



Committee on Accreditation of Canadian Medical Schools
Comité d'agrément des facultés de médecine du Canada

CACMS STANDARDS AND ELEMENTS

**Standards for Accreditation of
Medical Education Programs Leading to the M.D. Degree**

**Standards and Elements Effective July 1, 2026
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CACMS Standards and Elements
Standards for Accreditation of Medical Education
Programs Leading to the M.D. Degree

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Introduction to the CACMS *Standards and Elements*

The Committee on Accreditation of Canadian Medical Schools (CACMS) *Standards and Elements* provides the assessment basis for the peer-review process of accreditation of Canadian medical education programs leading to the M.D. degree. The procedures governing the accreditation process appear in a separate document entitled CACMS Rules of Procedure.

Each accreditation standard is numbered and followed by a title and a general statement of principle. The elements within a given standard identify the requirements that the CACMS process evaluates to determine compliance with the standard.

An important part of the CACMS *Standards and Elements* is its lexicon. The lexicon (published separately) defines selected terms that are necessary for the accurate interpretation of the standards and elements.

The CACMS regularly reviews the standards and elements and, as appropriate consults with its sponsor organizations, the Association of Faculties of Medicine of Canada (AFMC) and the Canadian Medical Association (CMA) as well as with members of the medical education community including stakeholder groups. Following review changes may arise that modify, eliminate or impose new or additional accreditation requirements. Before their adoption by the CACMS, substantive changes are submitted for comment to the sponsors, stakeholders, and the Canadian public. Once approved by the CACMS, new or revised standards or new or revised elements are published in a subsequent edition of the CACMS *Standards and Elements*.

More information about the standards and elements, procedural rules, or the accreditation process in general, contact the CACMS Secretariat at cacms@afmc.ca.

The CACMS Secretariat

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Standard 1: Mission, Planning, Organization, and Integrity

A medical school has a written statement of mission and goals for the medical education program, conducts ongoing planning, and has bylaws that describe an effective organizational structure and governance processes. In the conduct of all internal and external activities, the medical school demonstrates integrity through its consistent and documented adherence to fair, impartial, and effective processes, policies, and practices.

1.1 Strategic Planning and Continuous Quality Improvement

A medical school engages in ongoing strategic planning and continuous quality improvement processes that establish its short and long-term programmatic goals, result in the achievement of measurable outcomes that are used to improve educational program quality, and ensure effective monitoring of the medical education program's compliance with accreditation standards.

1.1.1 Social Accountability

A medical school is committed to addressing the priority health concerns of the populations it has a responsibility to serve. The medical school's social accountability is:

- a) articulated in its mission statement;
- b) fulfilled in its educational program through admissions, curricular content, and types and locations of educational experiences;
- c) evidenced by specific outcome measures.

1.2 Conflict of Interest Policies

A medical school has in place and follows effective policies and procedures applicable to board members, faculty members, and any individuals with responsibility for the medical education program to avoid the impact of conflicts of interest in the operation of the medical education program, its associated clinical facilities, and any related enterprises.

1.3 Mechanisms for Faculty Member Participation

A medical school ensures that there are effective mechanisms (including committee structures) in place for any faculty member to directly participate in decision-making related to the medical education program, including opportunities for discussion about, and the establishment of, policies and procedures for the program, as appropriate.

1.4 Affiliation Agreements

In the relationship between a medical school and its clinical affiliates, the educational program for all medical students remains under the control of the faculty of a medical school, as specified in written affiliation agreements that define the responsibilities of each party related to the medical education program. Written agreements are necessary with clinical affiliates that are used regularly for required clinical learning experiences; such agreements may also be warranted with other clinical facilities that have a significant role in the clinical education program. Such agreements provide for, at a minimum:

- a) assurance of individual medical student and faculty member access to appropriate resources for medical student education
- b) primacy of the medical school's authority over academic affairs and the education/assessment of medical students
- c) role of the medical school in the appointment and assignment of faculty members with responsibility for medical student teaching
- d) specification of the responsibility for treatment and follow-up when a medical student is exposed to an infectious or environmental hazard or other occupational injury
- e) shared responsibility of the clinical affiliate and the medical school for creating and maintaining an appropriate learning environment that is conducive to learning and to the professional development of medical students

1.5 Responsibilities and privileges of the dean

A medical school has and publicizes policy documents that describe the responsibilities and privileges of its dean and those to whom the dean delegates authority (e.g., vice, associate, assistant deans), department heads, senior administrative staff, faculty members, and committees.

