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Policy PR -01: Standards and Requirements for Accreditation

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Definition of Terms

Academic Institution/Unit

- An education institution which grants academic degrees or technical diplomas, and includes but is not limited to a pharmacy technician school, a pharmacy school, or other health sciences related education institution or unit within.

Accreditation

- A confirmation provided by CCCEP to a Provider that their Learning Activity has been assessed and is compliant with CCCEP's Standards of Accreditation.

Activity Update

- Revision of up to 10% of the content of an accredited Learning Activity.

Author

- The Learning Activity content creator, who is responsible and accountable for ensuring the accuracy of the content. [Source: Adapted from ICMJE | Recommendations | Defining the Role of Authors and Contributors]

Bias

- A predisposition that prevents impartiality or which promotes an unfair, limited, or prejudiced viewpoint. [Source: Adopted from the National Standard for Support of Accredited CPD Activities, which was accessed December 14, 2022 from National Standard for Support of Accredited CPD Activities :: The Royal College of Physicians and Surgeons of Canada]
- Can be real or perceived.

Commercial interest

- An entity involved in the production, marketing, reselling or distribution of a health care product, service, device or system. Organizations that provide clinical services directly to patients and private or public education organizations or entities whose purpose is to support or advocate for such entities, is not considered a commercial interest for the purpose of these Standards. [Source: Adapted from the American Council for Pharmacy Education, Policies and Procedures Manual, definition of ineligible company. Document found at CPEPoliciesProceduresUpdatedJanuary2022FINAL.pdf (acpe-accredit.org)]

Conference

- A Conference is a set of learning activities by different presenters on diverse topics that are combined into a single program by the program Provider/Conference organizer and primarily delivered synchronously (in person or virtually).

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Conflict of Interest:

- A set of conditions in which judgement or decisions concerning a primary interest (e.g., quality of education) is unduly influenced by a secondary interest (e.g., personal benefit such as financial gain or career advancement).
- May be real, perceived, or potential, and can introduce Bias into a Learning Activity.

Continuing Education Unit (CEU)

- An educational unit of measure where 1 CEU is equivalent to one contact hour.

Learning Activity Evaluation

- The collection of feedback from learners of an accredited Learning Activity.

Exhibitor

- An individual or organization displaying or sharing information about their services or products.

Learner Assessment

- Identifies what a learner knows and can do in relation to the Learning Objectives.
- Learner Assessments can be used by instructors to provide feedback to learners and to modify the Learning Activity for future improvements.

Learner-centered

- An approach to the development and delivery of a Learning Activity that centralizes and acknowledges learners' interests and needs. Instructors facilitate active learning experiences through dynamic and interactive relationships between the presenter/content and the learner. Learners reflect on what they are learning, how they are learning it, and build cognitive connections so that learning is retained. [Source: Adapted from https://tlc.ontariotechu.ca/teaching/learner-centred-teaching/index.php]

Learning Activity

- An educational offering that meets an identifiable need, and is designed to enhance knowledge, skills, attitudes, performance or health outcomes.

Learning Objectives

Statements of what learners should to be able to do following the completion of a Learning Activity.

Needs Assessment

- Identification of the learning needs of the intended audience for a Learning Activity.

Provider

- An individual, group, or organization that assumes the responsibility and accountability for the development, delivery, and program Evaluation of a Learning Activity, and includes CCCEP Accredited Providers.

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- Categories of Providers are described in CCCEP's Provider Policy – see PR-07 Program provider policy 2020-12-15 (cccep.ca)
- CCCEP Accredited Providers are described in CCCEP's Accredited Provider Policy – see PR-02 Accredited Provider Policy 2021-12-02 (cccep.ca)

Regularly Scheduled Series

- A Regularly Scheduled Series (RSS) is a set/series of multiple live continuing health education sessions that occur on an ongoing, scheduled basis (e.g., weekly, monthly, quarterly) that are organized by, and meet the learning needs of, a defined group of health professionals.

Scientific Planning Committee

- A group of individuals formed by a Provider with defined responsibilities regarding the development of a Learning Activity which is being submitted to CCCEP for Accreditation.

Sponsor

- An individual, group, corporation or organization who provides financial or in-kind support, including goods or services in support of accredited educational activities, learning resources, or tools [Adopted from the Royal College of Physicians and Surgeons of Canada's National standard for support of accredited CPD activities. Document found at national-standard-accredited-activites-e.pdf]

Sponsorship

- A financial or in-kind contribution provided to a Provider to support the development, design, delivery, promotion, or program Evaluation of a Learning Activity, Conference or Regularly Scheduled Series. Sponsorships may be:
    - Restricted or directed – provided with the stipulation that the funds be used for a specific/targeted/directed Learning Activity; or
    - Unrestricted – made available with general or no stipulations regarding their use.

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1.0 Purpose

These Standards are intended to govern the development, application for Accreditation, Accreditation review process, delivery and program Evaluation of continuing education activities to ensure that learning activities accredited by the Canadian Council on Continuing Education in Pharmacy (CCCEP) provide high quality learning opportunities for pharmacy professionals.

2.0 Scope

The Standards for CCCEP Accreditation apply to the development, delivery administration and assessment of all continuing education learning activities submitted to CCCEP, accredited by CCCEP or accredited by a CCCEP Accredited Provider.

All Providers are expected to develop learning activities intended for Accreditation in accordance with these standards and to adhere to them if their learning activities are accredited by CCCEP.

3.0 Overview of Standards

The 11 standards for CCCEP Accreditation are listed below and fall under one of four areas. The detailed statement of each standard, the required elements to meet the standard, and additional guidance relevant to the standard are found in Section 4.0 of this document.

Threaded throughout the Standards and accompanying Guidelines is the concept of learner-centered approaches to the development and delivery of continuing education for pharmacy professionals. The term itself is defined on page 4, and the standards and guidelines collectively provide direction on what is meant by learner-centered, with examples where applicable on how to achieve this approach.

Content of Continuing Education Activities

Standard 1: All learning activities will be relevant to, and facilitate the transfer of learning to, practice.

Standard 2: All learning activities will have written Learning Objectives.

Standard 3: The content of a Learning Activity will be balanced, evidence-based, fair and objective.

Standard 4: Learning activities will be educational and will not promote products or companies, or contain promotional materials.

Delivery of Continuing Education Activities

Standard 5: The delivery of the Learning Activity will be unbiased and facilitate effective adult learning.

Standard 6: All individuals who are involved in any aspect of a Learning Activity will disclose real or potential conflict(s) of interest that may impair their objectivity or give rise to a perception of Bias.

