



POLICY CATEGORY	Program
POLICY FOCUS	Learning Objective Mapped Program Accreditation

Policy PR-08: Learning Objective Mapped Program Accreditation

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1. Introduction

The Learning Objective Mapped Accreditation process differs from CCCEP’s other accreditation processes, and is an enhanced accreditation process. The Learning Objective Mapped Accreditation review process assesses the program against a set of predetermined learning objectives for the subject area, in addition to the review of the program for relevance to practice, quality of the learning experience, evidence-based content and non-bias. To be accredited, the program must address all of the identified learning objectives for the subject area. Learning objective mapped programs are reviewed in two stages. They are first reviewed as regular learning activity programs (stage 1) and then reviewed to ensure that the content of the program meets the pre-determined set of learning objectives for a subject area (stage 2).

The Learning Objective Mapped Accreditation process also differs from CCCEP’s Competency Mapped Certification Accreditation in two key respects. First, there is no certificate component and therefore the specific learner assessment requirements associated with a certificate program are not applied. Second, no competencies are identified that the program must be assessed against.

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2. Purpose

2.1. The purpose of this policy is to:

- 2.1.1. Establish a framework for a learning objective mapped accreditation process for continuing education programs that maps the content of a program to a pre-determined set of learning objectives.
- 2.1.2. Define the conditions in which CCCEP will develop a learning objective mapped accreditation process for a disease state management or practice area.
- 2.1.3. Establish the requirements and criteria for a two-stage accreditation process; and
- 2.1.4. Provide guidance to organizations seeking to develop learning objective mapped programs.

3. Conditions for Establishing a Learning Objective Mapped Accreditation Process

3.1. CCCEP will consider establishing a learning objective mapped accreditation process when:

- 3.1.1. There is a disease state management or practice area that is sufficiently definable and bounded that a set of learning objectives can be delineated.
- 3.1.2. A set of learning objectives has been defined by an authoritative third party or by a group of experts in the management of the disease state or in the area of practice.
- 3.1.3. For each learning objective, there will be a list of specific content elements that are designed to ensure the program is developed and delivered in accordance with the learning objectives. Some content elements may be labelled as optional.
- 3.1.4. Unless stated as optional, all learning objectives and content elements contained in the rubric referenced in 4.2. must be fully met or substantially met for the program to be accredited.

4. The Learning Objective Mapped Accreditation Process

4.1. The accreditation process will consist of two stages:

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- 4.1.1. Stage 1 – A regular review of a program to determine if it meets the requirements for learning activity accreditation; and
- 4.1.2. Stage 2 – A review of the program to determine the extent to which the program content addresses a set of predetermined learning objectives.
- 4.2. CCCEP will develop a rubric (assessment document used to review the submitted program against the specified requirements) outlining the learning objectives and content elements, that will serve both as an application for Stage 2 review and an assessment guide for the review process.
 - 4.2.1. Where appropriate, the rubric may reflect a weighting for each learning objective and/or content element.
- 4.3. The Stage 1 review will be conducted by volunteer CCCEP reviewers in accordance with CCCEP’s policy. Accredited Providers may be able to complete the Stage 1 review as part of the authority provided to them by their Accredited Provider Status. The Accredited Provider Policy should be consulted for further guidance.
- 4.4. The Stage 2 review will be conducted by a reviewer who is broadly recognized as being an expert in the subject area, and who is contracted by CCCEP to conduct the review. Accredited Providers cannot conduct a Stage 2 review – it must be submitted to CCCEP.

5. Learning Objective Mapped Program

- 5.1. To be accredited as a Learning Objective Mapped Program, a program must fully meet or substantially meet the set of learning objectives provided in the rubric.

6. Program Updates

- 6.1. Learning Objective Mapped Accredited Programs are to be reviewed for currency on a regular basis and updated as needed. At a minimum, a program will be reviewed by the program provider at least once per year.
- 6.2. Updates may be minor or major.

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6.2.1. A minor update is an update resulting from a relatively small change in the learning objectives, new research, best practices or learner feedback. The update must impact a maximum of 10% of the learning activity content.

6.2.2. A major update is one resulting from a significant change in the learning objectives, new research, or best practices; and/or arising from a major safety concern for patients or practitioners. The update impacts more than 10% of the learning activity content.

6.2.2.1. Major updates may be identified by either the provider or CCCEP based on internal or external stakeholder input (e.g. authors, past participants).

6.2.2.2. Major updates identified by the provider can be submitted at any time.

6.2.2.3. Major updates identified by CCCEP may be subject to a required timeframe in which the provider must submit an updated program.

6.2.2.4. All major updates must be accompanied by a revised rubric.

6.2.2.5. All major updates require expert review, in accordance with CCCEP's standards and guidelines.

6.2.2.6. All major updates will require Stage 2 review by a CCCEP appointed subject matter expert of the revised content.

6.3. It is the responsibility of the program provider to ensure that their program is current and up to date.

7. Renewal of Learning Objective Mapped Accreditation

7.1. The accreditation of Learning Objective Mapped programs will be renewed in accordance with the Standards for CCCEP Accreditation.

7.2. To maintain accreditation, the Learning Objective Mapped accreditation must be renewed on an annual basis. Programs may be renewed two times.

7.3. After two renewals, programs may be resubmitted as:

7.3.1. new programs, if there are significant changes; or

7.3.2. be extended for an additional accreditation period.

7.4. Unless there has been a major update, a full learning objective mapped review is not required for each renewal or extension. However, a full learning objective mapped review will be conducted:

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- 7.4.1. If there has been a change in the required learning objectives and/or content elements; and/or
- 7.4.2. At least once every six years.

8. Fees

8.1. The fees for a Learning Objective Mapped accreditation review are in addition to the fees for a regular or fast track CCCEP accreditation for new learning activities.

8.2. Initial Accreditation:

8.2.1. The Stage 1 Accreditation Fee is the fee established for a regular accreditation or a fast track accreditation of a new learning activity; and

8.2.2. The Stage 2 learning objective mapped accreditation fee established for reviewing the rubric completed by the provider to ensure it addresses the required learning objectives.

8.3. Subsequent Accreditations.

8.3.1. Fees for renewals, extensions and updates for Learning Objective Mapped programs may differ from those for regular learning activities and are as outlined in the fee schedules posted on CCCEP’s website.

8.3.1.1. For Major updates that require review a fee will be established by CCCEP based on the extent of the changes to the program.

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Appendix: Extent to Which Learning Objectives Met

Based on the review of the learning objectives and the presence of the suggested content, the learning objective-mapping (stage 2) review will identify the extent to which the learning objectives are met, as follows:

- Fully met – the program addresses all the learning objectives and contains all content elements;
- Substantially met – the program adequately addresses the learning objectives and contains all the content elements;
- Partially met – the program addresses some, but not all, of the learning objectives and/or contains some of the content elements;
- Not met – the program addresses none or only a small number of the learning objectives and/or content elements.

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