1.6 Eligibility Requirements

A medical school ensures that its medical education program meets all eligibility requirements* of the CACMS for initial and continuing accreditation and is either part of, or affiliated with, a university that has legal authority to grant the degree of Doctor of Medicine.

* Details are found in the CACMS Rules of procedure.

Standard 2: Leadership and Administration

A medical school has a sufficient number of faculty members in leadership roles and of senior administrative staff with the skills, time, and administrative support necessary to achieve the goals of the medical education program and to ensure the functional integration of all programmatic components.

2.1 Senior Leadership, Senior Administrative Staff and Faculty Appointments

The dean and those to whom the dean delegates authority (e.g., vice, associate, assistant deans), department heads, and senior administrative staff and faculty members of a medical school are appointed by, or on the authority of, the governing board of the university.

2.2 Dean's Qualifications

The dean of a medical school is qualified by education, training, and experience to provide effective leadership in medical education, scholarly activity, patient care, and other missions of the medical school.

2.3 Access and Authority of the Dean

The dean of a medical school has sufficient access to the university president or other university official charged with final responsibility for the medical education program and to other university officials in order to fulfill the dean's responsibilities. The dean's authority and responsibility for the medical education program are defined in clear terms.

2.4 Sufficiency of Administrative Staff

A medical school has in place a sufficient number of vice, associate, assistant deans, or positions of an equivalent nature; leaders of organizational units; and senior administrative staff who are able to commit the time necessary to accomplish the missions of the medical school.

2.5 Responsibility of and to the Dean

The dean of a medical school with more than one campus is administratively responsible for the conduct and quality of the medical education program and for ensuring sufficient numbers of faculty members at each campus. The principal academic officer at each campus (e.g., regional/vice/associate/assistant dean or site director) is administratively responsible to the dean.

2.6 Functional Integration of Faculty Members

At a medical school with more than one campus, the faculty members at the departmental and medical school levels at each campus are functionally integrated by appropriate administrative mechanisms (e.g., participation in shared governance; regular meetings with minutes and/or communication; periodic visits; review of student clinical learning experiences, performance, and evaluation data; and review of faculty member performance data related to their academic responsibilities).

Standard 3: Academic and Learning Environments

A medical school ensures that its medical education program occurs in professional, respectful, and intellectually stimulating academic and clinical environments, recognizes the benefits of diversity, and promotes students' attainment of competencies required of future physicians.

3.1 Resident Participation in Medical Student Education

Each medical student in a medical education program participates in at least one required or elective clinical learning experience conducted in a health care setting in which the medical student works with a resident currently enrolled in an accredited program of postgraduate medical education.

3.2 Community of Scholars/Research Opportunities

A medical education program is conducted in an environment that fosters the intellectual challenge and spirit of inquiry appropriate to a community of scholars and provides sufficient opportunities, encouragement, and a supportive environment that may include financial support for medical student participation in research and other scholarly activities.

3.3 Diversity Programs and Partnerships

A medical school in accordance with its social accountability mission, has effective policies and processes, programs, and partnerships in place to demonstrate progress towards mission-appropriate diversity outcomes among its medical students, faculty members, and senior academic and educational leaders. The school monitors the effectiveness of the activities undertaken to make progress towards the diversity outcomes including focused recruitment and retention activities.

3.4 Anti-Discrimination Policy

A medical school has an anti-discrimination policy and processes that align with federal, and applicable provincial and territorial, human rights legislation. The medical school, its clinical sites, and its clinical affiliates adhere to this policy, take steps to prevent discrimination, and foster an environment in which all individuals are treated with respect. This includes:

- a) that the anti-discrimination policy and process specifically addresses racism,
- b) a system of student assessment and advancement that protects students from all forms of discrimination,
- c) the provision of a safe mechanism for reporting incidents,
- d) a fair and timely response to, and resolution of, reported incidents to prevent their repetition

3.5 Learning Environment

A medical school ensures that the learning environment is conducive to the ongoing development of explicit and appropriate professional behaviours in its medical students, faculty members, and staff at all locations.

