

CanAMS Program Profile Instrument: Education Domain Guidance (Royal College Programs)

DISCLAIMER: Please note that this document is provided for reference only. When preparing for an accreditation activity, please always use the version found in your CanAMS profile instrument. Should you need assistance, contact your PGME office.

Contents

Background and Purpose	1
Curriculum Plan	2
Educational Experiences by Year/Stage	4
Acknowledgements	6

Background and Purpose

For Royal College residency programs, the Education Program domain of the program profile instrument within CanAMS (the digital accreditation management system) requires uploading or populating a few key tables in addition to narrative responses. This evidence contributes to the accreditation process by enabling evaluation of several different themes within the standards, including but not limited to:

- the implementation of a thoughtful, intentional plan for curriculum delivery and assessment of various general and discipline-specific expectations;
- the comprehensiveness of different routes of training, both typical and atypical;
- teaching and assessment of all CanMEDS roles; and
- commitment to continuous quality improvement (CQI).

This guidance document is intended to supplement the instructions in CanAMS with respect to the **curriculum plan map** and **educational experiences by year/stage** tables. Templates (with examples) are provided for each within the documents section of the CanAMS program profile instrument, with variants for competency-based (i.e., programs that have transitioned to Competence by Design [CBD]) and time-based programs. Use of a Royal College provided template **is not** mandatory; however, if an alternate template is used, it must capture the equivalent information to allow for the evaluation to ensure the program meets the accreditation standards.

CanAMS Program Profile Instrument: Education Domain Guidance (Royal College Programs)

While similar in structure, these tables have different focus and serve distinct purposes within the accreditation process. There is some duplication of information to allow comparison between the tables (e.g., organizing around a list of learning experiences), but the tables have been kept separate to make them easier to populate and to allow effective review without any one document or table becoming overly cumbersome.

Curriculum Plan

Each residency program is asked to upload a Curriculum Plan, which will be evaluated to determine compliance with the expectations detailed in requirements of Standard 3¹. The Curriculum Plan needs to reflect sufficient information on the plan for curriculum delivery and assessment of the various discipline-specific expectations set nationally, reflecting all CanMEDS roles.

In completing the Curriculum Plan, please consider the following:

- **Time-based vs. competency-based programs:**
 - To facilitate the transition and reduce the burden on residency programs preparing for accreditation, each residency program is expected to submit one Curriculum Plan, even if the residency program has both CBD and non-CBD cohorts of residents.
 - For the purposes of an accreditation review, it is expected that the program's Curriculum Plan be based on the discipline-specific standards that were in place 12 months in advance of an accreditation activity (i.e., when the program began preparing for accreditation).
 - Thus, if a program transitioned to CBD more than 12 months in advance of an accreditation review, the Curriculum Plan must be based on their new CBD discipline-specific documents.
 - Notwithstanding the principle above, to support programs in transitioning to CBD and recognizing the significant planning work entailed therein, programs in disciplines that have been under CBD for less than one year may choose to submit a Curriculum Plan based on their new CBD discipline-specific documents, particularly given that they are often made available online at least six months in advance of the traditional July 1st release. This principle recognizes that it may work best for programs to focus their efforts during the transition period on the development of a competency-based

¹ This includes the expectations in both the *General Standards of Accreditation for Residency Programs* and the specific standards for the discipline.

CanAMS Program Profile Instrument: Education Domain Guidance (Royal College Programs)

curriculum and that the CBD Competencies document does not typically represent a significant departure from the discipline's Objectives of Training (OTR) document. The submission of a competency-based Curriculum Plan should be clearly identified on the program's submission to ensure it is clear for surveyors, Specialty Committees and the Residency Accreditation Committee.

- **For time-based programs:**

- Objectives: the Royal College template for time-based programs template is organized by CanMEDS competencies; please identify how each competency is taught and assessed within the program. It is generally recommended that the Curriculum Plan be detailed to the enabling competencies sub-level (e.g., 1.2) of the OTR. There may, however, be instances where it is more appropriate to group some competencies together in a common row or activity (e.g., all of Communicator 1), or to break down the expectations further (e.g., 1.2.2.). Both approaches are acceptable, provided the overall Curriculum Plan clearly outlines how all CanMEDS competencies in the OTR are taught/learned and assessed.
- How Learned/Taught and How Assessed: Please identify the various methods for how the objectives/competencies are taught/learned and assessed. Within the template provided, it is suggested that a list of all of the various teaching methods, including clinical rotations as well as formal teaching methods, be provided – for each competency identified, the applicable methods can then be indicated by an "X". An example is provided in the template. In addition, within the CanAMS program profile instrument, there is a question that asks for examples of each assessment method identified in the Curriculum Plan. Time-based programs will be expected to provide a template/sample of each assessment tool identified in the Curriculum Plan.

