

**CANADIAN ACCREDITATION STANDARDS FOR
CONTINUING PROFESSIONAL DEVELOPMENT (CPD)
PROVIDER ORGANIZATIONS**



**Committee on Accreditation of
Continuing Medical Education**

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INTRODUCTION

The national accreditation standards for CPD provider organizations are based on a common set of values, principles and metrics that were endorsed by the Committee on Accreditation of Continuing Medical Education (CACME) and its sponsor organizations: the Association of Faculties of Medicine of Canada (AFMC), the College of Family Physicians of Canada (CFPC), the Royal College of Physicians and Surgeons of Canada (Royal College), the College des médecins du Québec (CMQ), and the Federation of Medical Regulatory Authorities of Canada (FMRAC).

The national accreditation standards are designed to promote collaboration and partnerships within and between disciplines, be responsive to the health needs of patients and communities, value physician learning across the range of competencies, and promote strategies to improve physician competence and performance; ultimately impacting the health of patients.

Although accredited CPD provider organizations vary in terms of context and roles, they are collectively committed to enhancing lifelong learning across the medical educational continuum through the provision of a broad range of educational initiatives, assessment strategies, and tools.

All accredited CPD Provider organizations are expected to be scholarly in how they integrate and apply new evidence about effectiveness of continuing professional development interventions, knowledge translation strategies or effective evaluation practices. Academic units within the Faculties of Medicine are expected to contribute to the advancement of the discipline of CPD through engagement in education research.

All CPD Provider organizations, regardless of their infrastructure or sources of support are required to ensure that their activities: are based on an assessment of needs, use high-quality scientific evidence, are evaluated for achievement of outcomes across a range of competency domains, and identify and manage external influence of competing (including commercial) interests.

Collectively, the standards and their corresponding requirements, in conjunction with the survey questions, appendices, evaluation criteria and overall accreditation processes are foundational to establishing a national CPD provider accreditation system that is transparent, accountable, and responsive to the profession and the public it is privileged to serve.

GLOSSARY

Glossary term	Recommended definition
Accredited CPD provider (organization) <i>(Found in all standards)</i>	An entity with the authority to grant CPD credits by virtue of having undergone an accreditation process of a duly constituted authority including the Committee on Accreditation of Continuing Medical Education (CACME), the Royal College of Physicians and Surgeons of Canada (Royal College) or the Collège des médecins du Québec (CMQ).
Activity <i>(Found in standard 2.2)</i>	An educational offering that is part of the CPD provider organization’s overall programming or one for which the CPD provider organization grants credit(s). <i>(See also Glossary definitions for: Program and Session).</i>
CanMEDS <i>(Found in standard 2.3)</i>	A competency framework devised by the Royal College that identifies and describes the abilities required by physicians to meet the health care needs of the people they serve.
CanMEDS-FM <i>(Found in standard 2.3)</i>	A competency framework devised by the CFPC for all family physicians regardless of practice type, location, or populations served.
Conflict of interest <i>(Found in standard 1.3)</i>	A condition or set of conditions in which judgement or decisions concerning a primary interest is unduly influenced or could be perceived to be unduly influenced by a secondary interest (personal or organizational benefit including financial gain, academic or career advancement, or other benefits to family, friends, or colleagues). <i>(See also Glossary definitions for: Perceived conflict of interest and Real conflict of interest)</i>
Continuing Professional Development (CPD) <i>(Found in all standards)</i>	Teaching and learning for health professionals that meets an identifiable need and is designed to enhance knowledge, skills, attitudes, performance, or health outcomes and includes learning activities that address competencies across the CanMEDS/CanMEDS-FM frameworks.
Educational independence <i>(Found in standard 1.3)</i>	The ability of the CPD provider organization to have complete authority over all accredited programs, activities, and sessions.
Evaluation <i>(Found in standard 4.2)</i>	A formal assessment of a program/activity/session.
Learning objectives <i>(Found in standard 2.2)</i>	Statements written from the learner perspective based on the identified needs of the target audience(s) indicating what a participant will be able to acquire or do following the educational program/activity/session.
Lifelong learning <i>(Found in standard 2.4)</i>	An attribute involving a set of self-initiated activities and information-seeking skills with sustained motivation to learn and the ability to recognize one’s own learning needs.* <i>*Hojat M, Veloski JJ, Gonnella JS. Measurement and correlates of physicians’ lifelong learning. Acad Med. 2009;84(8):1066–74. p. 1066 as cited in FMEC CPD, 2019.</i>
Needs assessment <i>(Found in standard 2.1)</i>	Method(s) used to identify the perceived and unperceived needs of the identified target audience(s). <i>(See also Glossary definitions for: Perceived needs and Unperceived needs)</i>
Overall program/ning <i>(Found in standard 4.1)</i>	The totality of CPD offerings of a CPD provider organization planned for delivery within a predetermined timeframe, typically a calendar or academic year.
Perceived conflict of interest <i>(Found in standard 1.3)</i>	The appearance of a conflict of interest regardless of whether an actual conflict of interest exists. <i>(See also Glossary definitions for: Conflict of interest and Real conflict of interest)</i>
Perceived needs <i>(Found in standard 2.1)</i>	Gaps in knowledge or performance identified by members of the target audience(s). <i>(See also Glossary definition for: Needs assessment and Unperceived needs)</i>
Program <i>(Found in standard 1.1)</i>	An educational offering that is comprised of more than one activity or session. <i>(See also Glossary definitions for: Activity and Session).</i>
Real conflict of interest <i>(Found in standard 1.3)</i>	A circumstance when two or more interests are indisputably in conflict. <i>(See also Glossary definitions for: Conflict of interest and Perceived conflict of interest)</i>
Scholarly activity <i>(Found in standards 1.2 and 2.5)</i>	Systematic engagement in the discovery of new knowledge, the application of knowledge, the integration of knowledge or teaching conducted with integrity and assessed by peers.

