



POLICY CATEGORY	Program
POLICY FOCUS	Competency Mapped Certificate Program Accreditation

Policy PR-05: Competency Mapped Program Accreditation

1. Introduction

The competency mapped accreditation process is an enhanced accreditation process and differs from CCCEP’s other accreditation processes. In addition to the review of the program for compliance with CCCEP’s [Standards and Requirements for Accreditation](#), the competency-based accreditation review assesses the program against a set of competencies predetermined by CCCEP for the subject area, in accordance with Section 3. Competency Mapped programs are reviewed in two stages. They are first reviewed as regular continuing education programs (stage 1) and then reviewed to ensure that the program meets the pre-determined set of competencies for the relevant subject area (stage 2).

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 programs that maps the content, assessment and learning objectives 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 clinical or other practice area.
- 2.1.3. Establish the requirements and criteria for a two-stage accreditation process of continuing education programs in Canada so that successful participants of such programs demonstrate proficiency in all competencies associated with the relevant clinical or other practice area; and
- 2.1.4. Provide guidance to organizations seeking to develop competency mapped programs.

3. Conditions for Establishing a Competency Mapped Accreditation Process

3.1. CCCEP will consider establishing a competency mapped accreditation process when:

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- 3.1.1. There is a clinical or other 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 clinical or other area of practice.
- 3.2. For each competency, there will be a list of specific content elements that are designed to reflect the competency. Some content elements may be labelled as optional.
- 3.3. When possible and appropriate, specific learning objectives will be stated, in addition to the competencies and content elements.
- 3.4. When appropriate, specific approaches to assessment for the competencies will be identified.
- 3.5. Unless stated as optional, all competencies, learning objectives and/or content elements contained in the rubric referenced in 4.3 must be fully met or substantially 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 learning activity accreditation; and
 - 4.1.2. Stage 2 – A content review of the program to determine the extent to which the program addresses the predetermined competencies associated with the clinical or other practice area, by examining the learning objectives, content elements and the learner assessment aspects of the program.
- 4.2. CCCEP will develop a rubric (assessment document used to review the submitted program against the specified requirements) outlining the competencies that will serve as an application and assessment guide. Where appropriate, the rubric may reflect a weighting for each competency, learning objective and/or content element.
- 4.3. The Stage 1 review will be conducted by volunteer CCCEP reviewers in accordance with CCCEP’s standard procedures for the review of regular learning activities. Accredited Providers may complete the Stage 1 review as part of the authority provided to them by their

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Accredited Provider Status. The Accredited Provider Policy should be consulted for further guidance.

- 4.4. The Stage 2 review will be conducted by a reviewer who is recognized as being an expert in the subject area, and who is contracted by CCCEP to conduct the review. Accredited Providers cannot conduct their own Stage 2 review – they must apply to CCCEP for competency mapped accreditation.

5. Competency Mapped Program

- 5.1. Programs that fully or substantially meet the set of competencies for the subject area, as identified in the rubric referenced in Section 4.2, may be accredited as a competency mapped program.
- 5.2. The program provider may issue a certificate of program completion. This certificate must also indicate that the program is competency mapped accredited, in addition to the other requirements outlined in CCCEP’s Standards and Requirements for Accreditation.
- 5.3. This certificate is not equivalent to a certification and should not be presented in that manner in any promotion or marketing of an accredited competency mapped program, nor implied in such a manner for learners. For further information on the difference between certificate and certification see Appendix A.
- 5.4. Programs that do not fully or substantially meet the set of competences but have content related to the subject area may be accredited as a regular continuing education program.
 - 5.4.1.1. In accordance with CCCEP’s Standards and Requirements for Accreditation, in these circumstances the program provider may issue a letter (or statement) of attendance but not a document called a “certificate” to participants who complete the program.

6. Program Updates

- 6.1. It is the responsibility of the program provider to ensure that their program is current and up to date.
- 6.2. Competency Mapped 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.
- 6.3. Activity Updates are permitted, in accordance with CCCEP’s Standards, and must not exceed 10% of the learning activity content.

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6.4. Activity Updates may require review by CCCEP’s competency mapped expert review, in which case a revised rubric, mapping the revised content to the competencies, may be requested from the Provider.

7. Renewal or Extension of Competency Mapped Accreditation

7.1. The accreditation of Competency Mapped programs may be renewed or extended in accordance with CCCEP’s processes for all accredited programs. Processes for renewal or extension can be found on CCCEP’s website at [Accreditation \(cccep.ca\)](http://cccep.ca)

7.2. As with all accredited programs, a full review as a new learning activity application must be conducted at least once every 6 years.

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 new learning activities.

8.2. Initial Accreditation:

8.2.1. The Stage 1 Accreditation Fee is the fee established for regular accreditation or a fast-track accreditation of a new learning activity.

8.2.2. The Stage 2 Competency Mapped accreditation fee is the fee established for reviewing the rubric completed by the provider to ensure it addresses the required competencies.

8.3. Subsequent Accreditations.

8.3.1. Fees for renewals, extensions and updates for Competency Mapped Certificate programs may differ from those for regular learning activities and are as outlined in the fee schedules posted on CCCEP’s website.

8.3.2. For activity updates that require review by the competency mapped expert reviewer a fee will be established by CCCEP based on the extent of the changes to the program.

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Appendix A

Certificate versus Certification

Table 1: Difference between Continuing Education Certificate and Certification

	Certificate	Certification
Primary Focus	A document confirming the provision of education and training.	The assessment of the individual.
Assessment Process	Directly linked to the educational program and the provider of the program.	Independent of any specific program or program provider.
Learner/Applicant Assessment	Based on the learning objectives of the program.	Based on predetermined standards for knowledge, skills, or competencies, including experience
Credential	May <u>not</u> use a credential or letters after their name.	May use a credential or letters following their name to indicate that they have satisfactorily met the requirements of certification.
Continuing competence	Demonstrate competence at completion of program.	Certification is time limited and ongoing demonstration of competency is required to maintain certification.

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