The medical school is responsible for:

- a) the periodic evaluation of the learning environment to identify positive and negative influences on the maintenance of professional standards,
- b) the implementation of its professionalism policies and processes,
- c) using appropriate strategies to enhance positive and mitigate negative influences,
- d) identification and timely correction of violations of professional standards and/or policies, collaborating with its clinical affiliates and clinical sites to address any learning environment concern.

3.6 Student Mistreatment

A medical school has a policy that defines mistreatment, has effective processes in place for a reporting and responding to any complaints, and supports activities aimed at preventing mistreatment and retaliation. The mistreatment policy must specifically address all forms of discrimination including racism. Mechanisms for reporting mistreatment are understood by medical students and visiting medical students.

Standard 4: Faculty Member Preparation, Productivity, Participation, and Policies

The faculty members of a medical school are qualified through their education, training, experience, and continuing professional development and provide the leadership and support necessary to attain the institution's educational, research, and service goals.

4.1 Sufficiency of Faculty Members

A medical school has in place a cohort of faculty members with the qualifications and time required to deliver the medical curriculum and fulfill the other missions of the medical school.

4.2 Scholarly Productivity

A medical school's faculty members, as a whole, demonstrate a commitment to continuing scholarly productivity that is characteristic of an institution of higher learning.

4.3 Faculty Member Appointments

A medical school has clear policies and procedures in place for faculty member appointment, renewal of appointment, promotion, granting of tenure, remediation, and dismissal that involve a faculty member, the appropriate department head(s), and the dean, and provides each faculty member with written information about the faculty member's term of appointment, responsibilities, lines of communication, privileges and benefits, performance evaluation and remediation, terms of dismissal, and, if relevant, the policy on practice earnings.

4.4 Feedback to Faculty Members

A medical school faculty member, consistent with the terms of the faculty member's appointment, receives regular and timely feedback from departmental and/or other educational program or university leaders on academic performance, and, when applicable, progress toward promotion or tenure.

4.5 Faculty Professional Development

A medical school and/or the university provides opportunities for professional development in those areas needed to fulfill faculty members' obligations to the medical education program and to enhance faculty member's skills and leadership abilities.

4.6 Governance and Policy-Making Procedures

The dean or a dean's delegate and a committee, the majority of which are faculty members at a medical school, determine the governance and policy-making procedures of the medical education program.

Standard 5: Educational Resources and Infrastructure

A medical school has sufficient personnel, financial resources, physical facilities, equipment, and clinical, instructional, informational, technological, and other resources readily available and accessible across all locations to meet its needs and to achieve its goals.

5.1 Adequacy of Financial Resources

The present and anticipated financial resources of a medical school are adequate to sustain the medical education program.

5.2 Dean's Authority/Resources

The dean of a medical school has sufficient resources and budgetary authority to fulfill the dean's responsibility for the management and evaluation of the medical education program.

5.3 Pressures for Self-Financing

A medical school admits only as many qualified applicants as its total resources can accommodate and does not permit financial or other influences to compromise the school's educational mission.

5.4 Sufficiency of Facilities and Equipment

A medical school has access to sufficient facilities and equipment for students to achieve the educational program objectives including clinical, and research components.

5.5 Resources for Clinical Instruction

A medical school has, or is assured the use of, appropriate resources for the clinical instruction of its medical students in ambulatory and inpatient settings and has adequate numbers and types of patients (e.g., acuity, case mix, age, gender).

5.6 Clinical Instructional Facilities/Learning Resources

Each affiliated clinical facility that serves as a location for required clinical learning experiences has sufficient learning resources and instructional facilities for medical student education.

5.7 Security, Student Safety, and Disaster Preparedness

A medical school ensures that security systems are in place at all teaching locations. There are policies and processes to ensure student safety and to address emergency and disaster preparedness and these are effectively communicated to medical students, faculty, and staff.