Scholarly approach <i>(Found in standard 2.5)</i>	Method of systematic engagement in the discovery of new knowledge, the application of knowledge, the integration of knowledge or teaching conducted with integrity and assessed by peers.
Scientific planning committee <i>(Found under standard 1.3)</i>	A group that includes representatives from all the identified target audience(s) that is responsible for: identifying educational needs, approving educational objectives; selecting educational methods, speakers, moderators, facilitators and/or authors; approving the content and delivery methods; and evaluating outcomes of the accredited CPD offering.
Scope of practice <i>(Found in standard 2.1)</i>	The range of tasks, decisions or activities actually performed in practice by a qualified healthcare professional as permitted by law and/or regulation.
Session <i>(Found in standards 2.2 and 2.3)</i>	An educational offering within an activity or program. <i>(See also Glossary definitions for: Activity and Program).</i>
Sponsor <i>(Found in Introduction and under standard 1.3)</i>	An individual, group, corporation, organization, or entity that provides financial or in-kind support of any type (goods, services, funding, resources) for an accredited program, activity, or session.
Target audience <i>(Found in standards 1.1 and 2.1)</i>	The specific group(s) of learners at which a CPD program/activity/session is primarily aimed.
Unperceived needs <i>(Found in standard 2.1)</i>	Gaps in knowledge or performance that are not identified by members of the target audience(s) but are identified through other formal assessment processes. <i>(See also Glossary definition for: Needs assessment and Perceived needs)</i>

ABOUT THE ACCREDITATION STANDARDS

The Canadian Accreditation Standards for CPD Provider Organizations are organized into four domains:

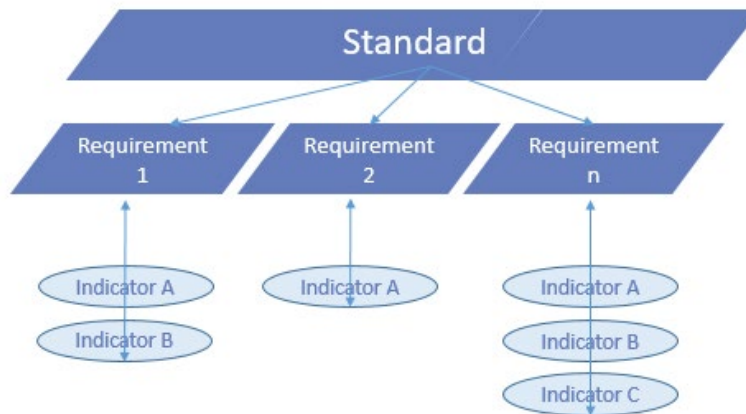
- DOMAIN 1: Institutional governance
- DOMAIN 2: Education program
- DOMAIN 3: Program organization
- DOMAIN 4: Continuous improvement

Following a domain heading, accreditation standards are presented in numerical order and are formatted as follows:

1. The standard number and title are listed in **bold blue font**.
2. The standard appears next, in regular blue font.
3. A numerically identified requirement appears next (in *black italicized font*)
4. Data/information requests (i.e., indicators labelled A, B, C...) for each requirement appear next in regular black font, with any required appendices shown within parentheses in **bold black italicized font**.
5. Items 3 & 4 are repeated, as appropriate, for each additional requirement.

The data/information/documentation provided by the CPD provider organization for each requirement form the basis upon which accreditors judge whether a specific requirement is met.

Each requirement represents a restatement of a phrase or phrases of the standard. This alignment among indicators, requirements and the standard is illustrated in the figure below:



CRITERIA FOR DETERMINING COMPLIANCE

The following generic evaluation criteria are used to determine compliance of all standards.

Criteria for determining compliance	
Compliance (C):	Meets all applicable requirements.
Partial compliance (PC):	Meets one or more, but not all applicable requirements.
Non-compliance (NC):	Meets none of the applicable requirements.

