

Competence by Design Adaptations Plan



PRIORITY ISSUE #1 - The Burden of Assessment	Goal(s)	Intervention(s)	Accountability	Timeline	Specific Activities
Documentation burden of resident assessment					
<p>The burden of assessment documentation is having significant negative consequences on many residents' training experiences, as well as the wellness and overall stress of residents and supervising faculty. Similarly, competence committee chairs and program administrators are having difficulty navigating the administrative workload associated with CBD.</p>	<p>Decrease the burden of assessment documentation for residents, faculty, administrators, program directors, and competence committee members.</p>	<p>1.1 Enhance the existing discipline-specific standards' revision process to reduce the burden of assessment.</p>	<p>Royal College Discipline-specific Specialty Committees</p>	<p>In progress Duration: Multi-year, with ongoing reassessment</p>	<p>1.1a Update existing formal processes for revision of disciplines' national document suites (i.e., Competencies, EPA Guide, Training Experiences, and Standards of Accreditation), and put resources towards having all Specialty Committees engage in a consistent updated process beginning in 2024. Responsibility: Royal College</p> <p>1.1b Provide support for the Specialty Committee revision processes to decrease reliance on EPA-focused assessment and consistently provide best practice resources for optimal programmatic assessment practices (e.g., combination of EPA assessment, ITERs, narrative feedback) to guide revisions. Responsibility: Royal College</p> <p>1.1c Using the available program evaluation data and disciplines' experiences with CBD, seek to decrease and simplify expectations within the national document suite, with a specific focus on the number of EPA observations in each stage, the number and type of contextual variables, the number of milestones, and the total number of EPAs. Responsibility: Discipline-specific Specialty Committees</p> <p>1.1d Participate in revision of national document suites (i.e., Competencies, EPA Guide, Training</p>
	<p>Increase flexibility in assessment while maintaining national discipline standards.</p>	<p>1.2 Define and communicate opportunities for CBD flexibility available to programs.</p>	<p>Royal College RC Accreditation Institutions</p>	<p>In progress Duration: Ongoing</p>	<p>1.2a Promote and optimize communication of the existing 2023 Commitment to Action document regarding CBD flexibility. Responsibility: Royal College, RC Accreditation</p> <p>1.2b Communicate CBD flexibility and share resources with competence committee chairs, program directors, supervising faculty, and residents at all institutions. Responsibility: Institutions</p>
	<p>Simplify moments for authentic formative feedback, coaching and assessment.</p>	<p>1.3 Upregulate use of narrative-only feedback forms.</p>	<p>Institutions</p>	<p>Begin: TBD by individual institutions</p>	<p>1.3a Identify and feature good practices for others to use/adapt for their own context, leverage use of existing processes (e.g. open narrative forms) that will require minimal tech upgrade/investment to accomplish rather than layering on new processes. Responsibility: Institutions</p>

EPA assessment practices					
<p>EPA assessment practices</p> <p>EPA's and their associated workplace-based assessment have become a focal point that has overshadowed other important types of assessment. This has translated into programs of assessment that are too heavily weighted toward EPA observation forms and too narrow in scope to meet the goals of programmatic assessment.</p>	<p>Review (and decrease when appropriate) the number of recommended EPA assessment observations and number of contextual variables.</p>	<p>1.1 (repeated) Enhance the existing discipline-specific standards revision process to reduce the burden of assessment.</p>	<p>Royal College Discipline-specific Specialty Committees</p>	<p>In progress</p> <p>Duration: Multi-year, with ongoing reassessment</p>	<p>1.1a (repeated) Update existing formal processes for revision of disciplines' national document suites (i.e., Competencies, EPA Guide, Training Experiences, and Standards of Accreditation), and put resources towards having all Specialty Committees engage in a consistent updated process beginning in 2024. Responsibility: Royal College</p> <p>1.1b (repeated) Provide support for the Specialty Committee revision processes to decrease reliance on EPA-focused assessment and consistently provide best practice resources for optimal programmatic assessment practices (e.g., combination of EPA assessment, ITERs, narrative feedback) to guide revisions. Responsibility: Royal College</p> <p>1.1c (repeated) Using the available program evaluation data and disciplines' experiences with CBD, seek to decrease and simplify expectations within the national document suite, with a specific focus on the number of EPA observations in each stage, the number and type of contextual variables, the number of milestones, and the total number of EPAs. Responsibility: Discipline-specific Specialty Committees</p> <p>1.1d (repeated) Participate in revision of national document suites (i.e., Competencies, EPA Guide, Training Experiences, and Standards of Accreditation). Responsibility: Discipline-specific Specialty Committees</p>
