



Term	Definition	Comment/Application
Accreditation	CCCEP Accreditation is the process by which CCCEP confirms that a learning activity, program or program provider has met CCCEP standards and grants recognition to those that meet the standards.	
Accreditation period	The period for which the accreditation of a learning activity or program is valid.	
Accredited provider	An organization that has been approved by CCCEP to accredit its own programs using the CCCEP Standards for Accreditation.	
Author	The person(s) responsible for creating the content of a continuing education program.	The author may be the same person(s) as the program designer or program developer.
Commercial enterprise	An entity involved in the production, marketing, reselling or distribution of a health care product, service, device or system, excluding organizations that provide clinical services directly to patients and private or public education organizations.	
Content	The subject matter, objectives, learning methodologies, materials, learning technologies and learning activities of a continuing education program.	
Content - Non-therapeutic	Non-therapeutic content is any content or topic relating to the business or management of a pharmacy practice.	
Content - therapeutic	Therapeutic content or topic is any content or topic related to patient care and the clinical practice of pharmacy.	
Continuing education (CE)	Structured learning experiences that are designed to continually develop the knowledge, skills and attitudes of practicing pharmacy professionals needed to maintain proficiency, provide quality service or products, respond to patient needs, and/or keep abreast of changes in the profession.	
Continuing education unit (ceu)	One contact hour (60 minutes) in an accredited continuing pharmacy education activity.	



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Continuing professional development	A self-directed, ongoing, systematic and outcomes-focused learning cycle in which individual practitioners assess their learning needs, create a personal learning plan, implement the learning plan, reflect on their learning and evaluate the effectiveness of the learning as it applies to the improvement of their practice and patient care.	See below for sample definitions.
Delivery (Program delivery)	The resourcing, organizing and facilitating/enabling access to the content of a learning activity or program to learners.	Current: The recruitment and hiring, training and supervision of the presenter, the provision of the program curriculum, the presentation of the live learning event to learners or providing access of an independent study program to learners, the administration of learner assessments, conducting learner evaluations of the program, and preparing reports on learner participation, performance and program quality.
Delivery mode	The way that learners engage with the learning material and experience the learning process.	Modes of delivery – independent study, live, blended, or conference.
Delivery mode/type – blended (synchronous and asynchronous)	Blended delivery is delivery that combines some independent study activities by the learner with one or more live activities with a presenter or facilitator.	
Delivery mode/type - conference	A conference is a set of learning activities (which may be Live, Independent Study and/or Blended) by different presenters on diverse topics that are combined into a single program by the program provider.	



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Delivery Mode/type - Live (synchronous)	<u>Live</u> learning activities are those in which learners and presenters interact in real time.	They usually take place with the presenter and learner in the same room in forums such as lectures, workshops or symposia, but may also be delivered using distance education technology such as: <ol style="list-style-type: none"><li>1.1. Audio conference;</li><li>1.2. Video conference;</li><li>1.3. Internet webcast;</li><li>1.4. Synchronous internet conferencing.</li></ol>
Delivery mode/type, independent study (asynchronous)	<u>Independent Study</u> Learning Activities (IS) are those learning activities that the learner works on without interacting directly with a presenter/facilitator, or with other learners in real time.	Independent study delivery media typically include: <ol style="list-style-type: none"><li>1.1. Print (e.g. program materials sent by mail, included in a print journal, downloaded from the Internet in PDF form and printed);</li><li>1.2. Audio (e.g. CD/DVD, Internet, tapes, Podcasts);</li><li>1.3. Video (e.g. CD/DVD, Internet, Podcast's); and</li><li>1.4. Interactive multimedia (e.g. CD/DVD, Internet).</li></ol>
Design	The creation, clustering, sequencing and structuring of the learning objectives, learning activities, learner assessment and content of a continuing education program into a well-ordered flow of learning experiences to facilitate learner performance.	



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Development	The process of arranging and overseeing resources, analyzing the needs assessment, identifying the target group, developing program objectives, creating and overseeing a program project plan, and developing and overseeing a program evaluation plan.	
Disclosure	The act of an individual revealing information regarding any current or previous financial and other relationships that may influence or be perceived to influence their objectivity with respect to the content and/or delivery of a learning activity or program.	
Expert review	The review and critique of the therapeutic and subject content of a learning activity or program for best available evidence, clinical relevance, unbiased presentation, completeness, accuracy, and appropriateness of references.	
Interactive learning	Learning in which the learner interacts with the content of a learning activity either through the application of the information (case studies, exercises, practice) or through discussion and dialogue with other learners and/or a facilitator.	
Learner assessment	Learner assessment is the process of establishing clear learning outcomes, providing opportunities for the learner to achieve the outcomes, gathering information on how well the learner's learning matches the outcomes and using this information to improve student learning.	Learner assessments may be knowledge based, reflective or authentic
Learner assessment - Formative	A learner assessment conducted during a learning activity in order to check progress and provide feedback to the learner.	
Learner assessment, Summative	A learner assessment conducted at the end of a learning activity or program to determine if the learner has achieved the learning objectives.	



