Policy PR-05: Competency Mapped Certificate Program Accreditation

1. Introduction

CCCEP initiated a pilot project on competency-mapped accreditation in 2012 to meet a need for the accreditation of programs that met the fifteen (15) NAPRA approved competencies for immunization and injection programs. The competency-mapped accreditation process differs from the regular CCCEP accreditation. In addition to the review of the program for relevance to practice, quality of the learning experience, evidence-based content and non-bias, the competency-based accreditation review assesses the program against a set of predetermined competencies for the subject area. To be accredited, the program must address all of the identified competencies for the subject area as well as the requirements for accreditation as a continuing education certificate program.

2. Purpose

2.1. The purpose of this policy is to:

2.1.1. Establish a framework for a competency-mapped accreditation process for continuing education certificate programs that maps the learning outcomes of a program to a pre-determined set of competencies.

2.1.2. Define the conditions in which CCCEP will develop a competency mapping accreditation process for a disease state management or practice area.

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2.1.3. Establish the requirements and criteria for a two-stage accreditation process of continuing education certificate programs in pharmacy in Canada; and

2.1.4. Provide guidance to organizations seeking to develop competency mapped certificate programs in pharmacy.

3. Conditions for Establishing a Competency Mapped Accreditation Process

3.1. CCCEP will consider establishing a competency 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 competencies can be determined that would enable the learner to achieve proficiency in that practice area.

3.1.2. A set of competencies 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.

3.1.2.1. For each competency, there will be a set of learning objectives (or equivalent) that are approved by the expert authority or panel.

3.1.2.2. When possible, the competencies and/or the learning objectives will be rated as required, important, and preferred, or a similar rating. Competencies or learning objectives rated as essential or required must be fully met for the program to be accredited.

4. The Competency Mapped Accreditation Process

4.1. The accreditation process will consist of two stages:

4.1.1. Stage 1 – A regular review of a program to determine if it meets the requirements for a continuing education certificate program in accordance with the CCCEP Policy on the Accreditation of Continuing Education Certificate Programs; and

4.1.2. Stage 2 – A content review of the program to determine the extent to which the program addresses a set of predetermined competencies.

4.1.3. The Stage 2 review will examine the learning objectives and the content of a program to determine the extent to which the program addresses each required competency.

4.2. The essential outcome of a Stage 2 accredited program is that successful participants demonstrate the agreed upon level of proficiency of the required competencies.

4.2.1. CCCEP will develop a rubric outlining the competencies that will serve as an application and assessment guide.

4.2.1.1. The rubric will reflect the weighting for each competency or sub-competency.

4.2.2. The Stage 1 review will be conducted by volunteer CCCEP reviewers in accordance with CCCEP's policy. 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.

5. Competency Mapped Certificate Program

5.1. To be accredited as a Competency Mapped Certificate Program, a program will meet the following requisite conditions:

5.1.1. The program sufficiently addresses the set of competencies approved by the third party or by the CCCEP expert panel so that learners who complete the program will be proficient in the subject area.

5.1.2. The program meets the criteria and guidelines for a CCCEP accredited Continuing Education Certificate program as outlined in the CCCEP policy on certificate programs.

5.2. Programs that fully address[1] the set of competencies for the subject area may be accredited as a certificate program under the CCCEP policy on Accreditation of Continuing Education Certificate Programs. They may issue a certificate in the subject area.

5.3. When CCCEP has approved a competency mapped accreditation process for a subject area, no continuing education programs will be accredited to provide certificates to learners except those that are accredited under the established competency mapped accreditation process

5.3.1. Programs that do not fully address the set of competences but have content related to the subject area may be accredited as a regular continuing education program, but not continuing education certificate program.

5.3.2. In accordance with CCCEP guidelines, the program provider may issue a letter (or statement) of attendance but not a document called a "certificate" to participants who complete the program.

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[1] A program may be accredited as long as all essential/required competencies are fully met, the largest majority of competencies are fully met, and all competencies are at least substantially met (See Appendix)

6. Program Updates

6.1. Competency-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.

    6.2.1. A minor update is an update resulting from a relatively small change in the competencies, new research, best practices or learner feedback. Minor updates may be made at the time of the renewal of the program.

    6.2.2. A major update is one resulting from a significant change in the competencies, new research, or best practices; and/or arising from a major safety concern for patients or practitioners. Major updates will be made immediately or within a specified time frame.

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

7. Renewal of Competency Mapped Accreditation

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

7.2. The Competency Mapped accreditation will be renewed on an annual basis. Programs may be renewed two times.

7.3. Programs that have already been renewed two times may be resubmitted as new programs, if there are significant changes, or be extended for an additional accreditation period.

8. Fees

8.1. The fees for a Competency Mapped accreditation review are in addition to the fees for a regular or fast track CCCEP accreditation for certificate programs.

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.

8.2.2. The Competency Mapped accreditation fee may consist of:

    8.2.2.1. An administrative fee established by the Board of Directors;

    8.2.2.2. An expert reviewer fee which will not be less than the amount negotiated by CCCEP with the reviewer to conduct the review; and

    8.2.2.3. A surcharge covering the additional administrative and reviewer costs incurred by CCCEP for an application submission that is not completed in accordance with the application guidelines.

8.3. Renewal Fee.

    8.3.1. The renewal fee for a Competency Mapped Certificate program is the same as the renewal fee established in the general fee policy.

8.4. Update Fee.

    8.4.1. Minor updates. There is no fee for a minor update whether or not it is submitted in conjunction with a renewal or at any other time.

    8.4.2. Major updates. A reviewer fee will be charged for larger updates requiring that the changes be reviewed by the content reviewer.

Appendix: Extent to Which Competency Met

Based on the review of the learning objectives and the presence of the suggested content, the competency-mapping (stage 2) review will typically identify the extent to which the competency is met. For example:

- Fully met – the program addresses all the learning objectives and contains suggested content;

- Substantially met – the program adequately addresses the learning objectives of the competency and contains all the suggested content;

- Partially met – the program addresses some, but not all, of the learning objectives of the competency and/or contains some of the suggested content;

- Not met – the program addresses none or only a small number of the learning objectives of the competency.