CanERA
PA-Advanced Information workshop

Wednesday September 25, 2019
Presenters

• **Bailie McGurn** – Senior Policy Analyst, Royal College
• **Tara Phillips** – Accreditation Manager, Royal College
• **Denis Laliberté** – Digital Accreditation, Royal College
I do not have an affiliation (financial or otherwise) with a pharmaceutical, medical device or communications organization.

Je n’ai aucune affiliation (financière ou autre) avec une entreprise pharmaceutique, un fabricant d’appareils médicaux ou un cabinet de communication.
Before we begin...

Which University group are you in?

**Group # 1**: Dalhousie, McGill

**Group #2**: Western, UBC

**Group #3**: Toronto, Montreal, NOSM, Manitoba, Calgary

**Group #4**: McMaster, Sherbrooke, Alberta, Saskatchewan, Ottawa, Memorial, Laval, Queen’s
Before we begin...

- Who works in the postgraduate office?
- Who supports a residency program (as a program administrator)?
- Who attended the Accreditation 101 session earlier today?
Objective of this session

At the end of this session, participants will be able to:

• Understand in depth the CanERA system and the various tools and support available
• Understand the advanced aspects and functionality of CanAMS
• Develop advanced expertise to fulfill your role in accreditation for your program and/or institution

We also want to hear from you!
Why is accreditation important?
Why is accreditation important?

• **Ensures quality** of residency education provided across Canada

• Provides an **external, objective evaluation** against the required expectations

• Contributes to the internal **Continuous Quality Improvement** of residency programs and institutions

**Canadian Residency Accreditation Consortium:**
The conjoint group representing the Royal College, CFPC, and CMQ tasked with the development and ongoing improvement of CanERA.

**Canadian Excellence in Residency Accreditation:**
The name given to the new system of accreditation.

**Canadian Accreditation Management System:**
The digital accreditation management system, a fundamental component of CanERA.
Key Principles

National Standards
- High-yield markers of institution and program quality
- Provide clarity of expectations
- Allow flexibility, focusing on outcomes & enabling innovation

Continuous Cycle
- Focus on continuity, with external data sources integrated throughout cycle
- Informs continuous improvement, as well as quality assurance when required

Digital Platform
- CanAMS used to streamline and improve process
- Emphasis on focusing accreditation efforts of institutions and programs on high-impact activities
Key Principles

Continuous Quality Improvement
- Fundamental value underpinning accreditation process
- Focus on empowering and supporting institutions and programs in their own CQI

Quality & Safety of Learning Environments
- Emphasized throughout the standards, accreditation review process, and data collection

Standardized peer-review Process
- Review process is objective, conductive by peer-reviewers, efficient and standardized; however, provides flexibility to trace identified issues and/or leading practices and innovations
Key Principles

Fair, Consistent Decision-making

- Fair, consistent, and transparent accreditation decision-making process for both programs and institutions
- Final decision made by accreditation committee(s)

Leading, Practices, and Innovations

- Provides an opportunity to identify, recognize, and share leading practices and innovations

Evaluation and Research

- Commitment to continuous improvement of CanERA through systematic approach to evaluation, scholarship and research
We are here!

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<td><strong>NOVEMBER</strong></td>
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**JULY 1, 2019: NEW STANDARDS AND PROCESSES APPLY TO ALL**

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<th>NEW PROCESS FOR ALL</th>
<th>NEW STANDARDS</th>
<th>ONGOING DATA INTEGRATION</th>
<th>PROGRESSIVE EXPECTATIONS</th>
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<td>Technology, cycle, categories, measurement framework</td>
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<td>Annual surveys and learner data</td>
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CanAMS Update

- People = 3,506
- Programs = 1207
- Instruments (French & English) = 645
- Uploaded documents = 46,662
- Standard items (French & English) = 23,400 (an indicator is an item, an element is an item, etc.)
New Standards Re. Support for Program Administrators

- Why did we introduce these standards?
- New meeting between surveyors and PA during accreditation review

STANDARD 8: Administrative personnel are valued and supported in the delivery of the residency program.