Learner Assessment

Standard 7: A diverse approach to assessment will be used to support learners' diverse learning needs.

Standard 8: Feedback will be provided to support the learners to evaluate their strengths and identify areas for improvement.

Administration of Continuing Education Activities

Standard 9: The Provider must evaluate each Learning Activity to facilitate ongoing improvement of the Learning Activity and the quality of the learning experience.

Standard 10: Providers will ensure appropriate record retention processes are established.

Standard 11: Providers must submit summary evaluation reports to CCCEP post-delivery and must not make changes to accredited content

3.0 Overview of Guidelines

Eleven Guidelines for CCCEP Accreditation are listed below. These Guidelines are intended to support Providers in ensuring their learning activities comply with CCCEP's Standards by providing deeper levels of explanation, guidance, and, where appropriate, examples. These Guidelines are found in Appendix A of this document.

Guideline A: Expert Review and Panel Review
Guideline B: Product Names and Images and Company References
Guideline C: Promotion and Advertising
Guideline D: Accreditation of a Learning Activity focusing on a Unique Product
Guideline E: Learner Assessment
Guideline F: Statements of Attendance
Guideline G: Conflict of Interest Disclosure
Guideline H: Post Delivery Requirements
Guideline I: Language of Submission and Translation of an Accredited Activity
Guideline J: Sponsorship
Guideline K - Interactive Learning

4.0 Standards and Required Elements

Content of Continuing Education Activities

Note that links are provided to various documents or resources in the Additional Guidance Column to the right of various subsections. These are intended to assist Providers and all those involved in the development and delivery of learning activities.

In addition, some Standards have accompanying Guidelines that provide further detail with respect to expectations of learning activities in order to meet the standard. Those Guidelines are in Appendix A of this document. Any Guideline with specific relevance to a Standard will be noted just under the stated Standard.

Standards for CCCEP Accreditation		
Required Elements		**Additional Guidance**
Standard 1: All learning activities will be relevant to, and facilitate the transfer of learning to, practice		
Required Elements to meet this standard:		
1.1.	The Learning Activity will be based on the learning needs of the targeted participants, which must be determined through a Needs Assessment. This could be identified in a variety of ways through a Needs Assessment conducted using appropriate data sources (e.g., survey of pharmacy professionals). The Needs Assessment will identify the knowledge, skill or practice gap that the Learning Activity intends to fill.	Information and Resources for Providers (cccep.ca)
1.2.	The perspectives, objectives and content of all learning activities will be relevant to pharmacy practice, including activities designed for a multidisciplinary target group.	

Standards for CCCEP Accreditation		
Required Elements		**Additional Guidance**
1.3.	The Learning Activity must utilize educational formats that: a) Are appropriate to the intended goals and outcomes of the education; b) Facilitate opportunities to see the application of (e.g., present a case study), new knowledge, skills and competencies into practice; and c) Support thoughtful reflection and encourage the application of the learning directly into practice.	

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Standards for CCCEP Accreditation		
Required Elements		**Additional Guidance**
Standard 2: All learning activities will have written Learning Objectives. The following Guidelines provide further detail with respect to expectations of learning activities in order to meet this standard and may be found in Appendix A of this document: • Guideline C: Promotion • Guideline E: Learner Assessment		
2.1	Learning Objectives will be SMART (Specific, Measurable, Attainable, Relevant, and Timely) and outcome-focused, stating what learners should be able to do at the completion of the Learning Activity.	Information on writing effective Learning Objectives can be found in the links at the following page - Information and Resources for Providers (cccep.ca)
2.2	The Learning Objectives will be stated at the beginning of the Learning Activity and included in the Learning Activity content and promotional materials.	
2.3	All Learning Objectives will be addressed in the content and in the Learner Assessment.	

Standards for CCCEP Accreditation		
Required Elements		**Additional Guidance**
Standard 3: The content of a Learning Activity will be balanced, evidence-based, fair and objective. The following Guidelines provide further detail with respect to expectations of learning activities in order to meet this standard and may be found in Appendix A of this document: • Guideline A: Expert Review and Panel Review • Guideline B: Product Names and Images and Company References • Guideline C: Promoting and Advertising • Guideline D: Accreditation of a Learning Activity focussing on a Unique Product • Guideline G: Conflict of Interest Disclosure • Guideline J: Sponsorship		
3.1	The content of a Learning Activity will be: a) Accurate and complete; b) Aligned with the Learning Objectives; c) At a level of complexity appropriate to the audience; d) Based on consideration of relevant and current clinical practice guidelines; and e) Based on current best available evidence.	
3.2	The Learning Activity will be reviewed by independent, external subject matter experts (i.e., expert review) prior to submission. a) The expert reviewer process requires the completion of an Expert Reviewer Release Statement. b) The Author/Provider must prepare and submit an Author's response to the Expert Reviewers' comments which states how the Author has addressed the concerns/issues raised by the expert reviewers. c) The expert reviewers must sign the declaration in the Expert Reviewer Release Statement form indicating they have reviewed and approved, without conditions, the version of the Learning Activity being submitted for Accreditation.	Expert Reviewer Release Statement forms see - CCCEP Forms

Standards for CCCEP Accreditation		
Required Elements		**Additional Guidance**
3.3	Generic names will be used in all learning activities and by presenters (where applicable). The use of a trade, brand or product name is allowed only: a) In certain circumstances, such as when it is needed for patient safety reasons or to avoid confusion between products, which must be declared and explained by the Author/presenter in the Disclosure/Conflict-of-Interest form submitted to CCCEP; and b) Where the use of trade names is required by another health education Accreditation organization. Where a brand name is used, based on a and b above, it must be included in a bracket after the generic name.	Disclosure/COI form see CCCEP Forms
3.4	A presenter/Author will ensure that all off-label and personal opinions/experience statements are clearly declared to CCCEP and to learners.	
3.5	a) References that support the content of a Learning Activity will be provided. b) References will be current, relevant, and credible; and reflect a balanced representation of the best available research evidence. Where possible, references will be from peer-reviewed sources. c) References should be provided in a consistent and standard format such as AMA (American Medical Association), Vancouver, APA (American Psychological Association), Harvard, MLA (Modern Language Association), Chicago/ Turabian. d) A short version of a reference (e.g., footnotes) may be used, provided there is sufficient information to easily find the	Information on formatting of references can be found at Information and Resources for Providers (cccep.ca)