DOMAIN 1: INSTITUTIONAL GOVERNANCE

STANDARD 1.1 Organizational CPD Mission

An accredited CPD provider organization/university office of CPD must have a written mission statement for its overall CPD program that is used for the development of its educational activities. The CPD program mission statement must describe its overall purpose, target audience, and its responsiveness to patient and community needs. The mission statement must be reviewed and formally approved at least once within each full accreditation cycle by the organization's governing board, or in the case of a university office of CPD, the faculty council or other faculty-level body having the delegated authority.

Requirement 1.1-1

An accredited CPD provider organization/university office of CPD must have a written mission statement for its overall CPD program that is used for the development of its educational activities.

- A. Provide a copy of the CPD program mission statement. (*Appendix 1.1-1 A*)
- B. Describe how the CPD mission statement is used to inform the development of its educational activities and provide one example to illustrate this.

Requirement 1.1-2

The CPD program mission statement must describe its overall purpose, target audience, and its responsiveness to patient and community needs.

- A. Using the mission statement provided for Appendix 1.1-1 A, highlight and label sections describing the a) overall purpose, b) target audience and c) responsiveness to patient and community needs.

Requirement 1.1-3

The mission statement must be reviewed and formally approved at least once within each full accreditation cycle by either the organization's governing board, or in the case of a university office of CPD, the faculty council or other faculty-level body having the delegated authority.

- A. Provide evidence of the review and formal approval of the mission statement that includes the name of the approving body, a description of the body's authority to approve the mission statement, and the date of formal approval. (*Appendix 1.1-3 A*)

STANDARD 1.2 Operations

An accredited CPD provider organization has written operational goals that support achievement of its mission. An accredited CPD provider organization measures achievement of its operational goals and has sufficient resources to support their attainment.

Requirement 1.2-1

An accredited CPD provider organization has written operational goals that support achievement of its mission.

- A. Provide a copy of the CPD provider organization's written operational goals. (*Appendix 1.2-1 A*)
- B. Comment on how the operational goals of the CPD provider organization support achievement of its mission.

Requirement 1.2-2

An accredited CPD provider organization measures the achievement of its operational goals.

- A. Describe how the CPD provider organization measures the achievement of its operational goals.
- B. Using two examples from the most recent accreditation cycle, describe how these measures influenced the operations of the CPD provider organization.

Requirement 1.2-3

An accredited CPD provider organization has sufficient resources to support the attainment of its operational goals.

- A. Provide an organizational chart for the CPD provider organization. (*Appendix 1.2-3 A*)
- B. Describe the human resources available to the CPD provider organization mentioning any individuals who have the specialized knowledge or skills necessary to support the design, delivery, and evaluation of effective educational interventions and as applicable those involved in research/scholarly activities.
- C. List the total revenues and total expenditures for the CPD provider organization for the past three years.
- D. Describe the facilities available to the CPD provider organization including physical space, informational/technological resources for storage and retrieval of records, the development and delivery of programs, and as applicable, on-going participation in scholarly/research activities.

STANDARD 1.3 Educational Independence and Conflict of Interest

Written procedures based on accepted standards* are used to ensure the educational independence of all activities accredited by the CPD provider organization and that real/perceived conflicts of interest are disclosed and managed.

* Current accepted standards: National Standard for Support of Accredited CPD Activities and for accredited activities held in the Province of Quebec, the Code of Ethics Conseil québécois de développement professionnel continu des médecins.

Requirement 1.3-1

Written procedures based on accepted standards are used to ensure the educational independence of all activities accredited by the CPD provider organization.*

- A. Name the accepted standard(s) used to ensure educational independence of all activities accredited by the CPD provider organization.
- B. Provide and highlight relevant sections of the written procedures used to ensure educational independence of all accredited activities and comment on how these procedures relate to the accepted standard(s) identified in 1.3-1 A. (*Appendix 1.3-1 B*)
- C. Provide an example contract and all related correspondence with a sponsor from one recent CPD activity demonstrating that procedures outlined in 1.3-1 B were used to ensure educational independence. (*Appendix 1.3-1 C*)

Requirement 1.3-2

Written procedures based on accepted standards are used to ensure that real/perceived conflicts of interest are disclosed for all activities.*

- A. Identify the accepted standard that is the basis for the CPD provider organization's conflict-of-interest procedures.
- B. Provide and highlight relevant sections of the written procedures used to ensure that real/perceived conflicts of interest are disclosed and comment on how these procedures relate to the accepted standard(s) identified in 1.3-2 A. (*Appendix 1.3-2 B*)
- C. Provide example correspondence showing disclosure of real/ perceived conflicts of interest between the CPD provider organization and a) scientific planning committee members, b) speakers/authors, and c) moderators/facilitators. (*Appendix 1.3-2 C*)

Requirement 1.3-3

Written procedures based on accepted standards are used to ensure that real/ perceived conflicts of interest are managed for all activities.*

- A. Provide and highlight relevant sections of the written procedures showing that real/ perceived conflicts of interest are managed and comment on how these procedures relate to the accepted standard(s) identified in 1.3-2 A. (*Appendix 1.3-3 A*)
- B. Provide evidence demonstrating that real/ perceived conflicts of interest are managed according to the accepted standard(s) identified in 1.3-2 A. (*Appendix 1.3-3 B*)

STANDARD 1.4 Professional and Legal Standards

An accredited CPD provider organization uses written procedures to ensure that its governance, operations, planning processes and records management comply with applicable professional and legal standards to maintain confidentiality and protect privacy and copyright.