Element 8.1: There is support for the continuing professional development of residency program administrative personnel.

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<th>Requirement(s)</th>
<th>Indicator(s)</th>
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<td>8.1.1: There is an effective process for the selection and professional</td>
<td>8.1.1.1: The standardized job description for residency program administrative personnel outlines the mandate,</td>
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<td>development of the residency program administrative personnel.</td>
<td>expectations, time allocation, reporting and accountability for the role, and is applied effectively.</td>
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<td>8.1.1.2: Residency program administrative personnel are selected based on the central criteria and guidelines.</td>
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<td>8.1.1.3: Residency program administrative personnel receive professional development, provided centrally and/or</td>
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<td>through the residency program, based on their individual learning needs.</td>
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<td>8.1.1.4: Residency program administrative personnel receive feedback on their performance in a fair and transparent manner.</td>
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CanERA & CanAMS

Advanced features and functions
CanAMS Profile

• First impression of the program:
  > Be clear and concise!
  > No typos, spell out abbreviations, and use consistent formatting
  > Ensure uploaded documents are formatted appropriately and uploaded to the relevant section; **ensure only most up to date version is uploaded**
  > Ensure evidence is current and hyperlinks are working
  > **Even when uploading documents, ensure to provide details in the space provided, at a minimum to orient others to the content uploaded**

• Deadline for completion provided by PG office
• PG Office feedback loop with programs prior to PG Office submission
CanAMS Profile

- Education Program Design and Delivery Evidence
- How does an accreditation review differ between traditional and Competence by Design (CBD) programs?
- Resources:
  - Guidance document (CanAMS shared folder)
  - [www.canera.ca](http://www.canera.ca) FAQs
- CanAMS demo (shared folder location)

### Academic Curriculum

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<tr>
<th>Rotation</th>
<th>Learning site(s)</th>
<th>Purpose / goal of rotation</th>
<th>Assessment Method(s)</th>
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### CanMEDS Role

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<th>Role</th>
<th>Objectives/Competencies (Based on the specialty specific standards and associated OTR/Competencies document, as applicable)</th>
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### How Learned / Taught

- Use an “X” to identify which learning/teaching methods are applicable to each of the identified objectives/competencies.

### How Assessed

- Use an “X” to identify which assessment methods are applicable to each of the identified objectives/competencies.
CanAMS Profile

• Continuous quality improvement:
  > To address feedback provided to date (e.g., decrease duplication, enhance clarity)
  > Emphasis on identifying opportunities to improve education program design and delivery evidence
Areas for Improvement (AFI)

• What is an AFI in the context of an accreditation review?
  > Any requirement where not all mandatory indicators are met

• Two categories of AFI
  > AFI-2Y: For follow-up in ~two years
  > AFI-RR: For follow-up in ~eight years
    » this does not imply the institution/program should wait eight years to resolve the AFIs

• Where can you see your institution’s/program’s AFIs?
  > AFI instrument: Pre-CanERA AFIs (i.e., weaknesses)
  > AFI tab: CanERA AFIs

• CanAMS demo (Pre-CanERA AFI instrument & CanERA AFI tab)
Accreditation Follow-ups

- Next Regular Accreditation Review (in ~ eight years)
  - Institution/program has demonstrated acceptable compliance

- External Review (in ~ two years)
  - One (or more) significant AFI impacting the overall quality of the institution/program which requires review prior to the next regular review, **best evaluated by external peer reviewers**
  - Factors that may suggest a need for an external review:
    - Persistence of AFI
    - Nature of the AFI (e.g., best evaluated by onsite reviewers from outside of the university, and in some instances, from the same discipline)
    - Concerns with the oversight of the CQI of the program

- Action Plan Outcomes Report (in ~ two years)
  - One (or more) significant AFI impacting the overall quality of the program which require review prior to the next regular review, **best evaluated via submission of evidence/outcomes**

- CanAMS Demo: Where you can find your accreditation status and follow-up
Action Plan Outcomes Report (APOR)

• Where do you find the APOR template?
  > The report is created via populating your AFI instrument/tab for AFI-2Y

