expertise of each PRT member. Although PRT members are responsible for reviewing the entire SSR and all evidence submitted by the program, the assignments will ensure that a focussed review will be conducted of each of the components of the documentation.

During the preliminary review

- Assist less experienced team members in understanding the process through which the information in the Self Study Report is assessed and documented.
- Lead the preliminary review with the PRT members.
- Lead the team in collaborating to complete the preliminary review report.
- Establish responsibilities and next steps towards the onsite visit.

Following the preliminary review

- Submit the preliminary review report electronically to PEAC within two weeks.

Prior to the site visit

- Communicate with and answer questions from the other PRT members as they prepare for the site visit, draft the PRT report, and generate interview questions.
- Become familiar with the accreditation review process, and the format/requirements/template of the site visit report.
- Review any additional evidence provided by the education program in response to the requests in the site review report.
- Complete a detailed review of the Self Study Report, and make notes in order to prepare to lead the team during the site review.
- Contact PEAC at any time to ask questions, or to seek clarification or advice.

- Be clear about the PRT responsibilities/tasks between the preliminary review and the site visit. Send reminder emails to the PRT members as the site visit approaches to ensure they are getting those tasks done.
- Ask to receive the site report for each Standard, completed by the primary PRT member for each Standard, ahead of the site 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.
- 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 site visit

Should your hotel suite/ meeting room not be able to accommodate the four team members with their laptops comfortably, please let PEAC staff know immediately by text or phone or email. We work VERY hard with hotel staff prior to making a reservation to ensure that the space they provide is appropriate (we even ask for photographs of the table and the room if necessary). If the space or table is NOT appropriate, please ensure we know as soon as possible and we will work with the hotel while you continue with your review work.

- Look out for the comfort of the PRT members. Some Chairs have requested fruit plates/ snacks/appetizers for their hotel meeting room. Some have made sure that water is easily available in the PRT's workroom when they are on campus, 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.
- During the Sunday evening meeting, lead a discussion about how the team will use inclusive group processes during the site visit interview meetings to foster belonging, value uniqueness, manage expectation and attend to challenging situations.
- 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 interviews 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 will provide you with those dates.
- 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.
- Be clear about the after-visit PRT 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 to 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.

After the site visit

- Likely you will thank the other PRT members before everyone returns home but a follow up email to them is always welcome.
- Submit the site visit report electronically to PEAC within two weeks.

Following the site visit, the other PRT members and the education program faculty and staff will be asked to provide feedback regarding 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
Aug 2014	Program Handbook
July 2017	PRT Handbook
Sept 2024	GUIDE-08 Eligibility to become a PRT member
	TOR-05 Peer Review Teams

¹ Examples of unexpected events may include: a PRT member becoming sick just before or during the site 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.

Appendix 1
Post Review Survey Questions
Chair Performance Evaluation

Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
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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 review
- 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
- supported inclusive group processes during PRT discussions
- supported inclusive group processes during site visit interview meetings

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 interviews and discussions
- 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 accreditation review (e.g. listened effectively, encouraged dialogue)
- demonstrated effective interpersonal skills throughout the accreditation review (e.g. worked as a team member, sought out and respected others' thoughts and opinions)
- was an effective team leader and mentor for PRT members
- was effective in their efforts to foster an inclusive group process during PRT discussions

- was effective in their efforts to foster an inclusive group process during site visit interview meetings