Requirement 1.4-1

The accredited CPD provider organization uses written procedures to ensure that its governance, operations, planning processes and records management comply with applicable professional and legal standards to maintain confidentiality.

- A. Provide and highlight relevant sections of the written procedures used by the CPD provider organization to ensure that its governance, operations, planning processes and records management comply with applicable professional and legal standards to maintain confidentiality. (**Appendix 1.4-1 A**)
- B. Describe how the CPD provider organization ensures adherence to applicable professional and legal standards to maintain confidentiality.
- C. Provide one example showing that the confidentiality procedures are used/enforced.

Requirement 1.4-2

The accredited CPD provider organization uses written procedures to ensure that its governance, operations, planning processes and records management comply with applicable professional and legal standards to protect privacy.

- A. Provide and highlight relevant sections of the written procedures used by the CPD provider organization to ensure that its governance, operations, planning processes and records management comply with applicable professional and legal standards to protect privacy. (**Appendix 1.4-2 A**)
- B. Describe how the CPD provider organization ensures adherence to applicable professional and legal standards to protect privacy.
- C. Provide one example showing that the privacy procedures are used/enforced.

Requirement 1.4-3

The accredited CPD provider organization uses written procedures to ensure that its governance, operations, planning processes and records management comply with applicable professional and legal standards to protect copyright.

- A. Provide and highlight relevant sections of the written procedures used by the CPD provider organization to ensure that its governance, operations, planning processes and records management comply with applicable professional and legal standards to protect copyright. (**Appendix 1.4-3 A**)
- B. Describe how the CPD provider organization ensures adherence to applicable professional and legal standards to protect copyright.
- C. Provide one example showing that the copyright procedures are used/enforced.

DOMAIN 2: EDUCATION PROGRAM

STANDARD 2.1 Assessing Needs

An accredited CPD provider organization assesses the perceived and unperceived needs of each target audience identified in its mission statement. Perceived and unperceived needs are used in developing its overall programming and its individual educational activities. For each educational activity, the scope of practice for the identified target audience(s) is considered in the needs assessment(s).

Requirement 2.1-1

The accredited CPD provider organization assesses the perceived and unperceived needs of each target audience identified in its mission statement.

- A. Describe how and how often the CPD provider organization assessed the perceived and unperceived needs of each target audience identified in its mission statement (as described in Appendix 1.1-1-A).

Requirement 2.1-2

The accredited CPD provider organization uses perceived and unperceived needs in developing its overall programming and its individual educational activities.

- A. Describe how the CPD provider organization uses assessments of perceived and unperceived needs in developing its overall programming.
- B. Provide one example that shows how the CPD provider organization used the results of needs assessments in developing its overall programming. (*Appendix 2.1-2 B*)
- C. Describe how the CPD provider organization uses assessments of perceived and unperceived needs in developing each of its individual educational activities.
- D. Provide one example that shows how the CPD provider organization used the results of needs assessments in developing an individual educational activity. (*Appendix 2.1-2 D*)

Requirement 2.1-3

For each educational activity granted credits by the accredited CPD provider organization, the scope of practice of the identified target audience(s) is considered in the needs assessment(s).

- A. Describe how the scope of practice of the identified target audience(s) is considered in the needs assessments for each educational activity granted credit by the CPD provider organization.

STANDARD 2.2 Learning Objectives

An accredited CPD provider organization ensures that learning objectives for each activity (program/individual session) are derived from identified needs. The learning objectives for an activity including any associated individual sessions (where applicable) are:

- a) written from the learner's perspective using actionable verbs
- b) consistent with the educational format
- c) made available prior to the activity for review by potential participants

Requirement 2.2-1

An accredited CPD provider organization ensures that learning objectives for each activity (program/individual session) are derived from identified needs.

- A. Describe the process used to ensure that learning objectives for each activity (program/individual session) are derived from identified needs.
- B. Provide documentation from within the last accreditation cycle showing that the learning objectives for an overall program were derived from identified needs. (*Appendix 2.2-1 B*)
- C. Provide documentation from within the last accreditation cycle showing that the learning objectives for an individual session were derived from identified needs. (*Appendix 2.2-1 C*)

Requirement 2.2-2

The learning objectives for an activity including any associated individual sessions (where applicable) are written from the learner's perspective using actionable verbs.

- A. Describe how the process used for developing learning objectives ensures that they are written from the learner's perspective using actionable verbs.
- B. Provide the learning objectives from three activities offered within the last accreditation cycle. If applicable, include at least one example with objectives for an overall program and at least one showing individual session learning objectives. (*Appendix 2.2-2 B*)

Requirement 2.2-3

The learning objectives for an activity including any associated individual sessions (where applicable) are consistent with the educational format.