Standards for CCCEP Accreditation		
Required Elements		**Additional Guidance**
	reference and a list with the full reference information is accessible by the learner. e) A reference with a brand or corporate name may be used once. A short version of the reference which excludes the brand or corporation name will be used for each subsequent use. f) If a product monograph is used as a reference, then the full reference to the product monograph will be used once. Subsequent references to the product monograph will be phrased "Product Monograph #".	
3.6	A Learning Activity about a unique product (i.e., drug, device, service, technology) may be accredited if it: • Focuses on the health condition and its treatment; and • Provides full evidence regarding the product and its appropriate use in a comparative context with other products.	Guideline D: Unique Products (cccep.ca)

Standards for CCCEP Accreditation		
Required Elements		**Additional Guidance**
Standard 4: Learning activities will be educational and will not promote products or companies, or contain promotional materials The following Guidelines provide further detail with respect to expectations of learning activities in order to meet this standard and may be found in Appendix A of this document: • Guideline B: Product Names and Images and Company References • Guideline C: Promotion • Guideline F: Statement of Attendance • Guideline G: Conflict of Interest Disclosure • Guideline J: Sponsorship		
4.1	Providers will ensure that sponsored learning activities meet the standards for CCCEP Accreditation by ensuring: a) The Provider maintains independent control of the Needs Assessment, content development, registration of learners and the delivery and program Evaluation of the Learning Activity; b) Providers will have clear and transparent Sponsorship agreements that governs their relationship with the Sponsor and ensures this independent control as well as the protection of privacy, confidentiality, and copyright obligations.	
4.2	Learning activities will not be used for the promotion of products or companies, and will not contain promotional materials.	
4.3	Materials from promotional or product information of Commercial Interests will not be used in learning activities.	

Standards for CCCEP Accreditation		
	Required Elements	**Additional Guidance**
4.4	Names, logos, slogans or branding associated with Sponsors or other Commercial Interests will not be used in a Learning Activity, with the exception of the following circumstances: a) The name of a Sponsor may be used once at the beginning of a Learning Activity; b) The name of a Sponsor, as well as the Sponsor's logo, may be used once in promotional materials provided it is separated from the delivery of the educational content; c) A Provider may use their logo and corporate name on any content, promotion or other material associated with the Learning Activity they are delivering.	
4.5	Product images of a Sponsor's product(s) or any other commercial interest will not be used in any Learning Activity, including the promotional or other material related to the Learning Activity, except where the image is required to clearly convey the educational content to the learners, in which case: a) the image must be modified to ensure the company name and logo are removed; or b) multiple images must be used to show a variety of similar products.	
4.6	Colours and images used in content and promotional materials will be neutral and not those of a Commercial Interest or drug product/device mentioned in the Learning Activity. Presentations will have a template with a colour scheme that is not similar to the colours used in Sponsor, company or product materials or the website of any product mentioned in the Learning Activity.	

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Delivery of Continuing Education Activities

Standards for CCCEP Accreditation		
Required Elements		**Additional Guidance**
Standard 5: The delivery of the Learning Activity will be unbiased and facilitate effective adult learning. The following Guidelines provide further detail with respect to expectations of learning activities in order to meet this standard and may be found in Appendix A of this document: • Guideline F: Statements of Attendance • Guideline J: Sponsorship • Guideline I: Language of Submission and Translation of an Accredited Activity • Guideline K: Interactive Learning		
5.1	a) All Learning Activities, with the Exception of Conference and Regularly Scheduled Series sessions, much include interactive elements to help participants achieve the Learning Objectives and transfer knowledge into practice. b) At minimum, the interactive elements must represent 25% of the total Learning Activity delivery time. c) Conferences and Regularly Scheduled Series are exempt from mandatory interactive elements; however, Providers are encouraged to include them where feasible.	
5.2	The delivery of a Learning Activity will be based on current best available evidence, including available evidence related to adult learning principles and delivered in a manner that is Learner-centered and ensures the learners' understanding of the topic.	
5.3	a) All Authors, presenters and facilitators involved with the development or delivery of a Learning Activity will have the appropriate competence and credibility in the subject	

Standards for CCCEP Accreditation		
Required Elements		**Additional Guidance**
	matter and Learning Activity delivery methods, gained through education or experience. b) An Author, presenter, or facilitator will not be an employee of the Learning Activity Sponsor, if that Sponsor is a Commercial Interest. c) An Author, presenter or facilitator will not be an employee of a Commercial Interest whose products are discussed in the Learning Activity.	
5.4	Learning activities may be delivered in English and/or French; however, Accreditation in the respective language(s) must have been received.	
5.5	The Provider will provide the learner with a statement of attendance and have a reasonable method of confirming learner attendance.	

Standards for CCCEP Accreditation		
Required Elements		**Additional Guidance**
Standard 6: All individuals who are involved in any aspect of a Learning Activity will disclose real or potential conflict(s) of interest that may impair their objectivity or give rise to a perception of Bias. The following Guidelines provide further detail with respect to expectations of learning activities in order to meet this standard and may be found in Appendix A of this document: • Guideline G: Conflict of Interest Disclosure • Guideline J: Sponsorship		
Required Element to achieve this Standard:		
6.1	Full disclosure of all funding, payments, influences, and relationships will be made: a) To CCCEP at time of application, renewal, extension and when new individuals (e.g., new presenters) are added; and b) To learners at the beginning of the Learning Activity.	Disclosure/COI form can be found at CCCEP Forms
6.2	Disclosures will be made by all Authors, presenters, facilitators, scientific policy committee members, and expert reviewers and will include: a) Potential conflicts of interest; b) Employment relationships with a Commercial Interest; and c) Whether an honorarium (speaking fee) was provided, and by who, for that particular Learning Activity.	
6.3	Disclosures of Commercial Interest must include Sponsorship support, whether financial or in-kind. Where the support is in-kind, the nature of that support must be disclosed. a) For all learning activities, with the exception of Conferences, disclosure of Commercial Interest will be made by: i. The Provider, for independent study activities; and ii. All presenters and facilitators, for live activities, at the beginning of the activity.	

Standards for CCCEP Accreditation		
Required Elements		**Additional Guidance**
	b) For Conferences, disclosure of commercial interest will be made by: i. The Conference organizer/Provider at the start of the Conference, with respect to the overall Conference Sponsor(s), as well as any educational sessions that are sponsored; and ii. Presenters for each session delivered as part of a Conference, only if the individual session is sponsored in a manner different than the other Conference sessions.	
6.4	Disclosures may be made on disclosure slides (Live activity, Conference session or Regularly Scheduled Series session) or in a statement of disclosure (Independent Study activity).	
6.5	Disclosure will include only the company name and will not include trade names, logos, company or product/device messages or organizational slogans, except when a trade or product name is required in the disclosure statement by another continuing health education Accreditation organization.	
6.6	Presenters, Authors or facilitators with no relevant financial or other relationships will disclose to learners that no conflicts of interest exist.	
6.7	a) Disclosures to CCCEP will be made on an approved disclosure form. a) Approved Disclosure forms include those of CCCEP, the College of Family Physicians of Canada, the Royal College of Physicians and Surgeons of Canada. b) The use of any other disclosure form requires the prior approval of CCCEP.	