5.8 Library Resources/Staff

A medical school ensures access to library resources sufficient in breadth of holdings and

technology to support its educational missions. Library services are supervised by a professional staff who are familiar with regional and national information resources and data systems and are responsive to the needs of the medical students, faculty members, and others associated with the medical education program.

5.9 Information Technology Resources/Staff

A medical school ensures access to well-maintained information technology resources sufficient in scope to support its educational and other missions. The information technology staff serving a medical education program has sufficient expertise and are responsive to the needs of the medical students, faculty members, and others associated with the medical education program.

5.10 Resources Used by Transfer/Visiting Students

The resources used by a medical school to accommodate any visiting and transfer medical students in its medical education program do not significantly diminish the resources or learning opportunities available to already enrolled medical students.

5.11 Study/Lounge/Storage Space/Call Rooms

A medical school ensures that its medical students, at each campus and affiliated clinical site have, adequate study space, lounge areas, personal lockers or other secure storage space, and secure call rooms if students are required to participate in late night or overnight clinical learning experiences.

5.12 Required Notifications to the CACMS

A medical school is required to notify* the CACMS in any of the following circumstances:

- a) changes in enrolment, student distribution and/or the resources to support the educational program;
- b) creation of a new or expansion of a campus;
- c) changes in curriculum;
- d) changes in program delivery at an existing campus;
- e) changes in governance or ownership.

*Details regarding the notification are found in the CACMS Rules of Procedure.

Standard 6: Competencies, Curricular Objectives, and Curricular Design

A medical school defines the competencies to be achieved by its medical students through medical education program objectives and is responsible for the detailed design and implementation of the components of a medical curriculum that enables its medical students to achieve those competencies and objectives. The medical education program objectives are statements of the knowledge, skills, and behaviours that medical students are expected to exhibit as evidence of their achievement by completion of the program.

6.1 Program and Learning Objectives

A medical school defines its medical education program objectives in competency-based terms that reflect and support the continuum of medical education in Canada and allow the assessment of medical students' progress in developing the competencies for entry into residency. A medical school ensures that the medical education program objectives are known to medical students and those faculty members with leadership roles in the medical education program. A medical school ensures that the learning objectives for each required learning experience are made known to medical students and those faculty members, residents, and others with teaching and assessment responsibilities in those required experiences.

6.2 Required Patient Encounters and Procedures

A medical school defines the types of patients and clinical conditions that medical students are required to encounter, the skills and procedures to be performed by medical students, the appropriate clinical settings for these experiences, and the expected levels of medical student responsibility.

6.3 Self-Directed and Life-Long Learning

The faculty of a medical school ensures that the medical curriculum includes self-directed learning experiences and that there is scheduled, unstructured time to allow medical students to develop the skills of lifelong learning. Self-directed learning involves medical students' self-assessment of learning needs; independent identification, analysis, and synthesis of relevant information; appraisal of the credibility of information sources; and feedback on these skills.

6.4 Clinical Experiences in Ambulatory and Inpatient Experiences

A medical school ensures that the curriculum includes clinical experiences in both ambulatory and inpatient settings.

6.4.1 Context of Clinical Learning Experiences

Each medical student has broad exposure to, and experience in, generalist care including comprehensive family medicine. Clinical learning experiences for medical students occur in a variety of settings ranging from small rural or underserved communities to tertiary care health centres.

6.5 Elective Learning Opportunities

A medical school ensures that the medical curriculum includes elective opportunities that permits students to supplement required learning experiences, to gain a better understanding of the practice of medicine, and to pursue their individual academic interests.

6.6 Service-Learning

A medical school ensures that the program provides sufficient opportunities for, encourages, and supports medical student participation in service-learning activities.

6.7 Currently, there is no element 6.7

6.8 Education Program Duration

A medical education program includes at least 130 weeks of instruction.

Standard 7: Curricular Content

The faculty of a medical school ensures that the medical curriculum provides content of sufficient breadth and depth to prepare medical students for entry into any residency program and for the subsequent contemporary practice of medicine.