- A. Describe how the accredited CPD provider organization ensures that learning objectives are consistent with the educational format of the activity.
- B. Comment on the appropriateness of the educational format for the individual session learning objectives provided in Appendix 2.2-2 B.

Requirement 2.2-4

The learning objectives for an activity including any associated individual sessions (where applicable) are made available prior to the activity for review by potential participants.

- A. Describe the process(es) used to disseminate learning objectives to potential participants prior to an activity.
- B. Using the examples for individual sessions shown in Appendix 2.2-2 B, provide evidence that individual session learning objectives were made available to potential participants prior to each activity.

STANDARD 2.3 Educational Content

The educational content of activities (program/individual session) developed by an accredited CPD provider organization:

- a) is responsive to practice needs,
- b) is responsive to patient and community needs,
- c) is informed by scientific evidence, the source and quality of which are communicated to participants,
- d) is distributed across the CanMEDS/CanMEDS-FM competency framework.

Requirement 2.3-1

The educational content of activities (program/individual session) developed by an accredited CPD provider organization is responsive to practice needs.

- A. Identify two activities from within the last accreditation cycle that were developed. For each activity provide the needs assessment(s) and the learning objectives on which the activity was based. If the accredited CPD provider organization developed programs and individual sessions, provide one example from each category (*Appendix 2.3-1 A*).
- B. Comment on how each activity identified in 2.3-1 A was responsive to practice needs.

Requirement 2.3-2

The educational content of activities (program/individual session) developed by an accredited CPD provider organization is responsive to patient and community needs.

- A. Using the two activities identified in 2.3-1 A, comment on how the content was responsive to patient and community needs.

Requirement 2.3-3

The educational content of activities (program/individual session) developed by an accredited CPD provider organization is informed by scientific evidence, the source and quality of which are communicated to participants.

- A. Using the two activities identified in 2.3-1 A, comment on how the content was informed by scientific evidence, the source and quality of which were communicated to participants.

Requirement 2.3-4

The educational content of activities (program/individual session) developed by an accredited CPD provider organization is distributed across the CanMEDS/CanMEDS-FM competency framework.

- A. Using the two activities identified in 2.3-1 A, identify where the content is distributed across the CanMEDS/CanMEDS-FM competency framework.

STANDARD 2.4 Enabling Effective Lifelong Learners

An accredited CPD provider organization uses a variety of curricular resources (i.e., strategies, services, or tools) that facilitate the acquisition of effective lifelong learning skills for health professionals in practice by providing opportunities for learners to identify learning goals, build personal development plans, and record, reflect on, and evaluate the outcomes of their learning activities in practice.

An accredited CPD provider organization encourages learning within health care teams in formal or informal communities of practice.

Requirement 2.4-1

An accredited CPD provider organization uses a variety of curricular resources (i.e., strategies, services, or tools) that facilitate the acquisition of effective lifelong learning skills for health professionals in practice by providing opportunities for learners to identify learning goals, build personal development plans, and record, reflect on, and evaluate the outcomes of their learning activities in practice.

- A. Describe the types and variety of curricular resources (i.e., strategies, services, or tools) used by the CPD provider organization that facilitate the acquisition of effective lifelong learning skills for health professionals in practice.
- B. For each of the following, give an example of an opportunity that the CPD provider organization provided to learners to:
 - i. identify their learning goals.
 - ii. build personal development plans.
 - iii. record and reflect on their learning activities.
 - iv. evaluate the outcomes of their learning activities in practice.

Requirement 2.4-2

An accredited CPD provider organization encourages learning within health care teams in formal or informal communities of practice.

- A. Describe how the accredited CPD provider organization encourages learning within health care teams in formal or informal communities of practice.

STANDARD 2.5 Scholarly Activities in Health Education

An accredited CPD provider organization uses evidence to inform the design and implementation of its educational activities, demonstrates innovation in its educational programming, and uses a scholarly approach when innovating.

A university office of CPD (or equivalent title) must demonstrate on an ongoing basis its participation, either independently or collaboratively, in scholarship or original research in medical education, continuing professional development, or healthcare professional education.

Requirement 2.5-1

The accredited CPD provider organization uses evidence to inform the design and implementation of its educational activities.

- A. Describe and provide one example from within the past two years of how the accredited CPD provider organization used evidence to inform the design and implementation of its educational activities.

Requirement 2.5-2

The accredited CPD provider organization demonstrates innovation in its educational programming and uses a scholarly approach when innovating.

- A. Identify and briefly describe an innovation in educational programming that was implemented within the past four years.
- B. Briefly describe the scholarly approach taken with respect to the innovation described in 2.5-2 A.

Requirement 2.5-3 (For university offices only)

The accredited university office of CPD must demonstrate on an ongoing basis its participation, either independently or collaboratively, in scholarship or original research in medical education, continuing professional development, or healthcare professional education.

