Supplemental Digital Appendix 1

Interview and Focus Group Protocol, From a Study of 13 Canadian Undergraduate Medical Education Programs and Effectiveness of Accreditation, 2015–2016

1. What should be the purposes of accreditation?
2. To what extent do you believe that the North American system of accreditation (CACMS / LCME) is achieving these purposes? What could be done to better achieve these purposes?
3. What should be the markers of a good accreditation system? How do we know it is working and needed?
4. The accreditation cycle is eight years, so your undergraduate medical education program has had at least one accreditation visit over the last eight years. Reflecting on the last eight years, what processes have been put in place in your school to fulfill the requirements of accreditation?
5. Does your undergraduate medical education program use the following tools with regards to accreditation?
   a. Formal CQI processes such as the PDSA cycle?
   b. Dedicated teams of employees for quality / process improvement?
   c. Systematic collection of program performance indicators?
   d. Student satisfaction measures elicited through surveys, focus groups, etc.?
   e. Iterative process where data is fed back to managers or leaders, and reviewed again later?
   f. Competitive benchmarking against other programs?
   g. Empowerment of employees to effect changes?
6. What do you perceive as overall positive impacts (value) of accreditation?
7. What do you perceive as overall negative impacts of accreditation?

Abbreviations: CACMS indicates Committee on Accreditation of Canadian Medical Schools; LCME, Liaison Committee on Medical Education; PDSA, Plan-Do-Study-Act; CQI, continuous quality improvement.