7.1 Biomedical, Behavioural, Social Sciences

The curriculum includes content from the biomedical, behavioural, and social sciences to support medical students' application of contemporary science knowledge and concepts and the methods fundamental to applying them to the health of individuals and populations.

7.2 Curriculum across the life cycle

The faculty of a medical school ensures that the medical curriculum includes content and clinical experiences related to each organ system; each phase of the human life cycle; continuity of care; and preventive, acute, chronic, rehabilitative, and end-of-life care.

7.3 Scientific Inquiry/Clinical/ Translational Research

The faculty of a medical school ensures that the medical curriculum includes instruction in scientific inquiry and in the basic scientific and ethical principles of clinical and translational research, including the ways in which such research is conducted, evaluated, explained to patients, and applied to patient care.

7.4 Clinical Decision-Making Skills

A medical school ensures opportunities for medical students to develop clinical decision-making skills in partnership with the patient and/or their caregivers. This curriculum includes clinical reasoning, critical thinking, critical appraisal of new evidence, and application of the best available information to the care of patients in alignment with the patient's experiential knowledge, values, beliefs, expressed needs, and preferences.

7.5 Social Determinants of Health

The faculty of a medical school ensures that the medical curriculum includes instruction in nonmedical factors that impact health, such as person, social, economic and environmental factors.

7.6 Cultural Safety

The curriculum provides opportunities for medical students to learn to recognize and address the diverse needs of all peoples of Canada, in particular the Indigenous (because of their special constitutional relationship), and to recognize a person's human rights, as enshrined in federal, provincial, and territorial human rights legislation and articulated in international declarations. The medical curriculum prepares medical students to:

- a) Identify protected rights under federal, provincial, and territorial legislation and international declarations,
- b) Develop the knowledge, skills, and behaviours needed to provide culturally safe and trauma-informed healthcare, in partnership with the patient and their caregivers, and
- c) Identify how health care systems, while aiming at improving health outcomes, may perpetuate health care disparities, racism and harm.

7.7 Medical Ethics

A medical school defines the core principles of medical ethics which are taught in a longitudinal curriculum prior to and during clinical learning experiences. The medical school requires students to behave ethically with patients, their caregivers and others involved in patient care.

7.8 Communication Skills

The faculty of a medical school ensures that the medical curriculum includes specific instruction in communication skills needed to form a collaborative relationship with patients, their caregivers, and others involved in their care.

7.9 Interprofessional Collaborative Skills

The faculty of a medical school ensures that the curriculum prepares medical students to work collaboratively with health care teams, other health professionals, and relevant supports within the community to achieve optimal patient care. These required curricular experiences include practitioners and/or students from the other health professions.

7.10 Professional and Leadership Development

The curriculum provides educational activities to support the development of each student's professional identity, core professional attributes, knowledge of professional responsibilities and leadership skills.

Standard 8: Curricular Management, Evaluation, and Enhancement

The faculty of a medical school engages in curricular revision and program evaluation activities to ensure that the medical education program quality is maintained and enhanced and that medical students achieve all medical education program objectives and participate in required clinical experiences and settings.

8.1 Curricular Management

A medical school entrusts authority and responsibility for the medical education program to a duly constituted faculty body, commonly called a curriculum committee. This committee and its subcommittees oversee the curriculum as a whole and have responsibility for the overall design, management, integration, evaluation, and enhancement of a coherent and coordinated medical curriculum.

8.2 Use of Program and Learning Objectives

A medical school, through the curriculum committee, ensures that the formally adopted medical education program objectives are used to guide the selection of curriculum content, and to review and revise the curriculum. The learning objectives of each required learning experience are linked to the medical education program objectives.

8.3 Curricular Design, Review, Revision/Content Monitoring

The curriculum committee has oversight for the development, design, and implementation of all components of the medical education program. This includes the program objectives, the learning objectives for each required learning experience, and the instructional and assessment methods appropriate for the achievement of those objectives.

The curriculum committee oversees content, content sequencing, ongoing review and updating of content, evaluation of required learning experiences, and teacher quality.

The curriculum committee oversees the ongoing review and revision of the program objectives, learning objectives, curricular content, and instructional and assessment methods.