- A. Describe the ongoing participation of the accredited university office of CPD in scholarship and/or original research in medical education, continuing professional development, or healthcare professional education over the last accreditation cycle.
- B. Provide evidence demonstrating the office's ongoing participation in scholarship and/or original research as described in 2.5-3 A supported by, as applicable, entries in one or more of the categories below.
(Appendix 2.5-3 B)
 - i. Peer-reviewed presentations
 - ii. Peer-reviewed grants
 - iii. Peer-reviewed publications
 - iv. Other scholarly/research activities not included in i – iii (above)

DOMAIN 3: PROGRAM ORGANIZATION

STANDARD 3.1 External Program Review for CPD credits

An accredited CPD provider organization uses written policies/procedures (including effective quality control measures) for reviewing educational activities for CPD credits. The policies/procedures support consistent adherence to applicable educational and ethical standards*.

* Current applicable educational and ethical standards are published on the websites of the *College of Family Physicians of Canada (CFPC)*, the *Royal College of Physicians and Surgeons of Canada (Royal College)*, and in the *National Standard for Support of Accredited CPD Activities*. For accredited activities held in the Province of Quebec, also refer to the *Code of Ethics Conseil québécois de développement professionnel continu des médecins*.

Requirement 3.1-1

An accredited CPD provider organization uses written policies/procedures for reviewing educational activities for CPD credits.

- A. Describe how the accredited CPD provider organization uses written policies/procedures for reviewing individual educational activities for CPD credits.
- B. Provide the written policies/procedures for reviewing a) group learning, b) self-learning and c) simulation/assessment activities for CPD credits. Highlight and label the documents as appropriate. (**Appendix 3.1-1 B**)

Requirement 3.1-2

An accredited CPD provider organization uses effective quality control measures for reviewing educational activities for CPD credits.

- A. Describe how the accredited CPD provider organization trains/supports individuals responsible for reviewing educational activities for CPD credits.
- B. Describe the measures used to ensure effective quality control.
- C. Provide evidence that these quality control measures are effective.

Requirement 3.1-3

The policies/procedures used by an accredited CPD provider support consistent adherence to applicable educational and ethical standards.*

* Current applicable educational and ethical standards are published on the websites of the *College of Family Physicians of Canada (CFPC)*, the *Royal College of Physicians and Surgeons of Canada (Royal College)*, and in the *National Standard for Support of Accredited CPD Activities*. For accredited activities held in the Province of Quebec, also refer to the *Code of Ethics Conseil québécois de développement professionnel continu des médecins*.

- A. Describe how the policies/procedures used by an accredited CPD provider support consistent adherence to applicable educational and ethical standards.
- B. Provide three examples from within the past two academic years showing how the CPD office worked with an organization to improve its application for CPD credits to ensure adherence to applicable educational and ethical standards. For each example, include evidence that the CPD office worked with the organization to improve an application and support adherence to educational and ethical standards. (**Appendix 3.1-3 B**)

C. Table 3.1-3 C

Table 3.1-3 C | Activity Review and Credit Granting other than for CFPC or Royal College credits Source: CPD Office

Complete the table for the five most recent group activities reviewed that were not submitted for CFPC or Royal College credits, by providing the name of the organization, program title and date(s) of each activity. Full review materials for these five activities must be available to site visitors upon their request. If no such activities or fewer than five meet this criterion, provide a statement to this effect.			
Academic or Calendar year	Name of organization	Program title	Date(s) of activity

STANDARD 3.2 Adherence to CFPC and Royal College credit-granting requirements (if applicable*)

**This standard and its associated requirements apply only to those university offices of CPD or accredited CPD provider organizations that grant CFPC or Royal College credits.*

A university office of CPD or an accredited CPD provider organization adheres to the credit granting requirements of the College of Family Physicians of Canada (CFPC) and the Royal College of Physicians and Surgeons of Canada (Royal College) when granting credits from these organizations to specific activities.

Requirement 3.2-1

An audit carried out by the CFPC confirms that the CPD office adheres to the credit-granting requirements of the CFPC for activities given CFPC credits.

- A. If applicable, the report of the CFPC audit will be provided. (***Appendix 3.2-1 A***)

Requirement 3.2-2

An audit carried out by the Royal College confirms that the CPD office adheres to the credit-granting requirements of the Royal College for activities given Royal College credits.

- A. If applicable, the report of the Royal College audit will be provided. (***Appendix 3.2-2 A***)

DOMAIN 4: CONTINUOUS IMPROVEMENT

STANDARD 4.1 Programming Quality and Effectiveness

An accredited CPD provider organization ensures the quality and effectiveness of its overall programming by:

- monitoring the linkage of its programming with its CPD mission statement.
- monitoring achievement of overall programming goals.
- implementing strategies to address identified gaps in programming quality or effectiveness.

Requirement 4.1-1

The accredited CPD provider organization ensures the quality and effectiveness of its overall programming by monitoring the linkage of its programming with its CPD mission statement.