• What is expected?
  > Detail actions taken (i.e., the quality improvement that has taken place)
    » e.g., what is the AFI? how does the program interpret the AFI? what steps have been taken to address the AFI? what does success look like? based on this definition, has the AFI been fully addressed? if not, what steps remain to resolve the AFI? how were outcomes measured?
  > Provide supporting evidence of actions taken and documentation of outcomes
    » Ex. 1: updated documentation + details re. communication and measuring implementation of changes
    » Ex. 2: Internal review report, useful approach for AFI more difficult to confirm via document submission
    » Ex. 3: Report from a specific institution committee or structure (e.g., Wellness Centre) regarding actions taken related to follow-up on an AFI, including data/information to demonstrate effectiveness of implemented initiatives (e.g., uptake %)
CanERA Accreditation Reports: Positive Feedback

• Prototype testing lessons learned
• Where can you find positive feedback (formerly “strengths”)
  > Program highlights
  > Body of the report (i.e., findings associated with indicators)
  > Leading practices and/or innovations section; however, these are limited to:
    » Practices (methods, procedures, etc.) that are noteworthy for the discipline, or
      residency education writ large; and/or are unique and innovative in nature.
• Plan to communicate leading practices and/or innovations broadly
• CanAMS demo: Report template
CanAMS: Internal Reviews

• Functionality to support internal reviews facilitated by the PG office; an internal review is required for each program
  > Access to program instruments
  > PG office assigns surveyors to instruments (if the individual is not in the system, the College will add the user)
  > Microsoft Word surveyor instrument template (interim solution)
• Internal review guidelines are available
• Internal reviews provide prompt to review and update CanAMS program profile
  > However, you should interact with CanAMS more than in advance of an internal review and the regular accreditation review
CanAMS: New Program Applications

• CanAMS program profile (minus a few questions) serves as the application
  > Enables evergreen nature of instrument
  > If granted accreditation, additional questions are added to profile

• Not all indicators are assessed at the time of the initial application
  > Guidelines and details of indicators not assessed are provided
  > At the time of the external review ~2 years following accreditation all indicators are evaluated

• PG office is responsible for requesting application instrument for applicant
CanAMS: Evergreen Profile

- The same instrument is used for applications, regular reviews, internal reviews, and other continuous improvement activities you may undertake:
  - Keeping the instruments up to date will make preparation for these activities less work
  - If there is a new iteration of the profile, data keys will enable you to import your previous responses
CanERA Transition

- Stakeholder specific training, tools, and support
  - i.e., university personnel, specialty committees, accreditation committees, surveyors, college staff
- Delivery varies based on stakeholder & typically combines training approaches (e.g., webinar, online modules, in-person, etc.)
- Training, tools, and support will continue to evolve
University-specific Training, Tools & Support

• Online training modules
  ➢ Basic CanAMS training
  ➢ Standards training
  ➢ How to conduct an internal review using CanAMS (in development)
  ➢ Competence by Design and Accreditation (in development)

• Accreditation Reform Overview Sessions (this session)
University-specific Training Tools & Support

- PG Office Faculty Development Resources
- PG Office Webinar Session
- Pre-accreditation review visit
  - Improved presentations/materials
Where to find the online training resources?

Visit www.canera.ca
Online training demo

• CanERA training for University personnel
New PA standards & meeting are intended to recognize your essential role

The CanAMS profile is the first impression; regular “housekeeping” will decrease prep required in advance of reviews and other CQI activities

AFIs aim to inform CQI; they are not intended to be punitive

Follow-ups are selected based on what will support the institution/program best

Training, tools, and support are available
Help us improve. Your input matters.

• Download the ICRE App, or

• Go to: www.royalcollege.ca/icre-evaluations to complete the session evaluation.

Aidez-nous à nous améliorer. Votre opinion compte!

• Téléchargez l’application de la CIFR

• Visitez le www.collegeroyal.ca/evaluationscifr afin de remplir une évaluation de la séance.

You could be entered to win one complimentary registration for ICRE 2020 in Vancouver. Vous pourriez participer au tirage d’une inscription gratuite à la CIFR 2020 à Vancouver.