8.4 Evaluation of program outcomes

A medical school collects and uses a variety of outcome data, including national norms of accomplishment, to demonstrate the extent to which medical students are achieving the medical education program objectives and to enhance the quality of the medical education program as a whole. These data are collected during program enrolment and after program completion.

8.5 Medical Student Feedback

In evaluating medical education program quality, a medical school has formal processes in place to collect and consider medical student evaluations of required learning experiences, teachers, faculty members, and other relevant aspects of the medical education program.

8.6 Monitoring of Required Patient Encounters and Procedures

A medical school has a system with central oversight that monitors, remedies gaps in, and ensures completion of the required patient encounters, clinical conditions, skills and procedures to be performed by all medical students.

8.7 Comparability of Education/Assessment

A medical school ensures that the medical curriculum includes comparable educational experiences and equivalent methods of assessment across all locations within a given required learning experience to ensure that all medical students achieve the same learning objectives.

8.8 Monitoring Time Spent in Required Educational and Clinical Activities

A medical school has effective policies and procedures regarding the amount of time medical students spend in required educational and clinical activities. The curriculum committee monitors compliance with these policies and procedures.

Standard 9: Teaching, Supervision, Assessment, and Student and Patient Safety

A medical school ensures that its medical education program includes a comprehensive, fair, and uniform system of formative and summative medical student assessment and protects medical students' and patients' safety by ensuring that all persons who teach, supervise, and/or assess medical students are adequately prepared for those responsibilities.

9.1 Preparation of Resident and Non-Faculty Instructors

Residents, graduate students, postdoctoral fellows, and other non-faculty instructors who supervise, teach or assess medical students are prepared for their roles in teaching and assessment. The learning objectives of the required learning experience in which they participate are made known to them. The medical school provides resources to enhance and improve residents' teaching and assessment skills, with central monitoring of their participation in those opportunities provided.

9.2 Supervision of Required Clinical Learning Experiences

A medical school must ensure that the supervision of medical students in required clinical learning experiences is provided by faculty members of the medical school.

9.3 Clinical Supervision of Medical Students

A medical school monitors the supervision of medical students in all clinical learning experiences to ensure patient and student safety. The level of responsibility delegated to the student is appropriate to the student's level of training, and the delegated activities supervised by the health professional are within the health professional's scope of practice.

9.4 Assessment System

A medical school ensures that, throughout its medical education program, there is a centralized system in place that employs a variety of measures (including direct observation) for the assessment of student achievement, including students' acquisition of the knowledge, core clinical skills (e.g., medical history-taking, physical examination), behaviours, and attitudes specified in medical education program objectives, and that ensures that all graduates achieve the same medical education program objectives.

9.5 Narrative Assessment

A medical school ensures that a narrative description of a medical student's performance is included as a component of the assessment in each required learning experience whenever teacher-student interaction permits this form of assessment.

9.6 Setting Standards of Achievement

A medical school ensures that faculty members with appropriate knowledge and expertise set standards of achievement in each required learning experience in the medical education program.

9.7 Timely Formative Assessment and Feedback

A medical school ensures that each medical student is assessed and provided with formative feedback early enough during each required learning experience four or more weeks in length to allow sufficient time for improvement. Documented feedback occurs at least at the midpoint of the learning experience. In medical education programs with longer educational experiences (e.g., longitudinal integrated clerkship, year-long required learning experiences) documented feedback is provided at a minimum every 6 weeks over the course of the learning experience. For required learning experiences less than four weeks in length alternate means are provided by which medical students can measure their progress in learning.

9.8 Fair and Timely Summative Assessment

A medical school has a policy and process in place for ensuring timely summative assessment of medical student achievement in each required learning experience. All summative assessments are available within six weeks after the end of each required learning experience.

9.9 Student Advancement and Appeal Process

A medical school has a single set of core standards for the advancement and graduation of all medical students across all locations. A subset of medical students may have academic requirements in addition to the core standards if they are enrolled in a parallel curriculum. A medical school has a policy and process for taking any action that affects the academic status of a medical student, including:

- a) timely notice of the impending action,
- b) disclosure of the evidence on which the action would be based,
- c) an opportunity for the medical student to respond,
- d) an opportunity to appeal any adverse decision related to advancement, graduation, or dismissal.