- A. Describe how the accredited CPD provider organization monitors the linkage of its programming with its CPD mission statement.

Requirement 4.1-2

The accredited CPD provider organization ensures the quality and effectiveness of its overall programming by monitoring achievement of overall programming goals.

- A. Describe how the accredited CPD provider organization monitors achievement of its overall programming goals.
- B. Provide two examples showing that the organization monitors achievement of its overall programming goals. For each example, describe any monitoring tool, process, or measure used.

Requirement 4.1-3

The accredited CPD provider organization ensures the quality and effectiveness of its overall programming by implementing strategies to address identified gaps in programming quality or effectiveness.

- A. Describe strategies used by the accredited CPD provider to address identified gaps in its overall programming quality or effectiveness.
- B. Provide two examples of identified gaps and the strategies that were implemented to address the identified gaps.

STANDARD 4.1.1 Completion of Internal Quality Review and Sign-off

The accredited CPD provider organization completed an Internal Quality Review (IQR) near the mid-point of its eight-year accreditation cycle resulting in an action plan that was shared broadly within the faculty or the CPD provider organization.

The CPD provider organization submitted executive sign-off* confirming that the review process:

- included a discussion regarding the scope of the review between the CPD dean and the dean of the faculty in the case of a university CPD office or in the case of another CPD provider organization, between its leaders and an appropriate authority.
- aligned with CACME standards.
- involved at least one reviewer from outside the CPD office or provider organization.
- resulted in continuous quality improvement (CQI) recommendations including timelines for follow-up (i.e., an action plan) that were shared broadly within the faculty or CPD provider organization.

*In the case of a university office of CPD, sign-off is required from the dean using the CACME decanal sign-off form. In the case of other CPD provider organizations, sign-off is required from an appropriate authority.

Requirement 4.1.1-1

The accredited CPD provider organization completed an Internal Quality Review (IQR) near the mid-point of its eight-year accreditation cycle.

- A. Describe the process used to complete the IQR, including the scope of the review. (Limit the answer to no more than one page).
- B. For any IQR not completed in the fourth year of the eight-year accreditation cycle, provide the timeline and explain the circumstances for this timing.

Requirement 4.1.1-2

The Internal Quality Review (IQR) resulted in an action plan that was shared broadly within the faculty or the CPD provider organization.

- A. Describe how the action plan was shared within the faculty or the CPD provider organization.

Requirement 4.1.1-3

The accredited CPD provider organization submitted executive sign-off confirming that the review process:*

- included a discussion regarding the scope of the review between the CPD dean and the dean of the faculty in the case of a university CPD office or in the case of another CPD provider organization, between its leaders and an appropriate authority.
- aligned with CACME standards.
- involved at least one reviewer from outside the CPD office or provider organization.
- resulted in continuous quality improvement (CQI) recommendations including timelines for follow-up (i.e., an action plan) that were shared broadly within the faculty or CPD provider organization.

*In the case of a university office of CPD, sign-off is required from the dean using the CACME decanal sign-off form. In the case of other CPD provider organizations, sign-off is required from an appropriate authority.

- A. Provide a copy of the submitted executive sign-off form. (**Appendix 4.1.1-3 A**)

STANDARD 4.2 Evaluation of Individual Activities

An accredited CPD provider organization evaluates each of the individual educational activities it both develops and accredits and measures the attainment of specific learning objectives across the CanMEDS/CanMEDS-FM competency framework using a variety of appropriate evaluation methods, some of which incorporate measures other than self-report. Evaluation data are used to plan future learning activities.

Requirement 4.2-1

The accredited CPD provider organization evaluates each of the individual educational activities it both develops and accredits.

- A. Describe the CPD provider organization's process to ensure that each of the individual educational activities it both develops and accredits is evaluated.

Requirement 4.2-2

For each of the individual educational activities it both develops and accredits, the accredited CPD provider organization measures the attainment of specific learning objectives across the CanMEDS/CanMEDS-FM competency framework.

- A. Using examples from three different educational activities that target three different CanMEDS/CanMEDS-FM roles, show how the attainment of specific learning objectives was measured in each case. (*Appendix 4.2-2 A*)

Requirement 4.2-3

Attainment of specific learning objectives is evaluated using a variety of appropriate evaluation methods, some of which incorporate measures other than self-report.

- A. Provide a list showing the variety of evaluation methods used. Use an asterisk to identify methods based on self-report.
- B. Describe how the CPD provider organization determines the appropriateness of evaluation methods used to measure the attainment of specific learning objectives.

Requirement 4.2-4

Evaluation data are used to plan future learning activities.

- A. Describe how evaluation data from activities are used to plan future learning activities.
- B. Provide evidence to show that evaluation data from activities were used to plan future learning activities.