	<p>Expand use of assessment practices other than workplace-based assessment/EPAs.</p>	<p>1.4 Share good assessment practices broadly.</p>	<p>Discipline-specific Specialty Committees Institutions</p>	<p>Begin: Spring 2024</p> <p>Duration: Multi-year, with ongoing reassessment</p>	<p>1.4a Identify and feature good assessment practices for others to use/adapt for their own context, leverage use of existing processes (e.g., open narrative forms) that will require minimal tech upgrade/investment to accomplish rather than layering on new processes. Responsibility: Discipline-specific Specialty Committees, Institutions</p>
Competence Committee processes					
<p>Competence Committee processes</p> <p>There has been variable practices of competence committees related to expectations of how flexible they can be with respect to signing off on EPAs, creating learning plans, and making progression decisions based on the national discipline specific standards.</p>	<p>Increase agency of competence committees to collect data and make decisions based on local variations of practice, timing and resources, while maintaining expectations that all EPAs outlined by the SC must be achieved by the end of each stage of training.</p>	<p>1.5 Ensure that competence committee members and other invested groups understand the relationship between discipline specific standards and institution standards, and take action to move towards accepted local variations of CBD practice that facilitate reducing the burden of assessment.</p>	<p>Royal College RC Accreditation Institutions</p>	<p>Completed</p>	<p>1.5a Create a document clarifying accreditation expectations for surveyors and schools and the existing and enhanced flexibility local programs have to customize, adapt, and optimize national discipline recommendations to their local contexts. Responsibility: Royal College</p>
				<p>Begin: TBD by individual institutions</p>	<p>1.5b Support local competence committees to update and optimize expectations of data collection and total documentation required for stage-specific EPA and non-EPA assessments. Responsibility: Institutions</p>
				<p>Begin: In progress</p> <p>Duration: Multi-year</p>	<p>1.5c Revise institution-level accreditation standards to reflect the oversight of residency program decision-making bodies (eg. competence committees), specifically related to the structure, functioning, documentation, and processes for assessment decision-making. Responsibility: Royal College, RC Accreditation</p>

	Increase assistance to all residents and support to residents in difficulty with a specific focus on early identification and enhanced supports.	1.6 Review and update competence committee 'best practice' user guides with widespread communications to competence committees, residents, faculty, program directors, and PGME offices.	Royal College Institutions	Begin: Summer 2024 Duration: Ongoing	1.6a Create updated competence committee 'best practice' resources to assist with the creation of individualized learning plans for residents in the program including those in difficulty. Responsibility: Royal College 1.6b Share competence committee 'best practice' resources with competence committee chairs and members. Responsibility: Institutions 1.6c Ongoing faculty development for competence committee members, which includes onboarding new members to ensure consistency and continuity of committee function. Responsibility: Institutions
	Increase program responsibilities of curricular mapping of training experiences to EPA observations and all other assessment requirements.	1.7 Create updated program curricular mapping and communication strategies.	Institutions	Begin: TBD by individual institutions	1.7a Create updated program curricular mapping communication strategies related to programmatic assessment strategy (EPA and non-EPA focused assessments). This will be delegated to the relevant groups within each program, recognizing that curriculum mapping may be done by the program director, a curriculum committee, the competence committee or others. Responsibility: Institutions
Faculty engagement and support					