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Learner Assessment

Standards for CCCEP Accreditation		
Required Elements		**Additional Guidance**
Standard 7. A multi-faceted approach to assessment will be used to support learners' diverse learning needs. The following Guidelines provide further detail with respect to expectations of learning activities in order to meet this standard and may be found in Appendix A of this document: • Guideline E: Learner Assessment and Feedback		
Required Elements to meet this standard:		
7.1	Learner Assessments will be included for every Learning Activity submitted for Accreditation, with the exception of those delivered as part of a Conference or Regularly Scheduled Series. (Conferences and Regularly Scheduled Series are exempt from mandatory Learner Assessment; however, Providers are encouraged to include them where feasible.)	
7.2	The Learner Assessment will be related to the content.	
7.3	The Learner Assessment will be aligned with the Learning Objectives or outcomes.	
7.4	The Learner Assessment will include at least two different approaches to assessment.	
7.5	The Learner Assessment will include at least two different types of assessment.	
7.6	The Learner Assessment may be included in the delivery of the Learning Activity or distributed after the Learning Activity.	

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Required Elements		**Additional Guidance**
7.7	If the Learner Assessment is included in the delivery of the Learning Activity, the time to complete the Learner Assessment is included in the calculation of the Continuing Education Units (CEUs) awarded to the Learning Activity.	

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Required Elements		**Additional Guidance**
Standard 8. Feedback will be provided to support the learners to evaluate their strengths and identify areas for improvement. The following Guidelines provide further detail with respect to expectations of learning activities in order to meet this standard and may be found in Appendix A of this document: • Guideline E: Learner Assessment and Feedback		
8.1	Feedback will be provided to learners for all Learner Assessments and will be: a) timely; b) provided in verbal or written form; c) aligned with the Learner Assessment; and d) constructive and educational; i.e., meant to continue the learning experience and allow for learners to learn from their mistakes by providing correct answers with an explanation or rationale (where appropriate). As Conferences and Regularly Scheduled Series are not required to have a Learner Assessment, element 8.1 only applies if such an assessment was utilized.	

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Administration of Continuing Education Activities

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Required Elements		**Additional Guidance**
Standard 9: The Provider must evaluate each Learning Activity to facilitate ongoing improvement of the Learning Activity and the quality of the learning experience. The following Guidelines provide further detail with respect to expectations of learning activities in order to meet this standard and may be found in Appendix A of this document: • Guideline H: Post Delivery Requirements		
9.1	Providers will conduct an Evaluation of each Learning Activity, examining the activity's: a) Content, including: i. fulfilment of the Learning Objectives; ii. relevance of the content to practice; and iii. the presence of any real or perceived Bias, in which case the learner must be asked to describe their specific area(s) of concern. b) Delivery, including: i. effectiveness of the Author and/or presenter; ii. effectiveness of the teaching methods, including active learning opportunities; iii. effectiveness and suitability of the Learner Assessments, as described in Standard 7; and iv. overall satisfaction of the learners. c) Application of knowledge, including: Potential for the learner to apply the knowledge gained to their practice.	
9.2	All learners in a learner activity must be given the opportunity to complete the Learning Activity Evaluation referenced in 9.1.	

Standards for CCCEP Accreditation		
Required Elements		**Additional Guidance**
9.3	The results of the learners' evaluations of the Learning Activity must be used to inform the review of the Learning Activity, as detailed in 9.4.	
9.4	Providers must review the content, design, delivery, Learner Assessment, and other components of a Learning Activity at least once per year, or when significant findings arise, and make appropriate changes based on: i. the Learning Activity Evaluation arising from 9.1 and 9.2; ii. new evidence; and iii. changes in best practices.	UPDATE AN ACTIVITY (cccep.ca)

Standards for CCCEP Accreditation		
Required Elements		**Additional Guidance**
Standard 10: Providers will ensure appropriate record retention processes are established.		
10.1	The Provider will retain learner participation and statement of completion records for a period of three years after the last expiry date of a Learning Activity and be able to confirm completion by a learner when requested during this period.	
10.2	The Provider will ensure learner records are maintained in a secure and readily accessible manner.	

Standards for CCCEP Accreditation		
Required Elements		**Additional Guidance**
Standard 11: Providers must submit summary evaluation reports to CCCEP post-delivery and must not make changes to accredited content. The following Guidelines provide further detail with respect to expectations of learning activities in order to meet this standard and may be found in Appendix A of this document: • Guideline H: Post Delivery Requirements		
11.1	Providers will provide summary reports to CCCEP on the results of learners' program evaluations which includes: • the delivery dates; • number of participants; • a summary of the responses to closed-ended questions; • a copy of comments made in open-ended questions. This summary report must **not** include the names of learners or any other identifying information and must be provided to CCCEP in accordance with the timeframes outlined in Guideline H.	
11.2	Any changes to an accredited Learning Activity must be approved as part of an Activity Update and cannot exceed 10% of the Learning Activity content. a) All Activity Updates must be accompanied by one Expert Review. b) Changes in excess of 10% require the program to be submitted as a new Learning Activity submission and will be subject to a full Accreditation review. c) Repeated Activity Updates are not intended to replace the need to submit an application for a new activity Accreditation review. The Executive Director of CCCEP may indicate to a Provider that they must seek a new Accreditation review if repeated updates of substantive content are sought.	Information on the process for an Activity Update can be found at UPDATE AN ACTIVITY (cccep.ca)

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Appendix A
Guidelines for Accreditation

Guideline A: Expert Review and Panel Review

CCCEP's Accreditation process for learning activities that are not part of a Conference or Regularly Scheduled Series contains two distinct review steps:

- The first – Expert Review - occurs prior to submitting the application for Accreditation.
- The second – Panel Review - occurs after submitting the application for Accreditation. Panel Review involves an assessment of the content and Learner Assessment components of a Learning Activity for compliance with CCCEP's accreditation requirements. It is conducted by external pharmacy professionals (three to four members per panel) engaged by CCCEP.