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Learner assessment, authentic	A learner assessment in which a program participant is asked to perform real-world (e.g., workplace) tasks which demonstrate the achievement of the learning outcomes through the meaningful application of the requisite knowledge and skills learned in the program.	
Learner Assessment, Knowledge/skill measurement	The traditional form of learner assessment in which the learner is tested on their knowledge and skills through multiple-choice and/or short-answer questions.	
Learner Assessment, Reflective assessment	A learner assessment in which a program participant demonstrates their achievement of the learning objectives through a reflective learning exercise which examines and explores the application of ideas or concepts learned in the learning to the participant's practice or career; resulting in a deeper understanding of the concept or idea and a changed or affirmed conceptual perspective.	
Learning activity	An activity organised with the intention to update, improve or add to an individual's knowledge, skills and competence.	The three types of learning activities are: knowledge, application, practice
Learning activity, application-based	A learning activity in which the primary learning outcomes are the application, analysis, synthesis, and evaluation of concepts, information, skills, and behaviours.	Application based learning activities may include face-to-face or technology mediated group activities, such as scenario analysis, case study exercises, and laboratory work
Learning activity, knowledge-based	A learning activity in which the primary learning outcomes are knowledge attainment and comprehension.	Knowledge-based activities include lectures, readings and learning exercises or discussion to promote comprehension.
Learning activity, practice based	A learning activity in which the primary intended learning outcomes are the analysis, synthesis, and/or application and evaluation of concepts, information, skills, and behaviours.	Practice-based learning activities include experiential and practice-based learning activities and methodologies in which learning occurs in the actual workplace and/or in simulated workplace environments.



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Learning activity, product information	A learning activity or program focusing on information about a specific product, its applications or how to use the product.	
Legal entity	Any incorporated profit or non-profit organization or cooperative, partnership or sole proprietorship registered within their province of operation.	
Logistics	The promotion and organization of a live learning activity, including booking the place and space for a specific live continuing pharmacy education program.	
Planner	The person(s) responsible for the program development and/or delivery of a program.	
Presenter	The person who delivers the content at a live program or provides guidance to learners in an independent study program	
Presenter or facilitator	The person responsible for the presentation of a Live program or the delivery of an independent study program	<p>The term presenter is used to include facilitator, lecturer, speaker, trainer and equivalent terms.</p> <p>CCCEP recognizes the different meanings and nuances of these terms but, for simplicity in this policy, uses the single term</p>
Product	A product is a drug, device, technology or service.	
Product, single or unique	<p>A Single or Unique Product may be:</p> <ul style="list-style-type: none"><li>• A product that is the only product in a new class of drug or device;</li><li>• A drug or device that is the only one of its class licensed for use in Canada;</li><li>• A device or technology that has unique capabilities from other similar devices or technologies available in Canada; or</li><li>• A product deemed eligible as a single or unique product by CCCEP.</li></ul>	



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Program	An organized set of learning activities and resources (human, financial, property, etc.) aligned around a set of major learning goals, theme or organizational mission.	Examples of use: <ul style="list-style-type: none"><li>• Program of a conference</li><li>• Certificate program</li><li>• The set of learning activities offered by a program provider</li></ul>
Program, continuing education certificate program Check certificate program policy changes	A “continuing education certificate program” is a continuing education program that: <ol style="list-style-type: none"><li>1. Either has a broader scope or is more in-depth than a regular continuing education program;</li><li>2. Has a defined set of learning outcomes that relate to an area of practice or enhanced area of practice targeted at a pharmacy professional (pharmacist or pharmacy technician);</li><li>3. Assesses the learner’s performance, proficiency and/or mastery of the learning outcomes;</li><li>4. Involves applied, work-based, or equivalent learning activities;<ol style="list-style-type: none"><li>4.1. Engages the learner in reflective learning and</li></ol></li><li>5. Awards a continuing education certificate only upon demonstration of proficiency of the learning outcomes as opposed to demonstrations of attendance or participation.</li></ol>	
Provider (Program provider)	The person, group, organization, or business responsible for the development and submission of a continuing pharmacy education program to CCCEP for accreditation.	May be full or limited privilege Refer to Program Provider Policy.



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Provider – full privilege	A full privilege provider is an organization who may be involved in all aspects of the development, design, delivery, evaluation, logistics and promotion of a continuing pharmacy education program.	A full-privilege program provider may be involved in all aspects of the development, design, delivery, evaluation, logistics and promotion of a continuing pharmacy education program. They may work with a limited-privilege provider through a sponsorship or collaborative agreement in accordance with the Sponsorship Code of Practice.
Provider – limited privilege	A Limited-privilege provider is an organization whose activities are limited so that their ability to influence or control the content of a continuing pharmacy education program is minimized.	A limited-privilege provider is any entity that is: <ul data-bbox="1015 846 1416 1152" style="list-style-type: none"><li>• A commercial enterprise, excluding direct service and education organizations;</li><li>• A special interest entity; or</li><li>• Deemed by CCCEP not eligible to be a full-privilege provider.</li></ul>
Reflective learning	A teaching and learning methodology in which the program participant considers and evaluates their learning experience(s) and the extent to which they have personally achieved the learning objectives, including the extent to which they have applied or will apply newly-gained knowledge to their practice. It also includes the analysis and synthesis of the new learnings with their current knowledge and understanding. In contrast, non-reflective learning involves material simply being taken in or memorized with little or no active thinking or understanding.	
Special interest entity	An individual, group or organization that promotes a specific product, service or approach that is based on a partial, biased and/or incomplete presentation of the best available research evidence regarding best practices in the area.	





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Sponsor	The person, group or organization that provides financial support for a continuing pharmacy education program.	
Sponsorship	A sponsorship is a financial or in-kind contribution provided to a program provider to support the development, design, delivery, promotion, or evaluation of a continuing pharmacy education program.	Sponsorships may be: <ul style="list-style-type: none"><li data-bbox="1024 422 1419 642">• <u>Directed</u> – provided with the stipulation that they be used for a program in a specified disease, medical condition, or subject area; or</li><li data-bbox="1024 653 1419 997">• <u>Non-directed</u> – made available with general or no stipulations regarding their use, e.g., support for a conference, and allowing the recipient to determine the use of the funds within the grant’s guidelines.</li></ul>