9.10 Student Health and Patient Safety

A medical school has effective policies and processes to address situations, where a student's personal health may pose a risk of harm to patients. These policies and processes are clearly communicated to students. These patient safety policies and processes include:

- a) timely response by the medical school
- b) provision of accommodation to the extent possible
- c) leaves of absence
- d) withdrawal from the program

Standard 10: Medical Student Selection, Assignment, and Progress

A medical school establishes and publishes admission requirements for potential applicants to the medical education program and uses effective policies and procedures for medical student selection, enrolment, and assignment.

10.1 Premedical Education/Required Coursework

Through its requirements for admission, a medical school encourages potential applicants to the medical education program to acquire a broad undergraduate education that includes the study of the humanities, natural sciences, and social sciences, and confines its specific premedical course requirements to those deemed essential preparation for successful completion of its medical curriculum.

10.2 Final Authority of Admission Committee

The final responsibility for accepting students to a medical education program rests with a formally constituted admission committee. The authority and composition of the committee and the rules for its operation, including voting privileges and the definition of a quorum, are specified in bylaws or other medical school policies. Faculty members constitute the majority of voting members at all meetings. The selection of individual medical students for admission is not influenced by any political or financial factors.

10.3 Policies Regarding Student Selection/Advancement and their Dissemination

The faculty of a medical school establishes criteria for student selection and develops and implements effective policies and procedures regarding, and make decisions about, medical student application, selection, admission, assessment, advancement, graduation, and any disciplinary action. The medical school makes available to all interested parties its criteria, policies, and procedures regarding these matters.

10.4 Characteristics of Accepted Applicants

A medical school selects applicants for admission who demonstrate competencies in the following domains: interpersonal, intrapersonal, thinking, reasoning, and science.

10.5 Core Competencies for Entering Medical Students

A medical school develops and publishes core competencies for the admission of applicants. These entrance core competencies support the retention, promotion, and graduation of medical students.

10.6 Content of Informational Materials

A medical school's calendar and other informational, advertising, and recruitment materials present a balanced and accurate representation of the mission and objectives of the medical education program, state the academic and other (e.g., immunization) requirements for the undergraduate medical degree and all associated joint degree programs, provide the most recent academic schedule for each curricular option, and describe all required learning experiences in the medical education program.

10.7 Transfer Students

A medical school ensures that any student accepted for transfer or admission with advanced standing demonstrates academic achievements, completion of relevant prior required learning experiences, and other relevant characteristics comparable to those of the school's medical students at the same level. A medical school accepts a transfer medical student into the final year of a medical education program only in rare and extraordinary personal or educational circumstances.

10.8 Currently, there is no element 10.8.

10.9 Visiting Students

A medical school oversees, manages and ensures the following:

- a) verification of the credentials of each visiting medical student
- b) each visiting medical student demonstrates qualifications comparable to those of the school's medical students
- c) maintenance of a complete roster of visiting medical students
- d) approval of each visiting medical student's assignments
- e) provision of a performance assessment for each visiting medical student
- f) establishment of health-related protocols for visiting medical students

10.10 Currently, there is no element 10.10.

10.11 Student Assignment

A medical school assumes ultimate responsibility for the selection and assignment of medical students to each location and/or parallel curriculum (i.e., alternative curricular track) and uses a centralized process to fulfill this responsibility. The medical school considers the preferences of students and uses a fair process in determining the initial placement. A process exists whereby a medical student with an appropriate rationale can request an alternative assignment when circumstances allow for it.

Standard 11: Medical Student Academic Support, Career Advising, and Academic Records

A medical school provides effective academic support and career advising to all medical students to assist them in achieving their career goals and the school's medical education program objectives. All medical students have the same rights and receive comparable services.

11.1 Academic Advising and Counselling

A medical school has an effective system of academic advising in place for medical students that integrates the efforts of faculty members, directors of required learning experiences, and student affairs staff with its academic counselling and tutorial services and ensures that medical students can obtain academic counselling from individuals who have no role in making assessment or advancement decisions about them.