Expert Review

1. The Learning Activity will be reviewed by two external expert reviewers who complete, sign and submit the Expert Review Release Statement.
   1.1. One expert reviewer must be a Canadian pharmacy professional, unless an exemption is granted by CCCEP.
   1.2. The external expert reviewer may not be:
      1.2.1. An Author of the Learning Activity or an individual who works closely with the Author;
      1.2.2. A presenter of the Learning Activity;
         1.2.2.1. Expert reviewers can become presenters after the program has received Accreditation, but could not serve in the role of expert reviewer after assuming the role of a presenter.
      1.2.3. An employee of the program Provider within the past two years; or
      1.2.4. An individual with an employment, financial or other contractual relationship with the Sponsor within in the past two years.
   1.3. Exceptions to these expert review requirements may be granted by CCCEP in extenuating circumstances.

Panel Review

Regular Panel Review

2. Following the submission of an application for Accreditation, the content (inclusive of the Learner Assessment) of all learning activities are submitted to a review panel comprised of pharmacy professionals who are representative of the intended audience for the Learning Activity.
   2.1. The review panel is selected by CCCEP and their identity is known only to CCCEP.
   2.2. Each panelist completes a Learning Review Report, the contents of which are used for CCCEP to prepare a preliminary report that is issued to the Provider, containing comments on the Learning Activity and requirements to facilitate Accreditation.

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Alternate Panel Review

3. Prior to submitting an application for Accreditation, Providers may wish to consider their eligibility for the use of an Alternate Panel Review Process.

3.1. Eligibility for Alternate Panel Review:

3.1.1. The Provider must have written approval from CCCEP prior to using Alternate Panel Review.

3.1.2. A Provider is eligible to use Alternate Panel Review if:

3.1.2.1. The Learning Activity has been accredited within the past 90 days by another continuing health education Accreditation organization; and/or

3.1.2.2. The Learning Activity is larger than 10 CEUs and has been developed by a Provider who is an Academic Institution or unit thereof.

3.2. Requirements to Use Alternate Panel Review:

3.2.1. The Provider will form a Learning Activity planning group/advisory group who is involved in all phases of the development of the Learning Activity.

3.2.2. The membership of the Learning Activity planning/advisory group must include at least two pharmacy professionals, representative of the target audience in pharmacy.

3.2.3. The pharmacy professional members of the planning/advisory group will complete a Learning Review Report (Learning Review Report – Learning Activity Planning Group).

3.2.4. The report will be submitted to CCCEP with the other Learning Activity materials at the time of application for Accreditation.

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Guideline B: Product Names and Images and Company References

1. Where possible, and subject to the exceptions provided for in Section 2, only generic names should be used in accredited learning activities when referring to manufactured pharmaceutical products or devices.

2. The use of a trade/brand/proprietary name should only be used where required, including circumstances such as, but not limited to:
   2.1. Where patient safety is at risk;
   2.2. Where it is necessary to avoid confusion between products with substantive differences in therapeutic results or effects;
   2.3. When there is no generic name;
   2.4. Where there is only one product available in a class of drugs;
   2.5. Where the product is a combination product with multiple active ingredients;
   2.6. Where another Canadian Accreditation organization has required brand name usage in accrediting the same Learning Activity; or
   2.7. Other circumstances deemed acceptable to CCCEP, where an explanation is provided at the time of the application or following the issuance of the preliminary report.

3. If a trade/brand/proprietary name is used in accordance with Section 2:
   3.1. The brand name will appear in parentheses after the generic name;
   3.2. The brand name of all similar or equivalent products will be used; and
   3.3. Every drug/device mentioned should be referred to in a consistent and similar manner.

4. For products with long generic names, the full generic name is to be used at least once. A shortened generic name may be used, provided it is first used in brackets after the full generic name (e.g., acetylsalicylic acid can be referred to as ASA).

5. For devices (e.g., blood glucose meters) it is acceptable to name the device, provided sections 6 and 7 are adhered to.

6. Company names will not be used in conjunction with references to pharmaceutical products or devices.
   6.1. This does not preclude the naming of the Sponsor, which can be used in the circumstances indicated in other sections of these Guidelines or in CCCEP's Standards.

7. Images of pharmaceutical products or devices are not to be used unless essential for the educational purpose of the Learning Activity.
   7.1. Where an image is required for educational purposes, it must be done so that all products and/or devices are treated equally.

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Guideline C: Promotion and Advertising

1. The development, delivery and promotion of learning activities must be free from commercial influence.

2. Learners must be able to easily access information about the Learning Activity to assist them in making an informed decision about registering in the Learning Activity. This information includes:
   2.1. The Learning Objectives;
   2.2. Abstract or description;
   2.3. Number of CEUs;
   2.4. CCCEP Accreditation information;
   2.5. Completion requirements; and
   2.6. Delivery mode and timing.

3. Promotional and/or otherwise unaccredited activities will be distinctly separated from accredited learning activities, explicitly identified, and/or must not be delivered/available concurrently with accredited learning activities. The purpose behind the separation is to ensure it is transparently and easily recognized whether an activity is accredited or unaccredited, so that the learner can make an informed decision regarding attendance.

4. Promotional and/or otherwise unaccredited activities will be clearly identified as unaccredited so that participants can make an informed choice regarding participation. This identification must include a specific statement that the activity is "unaccredited". Examples of clear identification would include things such as: signage inside and outside the room, and the inclusion of a slide or verbal statement at the start of a session that it is unaccredited.

5. Product or service promotional materials may not be distributed as part of or during the delivery of an accredited Learning Activity.

   5.1. For live (in-person) events, product or service promotional/unaccredited materials may be distributed at a booth or exhibit that is physically separated from accredited activities and clearly identified. Learners must be able to choose whether or not to enter this space.

   5.2. For virtual events, products or service promotional/unaccredited materials may be accessible through a virtual breakout room that is separate from the space in which accredited activities are being delivered and clearly identified. Learners must be able to choose whether or not to enter this space.

      5.2.1. If a linear virtual platform is used for delivery and there is no breakout room functionality, any promotional/unaccredited elements must occur at the END of the accredited learning, be clearly stated as unaccredited information both verbally and on screen, and learners given the opportunity to leave the virtual space prior to its delivery. The words "unaccredited information" must be clearly displayed on the screen for the entire time the information is being provided.

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6. Printed learning materials will not include promotional/unaccredited information or references to promotional/unaccredited materials on the same pages as the accredited content. This includes the pages containing the table of contents, Learning Objectives, activity content, Learner Assessment and Learning Activity Evaluation.

7. Websites will not include promotional/unaccredited information, or links or references to promotional/unaccredited materials, on the same pages as accredited content. This includes the pages containing the table of contents, Learning Objectives, activity content, Learner Assessment and Learning Activity Evaluation.