Residents have felt a disproportionate burden for ensuring that EPA workplace-based assessment forms are completed. There continues to be problems related to forms not being completed and/or not being completed in a timely fashion which limits residents in their ability to meet assessment expectations. In addition, the lack of timely feedback affects the residents' ability to receive feedback "in the moment" and utilize this to improve and work towards competence.	Increase the responsibility of faculty completion of assessment forms in a timely manner to decrease the burden on residents and increase quality of assessment.	1.8 Clarify expectations of faculty with respect to timely completion of EPA observation forms.	Royal College Discipline-specific Specialty Committees Institutions	Begin: Fall 2024 Duration: Multi-year	1.8a Engage in work to better understand the value proposition of teaching in a CBD model for faculty in order to inform strategies to increase faculty engagement and support. Responsibility: Royal College, Institutions 1.8b Create and share approaches with Specialty Committees and CBME Leads to assist with strategies to collect basic faculty assessment metrics. Responsibility: Royal College, Discipline-specific Specialty Committees, Institutions 1.8c Reinforce and/or update Royal College accreditation standards to reflect faculty accountability expectations/requirements for assessment. Responsibility: RC Accreditation 1.8d Communicate, support and implement faculty expectations for assessment. Responsibility: Institutions 1.8e Collect data on individual faculty completion of assessment tools (e.g., timing, completion and expiration rates, use of narrative), set processes to keep faculty accountability to their teaching
	Increase the responsibility of faculty triggering assessment forms during in-the-moment interactions and at other times.	1.9 Clarify expectations of faculty with respect to triggering EPA observation forms.	Institutions	Begin: TBD by individual institutions	1.9a Create forum(s) for discussion of how new strategies & metrics could be created across the various IT platform systems to facilitate existing and new functionality that would assist improvements in faculty-triggered moments and for institutional leaders (clinical chairs) to move this forward. Responsibility: Institutions

	Minimize disadvantaging residents due to lack of completed observation documentation from faculty.	1.10 Ensure programs have a plan for situations where low EPA completion rates are due to systems-based or faculty engagement issues.	Institutions	Begin: TBD by individual institutions	1.10a Ensure programs have processes in place to diagnose why EPA observation data may be missing and to mitigate the root cause (e.g. resident support, faculty support, learning opportunities, faculty follow through, IT issues etc.). Responsibility: Institutions 1.10b Facilitate connections between competence committees within an institution for discussion of strategies to minimize the negative impact on residents regarding faculty who have not completed triggered EPA observation forms. Responsibility: Institutions
PRIORITY ISSUE #2 - Feedback & Coaching	Goal(s)	Intervention(s)	Accountability	Timeline	Specific activities
Lost opportunities for in-the moment feedback and coaching interactions					
The assessment focus on EPAs and their associated required workplace-based assessment within disciplines and across competence committees has caused an overall perceived loss of teaching and learning in-the-moment.	Increase opportunities for in-the-moment feedback and coaching interactions by decreasing the burden of assessment for residents and faculty (<i>see Priority Issue #1</i>).	Follow through on all initiatives of Priority issue #1 to significantly decrease the assessment burden.	Royal College RC Accreditation Discipline-specific Specialty Committees Institutions	<i>See Priority Issue #1, above</i>	<i>See Priority Issue #1, above</i>
	Reinforce to all invested groups that feedback and coaching culture lives within the program and at the institution, and as such, improvements should be targeted at those levels with support and resources from the Royal College where possible.	2.1 Clarify expectations with respect to assessment practices and feedback & coaching culture within programs.	Royal College RC Accreditation	Begin: Fall 2024 Duration: Multi-year	2.1a Catalogue, audit, and update existing Royal College resources on feedback and coaching for widespread dissemination to all invested groups. Responsibility: Royal College 2.1b Rebalance CBD messaging and communications toward the desired balance of teaching and assessment (increased emphasis on in-the-moment feedback & coaching and decreased emphasis on formal & documented assessment). Responsibility: Royal College 2.1c Update (if required) Royal College accreditation standards to reflect expectations of in-the-moment and longitudinal feedback and coaching culture. Responsibility: RC Accreditation