11.2 Career Advising

A medical school has an effective and where appropriate confidential career advising system in place that integrates the efforts of faculty members, directors of required clinical learning experiences, and student affairs staff to assist medical students in choosing elective courses, evaluating career options, and applying to residency programs.

11.3 Oversight of Extramural Electives

If a medical student at a medical school is permitted to take an elective under the auspices of another medical school, institution, or organization, a centralized system exists in the dean's office at the home school to review the proposed extramural elective prior to approval and to ensure the return of a performance assessment of the student and an evaluation of the elective by the student. Information about such issues as the following are available, as appropriate to the student and the medical school in order to inform the student's and the school's review of the experience prior to its approval:

- a) potential risks to the health and safety of patients, students, and the community;
- b) availability of emergency care;
- c) possibility of natural disasters, political instability, and exposure to disease;
- d) need for additional preparation prior to, support during, and follow-up after the elective;
- e) level and quality of supervision;
- f) potential challenges to the code of medical ethics adopted by the home school.

11.4 Provision of the Medical Student Performance Record

A medical school provides a Medical Student Performance Record required for the residency application of a medical student only on or after October 1 of the student's final year of the medical education program.

11.5 Confidentiality of Student Academic Records

Medical student academic records, unless released by or with the consent of the student, are confidential and available only to the student and duly authorized persons or organizations. A medical school follows procedures based on relevant privacy legislation for the collection, storage, disclosure, disposal, and retrieval of student academic records, and makes these procedures known to medical students.

11.6 Student Access to Academic Records

A medical school has policies and procedures in place that permit medical students to review and to challenge their academic records, including the Medical Student Performance Record, if the student considers the information contained therein to be inaccurate, misleading, or inappropriate.

Standard 12: Medical Student Health Services, Personal Counselling, and Financial Aid Services

A medical school provides effective student services to all medical students to assist them in achieving the program's goals for its students. All medical students have the same rights and receive comparable services.

12.1 Financial Aid/Debt Management Counselling/ Student Educational Debt

A medical school provides its medical students with effective financial aid and debt management counselling and has mechanisms in place to minimize the impact of direct educational expenses (i.e., tuition, fees, books, supplies) on medical student indebtedness.

12.2 Tuition Refund Policy

A medical school has clear policies for the refund of a medical student's tuition, fees, and other allowable payments (e.g., payments made for health or disability insurance, parking, housing, and other similar services for which a student may no longer be eligible following withdrawal).

12.3 Personal Counselling/Well-Being Programs

A medical school has in place an effective system of personal counselling for its medical students that includes programs to promote their well-being and to facilitate their adjustment to the physical and psychosocial demands of medical education.

12.4 Student Access to Health Care Services

A medical school facilitates medical students' timely access to needed diagnostic, preventive, and therapeutic health services at sites in reasonable proximity to the locations of their required learning experiences and has policies and procedures in place that permit students to be excused from these experiences to seek needed care.

12.5 Providers of Student Health Services/Location of Student Health Records

The health professionals who provide health services, including psychiatric/psychological counselling, to a medical student have no involvement in the academic assessment or advancement of the medical student receiving those services, excluding exceptional circumstances. A medical school ensures that medical student health records are maintained in accordance with legal requirements for security, privacy, confidentiality, and accessibility.

12.6 Student Health and Disability Insurance

A medical school ensures that health insurance is available to each of its medical students and their dependents, and that each medical student has access to disability insurance.

12.7 Immunization Requirements and Monitoring

A medical school follows accepted guidelines that determine immunization requirements and ensures compliance of its students with these requirements.

12.8 Student Exposure Policies/Procedures

A medical school has policies in place that effectively address medical student exposure to infectious and environmental hazards, including:

- a) the education of medical students about methods of prevention;
- b) the procedures for care and treatment after exposure, including a definition of financial responsibility;
- c) the effects of infectious and environmental disease or disability on medical student learning activities.

All registered medical students (including visiting students) are informed of these policies before undertaking any educational activities that would place them at risk.