- **For competency-based programs:**

- Stage of Training and Rotation or Learning Experience: the competence-based Curriculum Plan template is organized by stage of training. Within each, please identify all learning experiences; this should include clinical rotations but also other types of learning such as didactic teaching, academic half-days, protected time for research, etc.
- Required Training Experience: for each learning experience, please map the relevant training requirements from the discipline's Training Experience document to each rotation or learning experience. It is expected that some learning experiences might cover multiple requirements, and that some requirements might

CanAMS Program Profile Instrument: Education Domain Guidance (Royal College Programs)

- appear multiple times throughout the Curriculum Plan (e.g. as trainees might have multiple opportunities to gain a particular experience within a given stage).
- EPA(s) or CanMEDS Enabling Competency(ies): if a particular rotation or learning experience is already mapped directly to one or more EPA(s), simply list them (e.g. "T2D EPA 1"); there is no need to specify the relevant CanMEDS competencies since they are already mapped to the EPA. However, where a learning experience covers additional competencies or milestones that are not already mapped to an EPA, please list those. Ultimately, it is essential that those CanMEDS competencies and milestones that are not captured by an EPA, but for which a planned approach to teaching or clinical experience is required, are clearly show in the Curriculum Plan.
 - Assessment Tool/Form: please indicate the relevant tool or form used to assess the given learning experience. In addition to this, within the CanAMS program profile instrument, there is a question that asks for examples of each assessment method identified in the Curriculum Plan.
 - For competency-based programs, it is expected that templates be uploaded if the program is not using the Royal College ePortfolio, and particularly where the assessment template(s) differ(s) from the Royal College CBD suite of assessment tools. The purpose of uploading the assessment templates in this case is to allow Specialty Committee members, surveyors and the Residency Accreditation Committee to ensure the templates meet the requirements outlined in the [Royal College Technical Guide, Requirements for EPA observation forms](#).

Educational Experiences by Year/Stage

Each residency program is asked to populate a table (or upload an equivalent document) detailing the educational experiences by year (time-based) or by stage (competence-based), including the sequence and approximate length of training (i.e., weeks/block(s) of training), the learning site(s) where the educational experiences takes place, the purpose/goal of the experience, and related assessment methods (if not already covered in the curriculum plan). Speaking specifically to length of the experience, while it is recognized that Competence by Design programs are not time-based, time is still considered a resource; as such, the approximate length of the experience is required such that the Specialty Committee, surveyors, and the Residency Accreditation Committee can understand the overall organization of the program by stage.

In completing the educational experiences table, please consider the following:

CanAMS Program Profile Instrument: Education Domain Guidance (Royal College Programs)

- **Additional training pathways:**
 - Where alternate training pathways exist in the program (e.g., direct entry versus entry following completion of a primary discipline), please add an additional table for each typical and atypical pathway (either by uploading additional documents, or by clicking the button in CanAMS). Unlike the curriculum plan where one table is sufficient for all routes of training, these alternate versions of the experiences table are required to demonstrate that all pathways offered by the program meet the requirements as outlined in the national standards.
- **Time-based vs. competency-based:**
 - Should your program be transitioning to CBD, with both time-based and CBD cohorts progressing through the program at the time that the work begins to populate CanAMS (i.e., one year in advance of the accreditation review), please include the rotations/learning experiences for both time-based and CBD cohorts (i.e., populate the table twice, or upload two documents).
- **For time-based cohorts:**
 - Rotations by year: these rotation names should match those listed in the Curriculum Plan to permit a comparison between the two documents.
 - Purpose/Goal of Rotation: for all cohorts, a summary of the main purpose/goal of the rotation or experience is sufficient for this column. However, for time-based programs, should you wish to upload an existing set of Rotation-Specific Objectives (RSO) document, rather than detailing the purpose of each rotation in the provided table, that is completely acceptable. Please be sure to label each experience with the same name as is listed in your RSO document so that the linkage is clear.
- **For competency-based cohorts:**
 - Stage and Educational Experiences: these columns should match those listed in the Curriculum Plan, to permit comparison between the two tables. In this table, only clinical rotations and other major rotations or blocks (e.g., research block) should be included (i.e., not journal club, academic half day, or other learning experiences). The template document provided in CanAMS has a second tab for this table, to facilitate copy-pasting or linking the first two columns between the two tables (rather than completing one in the document and one in CanAMS). It is not necessary to repeat the list of training requirements or EPAs/competencies.

**CanAMS Program Profile Instrument:
Education Domain Guidance
(Royal College Programs)**

- Purpose/goal of rotation and Assessment method(s): you do not need to populate these columns if already covered in the Curriculum Plan; however, you may consider elaborating on the purpose/goal (e.g. if there is relevance to a particular site, patient population, etc. being used for a given learning experience).

Acknowledgements

Thank you to all who have participated in the ongoing development of this important evidence. This version of the curriculum plan map for competence-based programs is based on a template by Joan Binnendyk, MAdEd, Western University, and has been modified/shared with permission.