	Increase feedback and coaching interactions.	2.2 Partner with local programs to enhance feedback and coaching processes.	Institutions	Begin: TBD by individual institutions	<p>2.2a Work with local programs (program directors, RPCs, competence committees, frontline faculty) to identify champions who can drive positive system changes in feedback and coaching culture. Responsibility: Institutions</p> <p>2.2b Work with local programs (program directors, RPCs, competence committees, frontline faculty) to identify innovations and opportunities for program-driven faculty-resident partnerships that enhance longitudinal coaching and career guidance; for example, implementing a process for non-documented feedback moments or setting specific periods for assessment versus feedback. Responsibility: Institutions</p> <p>2.2c Solicit resident input on good practices and needed ongoing adaptations for improving feedback and coaching culture locally. Responsibility: Institutions</p> <p>2.2d Work with local institutions (decanal, department & divisional leadership) to capture faculty feedback and coaching annual appraisals/evaluation data. Responsibility: Institutions</p>
Longitudinal feedback and coaching					
Residents have had variable experiences throughout their training with faculty coaches/academic advisors/mentors.	Increase the frequency of longitudinal coaching practices for all residents as it is an important factor in improving resident experiences of CBD.	2.3 Clarify opportunities for longitudinal feedback and coaching in residency training.	Royal College Discipline-specific Specialty Committees	In progress Duration: Multi-year, with ongoing reassessment	<p>2.3a Share longitudinal coaching resources as part of Specialty Committee CBD implementation bundles and highlight that best practices in coaching support the development of learning plans for all residents with the goal of developing residents to meet their potential on individualized trajectories of learning. Responsibility: Royal College, Discipline-specific Specialty Committees</p> <p>2.3b Reinforce that due to existing resource constraints at the institutional level, expectations within the Royal College accreditation standards have not mandated beyond the pre-existing 6 month program reviews, but more frequent longitudinal coaching is encouraged and is an important factor in improving the resident experience and value of CBD. Responsibility: Royal College</p>

		2.4 Provide support and resources for program leaders, faculty and residents to adapt and improve local processes.	Institutions	Begin: TBD by individual institutions	<p>2.4a Work with local programs (program directors, RPCs, competence committees, frontline faculty) to identify champions who can drive positive system changes in feedback and coaching culture. Responsibility: Institutions</p> <p>2.4b Work with local programs (program directors, RPCs, competence committees, frontline faculty) to identify innovations and opportunities for program-driven faculty-resident partnerships that enhance longitudinal coaching and career guidance; for example, implementing a process for non-documented feedback moments or setting specific periods for assessment versus feedback. Responsibility: Institutions</p> <p>2.4c When possible, solicit resident input on good practices and needed ongoing adaptations for improving feedback and coaching culture locally. Responsibility: Institutions</p> <p>2.4d When possible, work with local institutions (decanal, department & divisional leadership) to capture faculty feedback and coaching in annual appraisals/program evaluation data. Responsibility: Institutions</p>
PRIORITY ISSUE #3 - Communications	Goal(s)	Intervention(s)	Accountability	Timeline	Specific activities
Understanding the evolution of the CBD model					
Residents, faculty, competence committee members, PGME offices, and other invested groups have variable understanding of the intended implementation and processes of the CBD model in its current form. There are also misconceptions and suboptimal messaging regarding the intentions and impact of the CBD 2.0 process.	Improve communication processes across all invested groups through new and established networks so that all system partners have a shared understanding of CBD and its evolution.	3.1 Create a comprehensive CBD communications strategy (with associated needs assessment) to enhance understanding, expectations, and evolution of CBD 2.0.	Royal College Discipline-specific Specialty Committees Institutions	Begin: Spring 2024 Duration: Ongoing	<p>3.1a Identify the key messages to be communicated regarding CBD and the evolution to CBD 2.0, and the target audiences for each message. Responsibility: Royal College, Institutions</p> <p>3.1b Undertake, with input from invested groups, a needs assessment to determine the most effective way to reach end-users with CBD resources. Responsibility: Royal College, Discipline-specific Specialty Committees, Institutions</p> <p>3.1c Leverage the on-going dialogue with groups that are currently engaged with the Royal College and seek to create new paths to engage with groups not currently engaged. Responsibility: Royal College, Institutions</p> <p>3.1d Engage in communications that are clear and provide simple and consistent messaging targeted to specific PGME audiences based upon their needs. Responsibility: Royal College</p> <p>3.1e Regularly review and revise the CBD/PGME communications strategy. Responsibility: Royal College</p>