8. Corporate names, logos, slogans, branding and product images of a Commercial Interest will not be used in any Learning Activity with the exception that a Provider may use their logo and corporate name on any content, promotional or other materials of a Learning Activity.

9. Advertising for an accredited Learning Activity may include acknowledging a Sponsor, including the use of the Sponsor's logo, but it must be at the bottom of the page/back of the brochure etc., and the font size must not exceed that used for the other text in the document/email etc.

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Guideline D: Accreditation of a Learning Activity focusing on a Unique Product

1. This guideline applies to any Learning Activity that involves a unique product.

2. A Learning Activity focused on a unique product is generally not eligible for CCCEP Accreditation. It may; however, be considered for Accreditation if it meets the conditions outlined in this Guideline.

3. For the purpose of this Guideline, a product is defined as a drug, device, technology or service.

4. For the purpose of this Guideline, a Unique Product may be:
   4.1. A product that is the only product in a new class of drug or device;
   4.2. A drug or device that is the only one in its class licensed for use in Canada;
   4.3. A drug or device that is the only one in its class licensed for a particular indication in Canada;
   4.4. A device or technology that has unique capabilities from other similar devices or technologies available in Canada; or
   4.5. A product deemed eligible as a unique product by CCCEP.

5. CCCEP believes it is important that pharmacy professionals are able to access learning activities about treatments and procedures that involve unique products.

6. A Learning Activity that contains information on a unique product may be considered for Accreditation provided every effort is made to minimize Bias in the Learning Activity. This may be achieved by meeting the following conditions:
   6.1. The focus of the Learning Activity is on the health condition and the treatment or management of the condition;
   6.2. The information about the unique product, its use and results are presented in a comparative format with other products, their uses and results;
      6.2.1. The basis for the information on the unique product is the unique product's research, and the following will be presented;
      6.2.2. The scope, validity, reliability and limitations of the unique product;
      6.2.3. The indications, contraindications and limitations of the use of the unique product; and
      6.2.4. The conditions which may impact the effectiveness or safety of the unique product.

7. If successfully accredited, a Learning Activity focusing on a Unique Product must be updated within 30 days of a similar or equivalent product being introduced or available on the market. This requires application to CCCEP for an Activity Update (see UPDATE AN ACTIVITY (cccep.ca)).

   7.1. When applying for a renewal or extension of Accreditation, the Provider must verify that the product remains a Unique Product and is expected to remain a Unique Product for the renewal or extension period. At a minimum, the Provider will conduct a literature search for new products or new evidence on the product and the effects of the product.

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Guideline E: Learner Assessment and Feedback

1. Learner Assessment questions should be derived from the Learning Activity content and align with the Learning Objectives or outcomes. The questions should encompass a range of difficulty (e.g., easy to more difficult), and should include questions that encourage critical thinking. Providers are encouraged to consider Bloom's taxonomy (see https://www.bloomstaxonomy.net/) or another assessment framework when developing questions. To assist Providers in applying the information below, and the requirements of Standard 7 two detailed examples are provided in Section 4.

Types of questions:

1.1. *Knowledge-based questions* are structured to assess the level of understanding the learner has of the facts or information presented. These questions typically have right answers associated with them.

1.2. *Application-based or case-based questions* are structured to allow for learners to apply what they have learned. These questions move beyond the recall of facts and ask the learner to apply the Learning Activity content to another context or situation, or to use the content to solve problems or interpret data. Although these questions can have right answers associated with them, there is flexibility for learners to present a variety of acceptable responses.

1.3. *Practice- or performance-based (authentic) questions* or tasks are structured to allow for the learner to apply the Learning Activity content specifically to their professional practice. The questions should utilize examples or scenarios that are relevant to the learners' work context and allow for them to demonstrate specific skills or competencies. The questions or tasks should mirror real-life scenarios in which the learner will use the content in their work. These questions typically have right answers associated with them, but there is flexibility for learners to present a variety of acceptable responses. Tasks where learners are demonstrating specific skills or competencies will have a standard level of acceptance that learners must meet. An example of performance-based task is the appropriate administration of an injection.

1.4. *Reflective questions* are structured to create opportunities for the learner to reflect on the applicability of Learning Activity content to their profession, themselves as professionals, and personally. Learners should be encouraged to draw upon their personal and professional experiences to connect with the learned content. This can include structuring the assessment so that participants explore:

1.4.1. The application of ideas or concepts learned in the Learning Activity to their practice or career; and

1.4.2. The integration of these ideas and concepts with their current knowledge and understandings. This results in a deeper understanding of the concept or idea and a changed or enhanced conceptual perspective.

These questions typically do not have right answers associated with them. As these questions are meant to generate thought, a variety of reasonable responses should be accepted.

Assessment methodologies:

1.5. *Formal or traditional methodologies* are typically completed at the end of the Learning Activity and utilize question types such as multiple choice, short-answer or essay-type. These questions typically have right answers associated with them and a score (e.g., 4/5 four questions out of five are correct) is usually provided to the learner. These types of questions can be standardized and have statistics to support conclusions of learner achievement.

1.6. *Informal or non-traditional methodologies* are typically administered throughout the Learning Activity to check for understanding. The purpose or intent of these questions is to encourage reflection and discussion, and to assess the level of understanding. These question types may also be multiple choice or short-answer questions with feedback provided upon response, but a final score is not provided. Rather, learners may be provided with the opportunity to re-do the question or discussion may ensue around the responses provided. These questions can be criterion- or performance-based measures that are used to inform instruction.

1.7. *Formative methodologies* are assessments for learning. The purpose or intent of these assessments is to monitor the progress of learners to identify gaps in learner understanding, and provide timely, specific feedback to learners to improve their understanding of the content. Formative assessments can be used continually throughout the Learning Activity by providing descriptive feedback to the learner. It can include a variety of different activities such as observing the learner completing an activity or task, having students complete self-evaluations or self-assessments, group work or group activities, voting, think-pair-share, ungraded quiz or poll, etc.

1.8. *Summative methodologies* are assessments of learning. The purpose or intent of these assessments is to provide information on how well the learner understood the learned content. These assessments could appear periodically throughout a Learning Activity or at the end, and are typically graded. For example, in an online module, learners would complete a section and then answer two short-answer questions before they can proceed. The correct responses and feedback are provided to the learner, and an overall score is provided to the learner at the end of the activity. Summative assessments usually have standards for grades associated with them. Examples include final projects, presentations, exams, etc.