APPENDICES LIST

Standard	Appendix	Details
1.1	<i>Appendix 1.1-1 A</i>	Provide a copy of the CPD program mission statement.
1.1	<i>Appendix 1.1-3 A</i>	Provide evidence of the review and formal approval of the mission statement that includes the name of the approving body, a description of the body's authority to approve the mission statement, and the date of formal approval.
1.2	<i>Appendix 1.2-1 A</i>	Provide a copy of the CPD provider organization's written operational goals.
1.2	<i>Appendix 1.2-3 A</i>	Provide an organizational chart for the CPD provider organization.
1.3	<i>Appendix 1.3-1 B</i>	Provide and highlight relevant sections of the written procedures used to ensure educational independence of all accredited activities and comment on how these procedures relate to the accepted standard(s) identified in 1.3-1 A.
1.3	<i>Appendix 1.3-1 C</i>	Provide an example contract and all related correspondence with a sponsor from one recent CPD activity demonstrating that procedures outlined in 1.3-1 B were used to ensure educational independence.
1.3	<i>Appendix 1.3-2 B</i>	Provide and highlight relevant sections of the written procedures used to ensure that real/perceived conflicts of interest are disclosed and comment on how these procedures relate to the accepted standard(s) identified in 1.3-2 A.
1.3	<i>Appendix 1.3-2 C</i>	Provide example correspondence showing disclosure of real/perceived conflicts of interest between the CPD provider organization and a) scientific planning committee members, b) speakers/authors, and c) moderators/facilitators.
1.3	<i>Appendix 1.3-3 A</i>	Provide and highlight relevant sections of the written procedures showing that real/perceived conflicts of interest are managed and comment on how these procedures relate to the accepted standard(s) identified in 1.3-2 A.
1.3	<i>Appendix 1.3-3 B</i>	Provide evidence demonstrating that real/perceived conflicts of interest are managed according to the accepted standard(s) identified in 1.3-2 A.
1.4	<i>Appendix 1.4-1 A</i>	Provide and highlight relevant sections of the written procedures used by the CPD provider organization to ensure that its governance, operations, planning processes and records management comply with applicable professional and legal standards to maintain confidentiality.
1.4	<i>Appendix 1.4-2 A</i>	Provide and highlight relevant sections of the written procedures used by the CPD provider organization to ensure that its governance, operations, planning processes and records management comply with applicable professional and legal standards to protect privacy.
1.4	<i>Appendix 1.4-3 A</i>	Provide and highlight relevant sections of the written procedures used by the CPD provider organization to ensure that its governance, operations, planning processes and records management comply with applicable professional and legal standards to protect copyright.
2.1	<i>Appendix 2.1-2 B</i>	Provide one example that shows how the CPD provider organization used the results of needs assessments in developing its overall programming.
2.1	<i>Appendix 2.1-2 D</i>	Provide one example that shows how the CPD provider organization used the results of needs assessments in developing an individual educational activity.
2.2	<i>Appendix 2.2-1 B</i>	Provide documentation from within the last accreditation cycle showing that the learning objectives for an overall program were derived from identified needs.
2.2	<i>Appendix 2.2-1 C</i>	Provide documentation from within the last accreditation cycle showing that the learning objectives for an individual session were derived from identified needs.
2.2	<i>Appendix 2.2-2 B</i>	Provide the learning objectives from three activities offered within the last accreditation cycle. If applicable, include at least one example with objectives for an overall program and at least one showing individual session learning objectives.

2.3	<i>Appendix 2.3-1 A</i>	Identify two activities from within the last accreditation cycle that were granted credits. For each activity provide the needs assessment(s) and the learning objectives on which the activity was based. If the accredited CPD provider organization granted credits for programs and individual sessions, provide one example from each category.
2.5	<i>Appendix 2.5-3 B</i>	Provide evidence demonstrating the office's ongoing participation in scholarship and/or original research as described in 2.5-3A supported by, as applicable, entries in one or more of the categories below: i. Peer-reviewed presentations ii. Peer-reviewed grants iii. Peer-reviewed publications iv. Other scholarly/research activities not included in i – iii (above)
3.1	<i>Appendix 3.1-1 B</i>	Provide the written policies/procedures for reviewing a) group learning, b) self-learning and c) simulation/assessment activities for CPD credits. Highlight and label the documents as appropriate.
3.1	<i>Appendix 3.1-3 B</i>	Provide three examples from within the past two academic years showing how the CPD office worked with an organization to improve its application for CPD credits to ensure adherence to applicable educational and ethical standards. For each example, include evidence that the CPD office worked with the organization to improve an application and support adherence to educational and ethical standards.
3.2	<i>Appendix 3.2-1 A</i>	If applicable, the report of the CFPC audit will be provided.
3.2	<i>Appendix 3.2-2 A</i>	If applicable, the report of the Royal College audit will be provided.
4.1.1	<i>Appendix 4.1.1-3 A</i>	Provide a copy of the submitted executive sign-off form.
4.2	<i>Appendix 4.2-2 A</i>	Using examples from three different educational activities that target three different CanMEDS/CanMEDS-FM roles, show how the attainment of specific learning objectives was measured in each case.