		3.2 Update and curate existing CBD resources, and create new resources.	Royal College Discipline-specific Specialty Committees Institutions	Begin: Summer 2024 Duration: Ongoing	3.2a Share new and/or updated bundles of resources widely with Specialty Committees and CBME Leads to leverage "push function" communications to multiple groups in a more strategic manner. Responsibility: Royal College, Discipline-specific Specialty Committees, Institutions

		3.3 Improve ease of access to CBD information and resources.	Royal College Institutions	Begin: Fall 2024 Duration: Ongoing	<p>3.3a Update website CBD pages with end-user design principles in mind to improve accessibility to CBD information. Responsibility: Royal College</p> <p>3.3b Share new and updated CBD resources with PGME offices, specialty committees and CBME Leads. Responsibility: Royal College, Institutions</p> <p>3.3c Share more information about Royal College function (e.g., Specialty Committee operations) and how it impacts CBD implementation for better understanding of CBD amongst partners. Responsibility: Royal College</p> <p>3.3d Adapt (as needed) and share CBD resources created by the Royal College with program directors, competence committee chairs, faculty, and residents. Responsibility: Institutions</p> <p>3.3e Host presentations and facilitate workshops to help facilitate a shared mental model of the evolution of CBD and its implementation (e.g., virtual events, large conferences, etc.). Responsibility: Royal College, Institutions</p> <p>3.3f Identify and leverage key opportunities to connect with various educational leaders to promote key resources and shared understanding of the CBD model and CBD 2.0 (e.g., PD workshop, Specialty Committee Chairs' mid-year call and/or workshop, PA conference). Responsibility: Royal College</p> <p>3.3g Explore opportunities to create communities of practice for CBD partner groups (e.g., Competence Committees, Program Directors). Responsibility: Royal College</p>
PRIORITY ISSUE #4 - Program Evaluation	Goal(s)	Intervention(s)	Accountability	Timeline	Specific activities
Royal College-led program evaluation					
Initial efforts exploring fidelity of implementation have not been sufficient to meet the needs of desired changes in the CBD model.	Revise and reconceptualize the Royal College approach to evaluation of CBD.	4.1 Develop and share a new comprehensive Royal College CBD evaluation plan which meets current needs and anticipates future evolution of CBD.	Royal College	In progress Duration: Ongoing	<p>4.1a Develop a new framework for Royal College evaluation of CBD, focusing on the domains of Experiences, Outcomes, and Value and widely disseminate the framework to all invested groups. This would involve both evaluation at the individual discipline level and overall implementation of CBD. Responsibility: Royal College</p> <p>4.1b Consider the benefits and costs/impacts of leveraging information from accreditation reviews (with the institution's permission and partnership) to support program evaluation. Responsibility: Royal College</p> <p>4.1c Emphasize the "value proposition" as a motivator for faculty and resident engagement as a component of program evaluation. Responsibility: Royal College</p>

	Optimize sharing and dissemination of CBD evaluation findings to all invested groups and to inform CBD evolution				<p>4.1d Improve the external communication and dissemination of the work of the CBD Program Evaluation Operations team, including: improved usability of CBD PE dashboard, timely "shared bundles" of customized PE reports with specialty committees, strengthened regular reporting via the CBD leads. Responsibility: Royal College</p> <p>4.1e Strengthen the internal link between CBD Program Evaluation Operations team and the CBD Steering Group via frequent reporting and feedback structures to inform the evolution of CBD (i.e., CBD 2.0). Responsibility: Royal College</p>
Institutional, organizational, specialty committee, program & other scholarly program evaluation work					