2. **Examples:** The following are two of numerous possible examples of how learning activities can be designed to meet the requirements of CCCEP's standards and the guidance provided above. These are provided only as a means of demonstrating how a program could be designed and by no means are encompassing of all possible approaches.

2.1. *Example 1 – How the Guideline and Standards could be applied in an online Learning Activity.*

Online module on professionalism:
Module begins with overview of module (objectives, etc.) and introduces topic of professionalism. A brief overview is provided from a few literature sources. A reflective question appears: Describe someone who you consider to be a professional? Once the learner submits their response, the learner is thanked for their response and are encouraged to

keep this person and their traits in mind as they proceed. The learner delves into more content looking at the traits of professionals. Another reflective question appears: Did anything change in your perception of a professional? Was anything confirmed? Once the learner submits their response, the learner is thanked for their response and are encouraged to keep their response in mind as they proceed. Learner continues to learn more about professionalism. An application-based question appears – learners read a news article on a pharmacist who has committed a crime. They are asked to identify what elements of the pharmacist's behaviour are professional and which are not. They then compare their answers to those provided. Feedback is provided that explains the answers. The next section has a case-study question for learners to work through. Answers and feedback are provided after each response. Learner responses are not graded.

In this example, there are reflective and application-based questions used (maybe authentic as well depending on how the case-study questions are constructed). The methodology for the questions was formative and informal. Feedback was provided after the questions either to prompt further reflection and connection with content or to explain the answers. In this manner, the feedback is timely, aligned with the assessments, and constructive and educational.

4.2 *Example 2 – How the Guideline and Standards could be applied in a live virtual Learning Activity*

Webinar learning new device:
After introduction and overview of objectives, the presenter begins with asking how many learners have used blood glucose meters (BGM) before through a voting website. Students respond and the presenter sees that only half of the audience has used one before. The presenter then gears their explanations throughout the rest of the presentation to that level – explaining in more detail for the inexperienced and asking those with experience, to describe what they have done in the past or how they approached various scenarios. After the presenter has demonstrated how to use the BGM, he asks the learners to practice on themselves. With cameras on, he is able to observe the learners and provides feedback to them as they are practicing. Feedback includes complimenting those who are executing the technique correctly and providing constructive feedback to those who need correction to their technique. At the end of their presentation, the presenter opens a quiz on a student response system and asks the learners to respond. The questions are multiple choice and review the main points on how to use the device. The presenter goes over the answers at the end of the quiz, explaining the correct responses and answering any questions the learners have.

In this example, the presenter used practice- or performance-based tasks and knowledge-based questions (could also be application-based questions here as well). The methodology for the questions was formative and informal. To take this to a summative assessment, the presenter could evaluate the performance of each learner at the end of the webinar. To include formal assessment in this, the presenter could have them write an exam consisting of ten short-answer questions. Feedback was provided to prompt further reflection on and correction of the learners' technique, and explanation of the answers. In this manner, the feedback is timely, aligned with the assessments, and constructive and educational.

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Guideline F: Statements of Attendance

1. Providers will have a method to confirm participation in the complete Learning Activity. This may include, but is not limited to, the following:
   1.1. Sign-in sheet at an in-person learning event;
   1.2. Sign-in confirmation in a Learning Management System/Secure Web Portal;
   1.3. Completion of a Learner Assessment; or
   1.4. Records of attendance downloaded from a videoconference platform.

2. A program Provider will issue a Letter/ Statement of Attendance to learners who completed the Learning Activity.

3. Providers will not use the word "certificate" on the Letter/Statement of Attendance unless the Learning Activity has been accredited by CCCEP as a certificate program or a competency mapped certificate program.

4. The Letter/Statement of Participation will include the following information:
   4.1. Learner name and license number (where applicable);
   4.2. Learning Activity title;
   4.3. CCCEP number;
   4.4. CCCEP accredited logo;
   4.5. Number of CEUs assigned;
   4.6. Date(s)/location(s) learner attended or date learner completed the Learning Activity;
   4.7. Learning Activity Accreditation date and Accreditation expiry date;
   4.8. Provider name and contact information; and
   4.9. A statement of the type of Accreditation provided by CCCEP – e.g., Learning Objective Mapped, Competency Mapped, Certificate

5. If the Learning Activity was accredited as a modular activity, meaning that statements of attendance can be issued for each module completed, then in addition to the requirements in Section 4, the Statement or Letter of Participation must clearly identify the module completed (with a title that clearly differentiates it from the overall program title), CEUs assigned to the module and the date the module was completed.

6. The Letter/Statement of Attendance may include the Sponsor's name but not include any Sponsor logos, product names, messages or branding statements.

7. A Provider must be able to issue a replacement or duplicate Letter/Statement of Attendance, for up to 3 years from the learner's completion date.
   7.1. The Letter/Statement will indicate that it is a "duplicate" letter/statement.

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Guideline G: Conflict of Interest Disclosure

1. Disclosure will be made by those individuals specified in Standard 6, even where there are no conflicts of interest to declare.

2. Disclosure will include only the name of the organization/commercial interest and will not include brand names of pharmaceutical products, devices, or technologies, or organizational slogans or logos, except when a brand name is required in the disclosure statement by another continuing health education Accreditation organization.

3. If additional personnel, such as a new live Learning Activity presenter, become involved with a Learning Activity following Accreditation a COI/disclosure form will be submitted to CCCEP prior to their active participation.

4. The required elements for disclosure outlined in Standard 6 will be presented in a disclosure statement or disclosure slide(s), even if there is nothing to disclose. The statement and or slide(s) must contain the following elements:

   4.1. Personal disclosure of the presenter and Author; and
   4.2. Commercial disclosure (i.e., financial or in-kind support for the development or delivery of the Learning Activity).

5. If slides are used, the disclosure must be presented both visually and verbally. Slide templates are available at CCCEP Forms.

6. Current/past employment relationship includes any relationship within the previous 2 years which may be, or give the appearance of, a Conflict of Interest with respect to the Learning Activity; this includes contractual relationships.

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Guideline H: Post Delivery Requirements

Reports

1. Providers will submit to CCCEP a summary of the learner evaluations of their Learning Activity in accordance with the following schedule:
   1.1. Live activities – at least once per year;
   1.2. Conferences – within 30 days of the delivery of the Conference;
   1.3. Regularly Scheduled Series – at least quarterly;
   1.4. Independent Study – at least once per year; and
   1.5. Blended (i.e., a combination of live and independent study) – at least once per year.