Most of the internal and external program evaluation efforts have been conducted in silos with limited opportunities for synthesis and dissemination. The lack of knowledge translation has hindered CBD implementation and adaptation efforts, and resulted in mixed messages, misconceptions, and challenges.	Encourage further non-Royal College CBD evaluation studies and efforts across the country.	4.2 Support external groups to conduct CBD evaluation studies.	Royal College	Begin: TBD	4.2a Create opportunities for CBD program evaluation conducted by institutional education leaders and scholars through Royal College-funded, external facing grants. Responsibility: Royal College
		4.3 Optimize sharing and dissemination of CBD evaluation findings to all invested groups to inform CBD evolution	Royal College Discipline-specific Specialty Committees Scholars	In progress Duration: Ongoing	4.3a Use the available discipline-specific program evaluation data to support revision of national document suites. Responsibility: Discipline-specific Specialty Committees
					4.3b Enhance the promotion and visibility of the CBME Program Evaluation Summit to: 1. widen the community of practice, and 2. improve the dissemination of CBD PE findings. Responsibility: Royal College
					4.3c Host and promote virtual forum event(s) to highlight new and evolving PE work. Responsibility: Royal College
					4.3d Enhance the partnership and leverage opportunities for scholarly work with medical education scholars across Canada and internationally. Responsibility: Royal College, Scholars

PRIORITY ISSUE #5 - Electronic portfolio	Goal(s)	Intervention(s)	Accountability	Timeline	Specific activities
<p>The challenges experienced by residents, faculty, competence committee members, administrators and others has been significant with respect to time, functionality, ease of use, and costs. The existence of multiple IT portfolio platforms creates challenges when aiming to find solutions that can work for all end-users.</p>	<p>Improve user experience and engagement by reducing barriers to optimal electronic portfolio use.</p>	<p>5.1 Explore innovations to improve electronic portfolio function and use.</p>	<p>Institutions</p>	<p>Begin: TBD by individual institutions</p>	<p>5.1a Facilitate the connection of technical leads across various institutions using the same IT portfolio platform so they can share best practices and learn from each others' experiences. This includes leveraging the collaboration amongst insitutions sharing the same IT portfolio platfroms to create training sessions, tutorials and resources that each of those institutions can implement. Responsibility: Institutions</p> <p>5.1b Implement CQI opportunities from end-user feedback (residents, faculty, CCs, and program directors) regarding needed immediate fixes and suggestions for improvement. Responsibility: Institutions</p> <p>5.1c Implement monitoring metrics for faculty and residents to analyze data for patterns of use. Responsibility: Institutions</p> <p>5.1d Explore options and incentives to increase use of smartphones and iPads for in-the-moment EPA observation form completion to improve faculty accountability and timely resident feedback. (e.g., voice dictations, PIN use) Responsibility: Institutions</p>
	<p>Ensure the transition to CBD 2.0 does not place an undue burden on IT platform investment/development and does not create a need for mandated additional IT platform functionality requirements across all institutions.</p>	<p>5.2 Critically examine implications to electronic portfolios of any changes to CBD originating from RC direction (consult with CBME leads, etc.) and minimize impact of changes wherever possible.</p>	<p>Royal College Institutions</p>	<p>In progress Duration: Ongoing</p>	<p>5.2a Analyze each intervention with the lens of identifying what implication (if any) it has on electronic portfolios and identify strategies to minimize that impact. Responsibility: Royal College, Institutions</p> <p>5.2b Pace the cycle of adaptations/revisions in a realistic manner, considering implications on electronic platforms, including potential impacts on the multiple purposes that platforms serve beyond CBD. Responsibility: Royal College</p>
			<p>Royal College Institutions</p>	<p>Begin: Fall 2024 Duration: Ongoing</p>	<p>5.2c Consult with institutions to identify what's working well and where there are additional needs related to the upload of data into their platforms. Identify where there are commonalities in the needs. Responsibility: Royal College, Institutions</p> <p>5.2d Develop guidelines regarding minimum functionality for electronic platforms to support CBD and its adaptations more effectively and to facilitate programs' advocacy for resources. Responsibility: Royal College</p>
			<p>Royal College</p>	<p>In progress Duration: Ongoing</p>	<p>5.2e Continue to ensure that the quality control/testing is completed prior to disseminating new and revised EPAs to lessen the volume of corrections programs have to make. Responsibility: Royal College</p>