2. The learner evaluation summary must include:
   2.1. CCCEP Learning Activity number;
   2.2. Learning Activity delivery date(s) or delivery period;
   2.3. Learning Activity location(s) (if delivered in-person);
   2.4. Number of participants; and
   2.5. Summary of participant evaluations, which must include:
      2.5.1. Summary of the results of closed ended questions; and
      2.5.2. Comments received on any open-ended questions.

3. The learner evaluation summary report should **not** include the names of learners or other identifying information.

4. An audit may be conducted on a random selection of learning activities each year or may be conducted upon the receipt of a complaint about a Learning Activity.

Learning Activity Review

5. Providers must review learning activities on a regular basis, at minimum annually, to ensure the content remains current and reflects the feedback from participants regarding their learning experience.

6. Providers are strongly encouraged to consider changes more frequently than once per year if the outcome of participations' program evaluations, introduction of new therapies, practice guidelines or other elements identify the need for early action.

   6.1. Any changes to an accredited Learning Activity must be approved as part of an Activity Update and cannot exceed 10% of the program content. All Activity Updates must be accompanied by one Expert Review. Changes in excess of this amount require the program to be submitted as a new Learning Activity submission and will be subject to a full Accreditation review
   6.2. Changes such as broken links, grammatical changes, and typographical errors do not require an Activity Update application and can be modified as they are identified.

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Guideline I: Language of Submission and Translation of an Accredited Activity

1. Learning activities may be accredited in English or French.
   1.1. Learning Activity content related materials (i.e., activity content, Learner Assessment) may be submitted in English or French.
   1.2. Required forms (e.g., Disclosure/COI form, Checklists) will be completed in English, unless otherwise approved by CCCEP.

2. If a Learning Activity is translated from English to French, or vice versa, the translator of a CCCEP accredited Learning Activity will certify that the English or French translation corresponds in every respect to the original French or English version of the Learning Activity that was accredited.

3. If the translator is not a pharmacy or health professional who is familiar with health terminology, a bilingual pharmacy or other health professional must review the English or French translation and certify that the translation accurately reflects the content and clinical relevance of the accredited version of the Learning Activity, and uses appropriate medical terminology.

4. In addition to all other requirements for submitting an application for Accreditation, the Provider will submit to CCCEP:
   4.1. A signed statement from the translator and/or the reviewing bilingual pharmacy or other professional on the prescribed form to confirm the French or English translation accurately depicts the original accredited Learning Activity; and
   4.2. A copy of the translated Learning Activity for CCCEP records.

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Guideline J: Sponsorship

1. For the purpose of this Guideline, Sponsorship is a financial or in-kind contribution provided to a Provider to support the development, design, delivery, promotion, or Program Evaluation of a Learning Activity/Conference/Regularly Scheduled Series. Sponsorships may be:
   1.1. Restricted or directed – provided with the stipulation that the funds be used for a specific/targeted/directed Learning Activity; or
   1.2. Unrestricted – made available with general or no stipulations regarding their use (e.g., support for a Conference, allowing the Provider to determine the use of the funds).

2. The Provider will maintain independent control over all aspects of the design, development, registration, delivery, and Evaluation of the Learning Activity.

   2.1. To achieve this independent control, the Provider will undertake the following decisions and activities without any influence by the Sponsor:
      2.1.1. Identification of the learning needs of pharmacy professionals;
      2.1.2. Determination of Learning Objectives;
      2.1.3. Selection or development of the program content;
      2.1.4. Hiring and compensation of all persons and organizations (e.g., Authors, presenters, expert reviewers) that influence the program content;
      2.1.5. Selection of educational methods; and
      2.1.6. Arrangements for registration of learners;
      2.1.7. Hosting of the event (e.g., control over the online platform or learning management system, oversight at an in-person event);
      2.1.8. Collection and analysis of participation evaluations; and
      2.1.9. Maintenance of the participation files.

   2.2. The Provider may receive or locate information from any source, including the Sponsor, but will exercise independence from the Sponsor, and overall due diligence to ensure:
      2.2.1. The validity and reliability of the information received or located;
      2.2.2. That all evidence located or received is reviewed and critically appraised to ensure the appropriateness and application of the information to the Learning Activity; and;
      2.2.3. That Standard 3 (Balanced, Evidence-based, Fair and Objective) and Standard 6 (Disclosure/Conflict of Interest) are met.

   2.3. All interactions between Providers and Sponsors will be conducted in an open and transparent manner and be guided by a Sponsorship agreement that outlines the respective roles and responsibilities of the Sponsor and Provider and ensure the Provider's independent control over all aspects of the Learning Activity.

2.4. The Provider will ensure that Sponsorship funds are used solely for educational purposes and that neither the funds nor the Learning Activity are used to promote the specific interests, preferences, opinions or positions of the Sponsor or any other Commercial Interest.

2.5. Providers may allow Sponsor representatives to introduce speakers at a live Learning Activity. The introduction may mention the Sponsor's name but may not mention a product (drug, service, device or technology) of the Sponsor.

2.6. Providers must ensure that Sponsor representatives attending a live Learning Activity identify themselves to the facilitator or chairperson, and their presence is made known to participants.

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Guideline K: Interactive Learning

1. To contribute to a supportive learning atmosphere and facilitate effective adult learning, CCCEP's standards require that accredited programs have active and/or interactive learning activities to help learners achieve their Learning Objectives and transfer knowledge to their practice.

2. Such approaches are expected to be Learner-centered.

3. Interactive learning may include things such as:
   - Question and answer periods
   - Case discussions
   - Case study presentations
   - Software or learning platforms that support mandatory selection of an option, answer of a question or incorporation of a game element to advance in the Learning Activity
   - Audience collaborative or polling tools

4. Other means by which to provide for interactive learning include:

   4.1. Having the audience break into small groups and discuss (e.g., think, pair, share). In this activity, you could also have learners report back for a larger group discussion if time allowed. Breakout rooms are also being used in virtual Conferences.
   4.2. A presenter could use video clips to stimulate conversation; use check-in points in a presentation (have participants provide in one word what they have learned thus far or something new they have learned (this can be done in the chat feature for a virtual presentation)); have groups create a diagram or graphic organizer and present back to the group (or choose a few groups to present theirs) – this could be changed so that the groups create something that could be used in their workplaces.

5. CCCEP's standards require a specific threshold for interactive elements. Authors, presenters and Providers must allocate 25% of the total time for the Learning Activity for interactivity, except for Conference or regularly-scheduled series sessions, where it is strongly encouraged.

   5.1. While an open question and answer period following a presentation does allow for interaction with learners, the goal for interactive learning is for engagement beyond question-and-answer periods and should consider some of the approaches noted above.