Guidelines for programs in preparing the competency profile cross-reference document (Criterion 1.3)

The purpose of criterion 1.3 is to ensure that all the competencies in the profession’s national competency profile are taught in the program.

Criterion 1.3, therefore, requires surveyors to validate—that is, to check the completeness and accuracy of—the program’s cross-reference of the national competencies to the competency-based objectives in the course outlines or other instructional material.

Programs must ensure that the cross-reference document is complete and accurate. The link with the competency-based objectives to which the document refers must be clear and easily understood by people outside the program, that is, by volunteer surveyors. The majority of program assessments that have not proceeded to the phase II visit did not meet criterion 1.3 during the phase I review.

How surveyors validate (check the accuracy of) the cross-reference document and competency-based objectives in the course outlines

Surveyors begin the validation process by selecting competencies on the cross-reference document and then tracking them to the competency-based objectives in the course outlines where the document indicates that they are taught. Course outlines submitted for the phase I review should permit the validation of 15% to 20% of the discipline-specific competencies from different areas of the national profile.

The assessment process is easier when surveyors are able to validate, without undue difficulty, the cross-reference document and competency-based objectives within the course outlines. If validation requires surveyors to examine complementary documentation (e.g., syllabi, student modules, lesson plans or weekly plans), the process becomes more complex and difficult.

The program can expedite the process of validation for criterion 1.3 in six ways.

1. Write competency-based objectives in which the competencies are clearly reflected.

A competency-based objective is a behavior reflecting a specific element or elements such as knowledge, skills or attitudes to be attained by the learner in achieving a given competency. Competency-based objectives are developed by individual programs according to the competencies specified in the national competency profile for the profession. (See “Definition of key terms” available on cma.ca/accredit.)

Competencies must be clearly addressed in the competency-based objectives found in the course outlines. Surveyors should not be expected to determine whether a vague or broad objective addresses a competency. Only one accurate reference per competency is required.
When surveyors are unable to determine whether an objective actually addresses a competency, they must ask for additional evidence—complementary documentation—that demonstrates that the competency is taught. The team may require the program to provide this evidence prior to completing the phase I review or during the phase II visit. This complementary documentation must be noted in the cross-reference document with clear indication of where the particular competency is taught within the syllabus or plan. Any complementary material used as evidence in the cross-referencing to competencies must also include clear learning objectives (i.e., the knowledge, skills, and behaviors expected as a result of the learning).

Vague and broad objectives in which the competencies are not clearly addressed create additional work and delays for both the program and the survey team during the assessment process.

The objective need not be a “cut and paste” from the profile. In fact, program-developed competency-based objectives that reflect the competencies in the profile are preferred to the cut and paste approach.

Major educational institutions typically have expert resources for developing course outlines and competency-based objectives. Smaller organizations delivering educational programs may find it beneficial to work with an external educational consultant with expertise in developing competency-based objectives.

2. **Number the competency-based objectives in the course outlines.**

   If there are many individual objectives, organize the objectives into broad groups (which some programs call “terminal objectives”, “learning outcomes” or “course objectives”) with secondary objectives (which some programs call “enabling objectives”) within those broad groups.

   Both the broad objectives and secondary objectives should be identified by number or letter in the course outlines. These numbers or letters should appear in the cross-reference document.

3. **Enter the number / letter of the competency-based objective under the course name on the cross-reference document rather than only indicating an “X”.**

   See appended “Sample of program cross-reference exercise to the national competency profile”.

   When the intersection of a competency and a course provides only an “X” as a reference, it becomes necessary to review the entire course outline in order to find the competency. Given the number of competencies, the number of courses and the time available, the survey team is unable to execute the validation.
4. Enter the number/letter of only the competency-based objectives where the competency is addressed and taught.

Some competencies such as safety, patient care, etc. may be primarily taught or introduced in one course and then reinforced and/or integrated in other courses. If these competencies are not actually addressed in a course outline and its objectives, they should not be cross-referenced to that course.
Surveyors should not be expected to search through numerous course outlines and objectives and other material until they find where the competency is reflected and taught in order to validate the cross-reference document.

5. Keep the assessment of criteria 1.3, 1.4, 1.5 separate.

Criterion 1.3 ensures that all the competencies in the profile are taught in the program.
Criterion 1.4 is about assessment of individual competencies.
Criterion 1.5 is about attainment of all the required competencies and consistency in assessment by evaluators/preceptors (previously covered separately by criteria 1.6 and 1.5 in the 2009 Requirements for accreditation).

Criteria 1.3, 1.4, and 1.5 are discrete and independent criteria.

Competencies are not typically introduced or taught in the clinical component/practicum. Rather, they are typically practiced and assessed in the clinical/practicum. Therefore, a competency does not need to be cross-referenced to the clinical component/practicum—unless a competency is indeed introduced and taught during the clinical component/practicum.

If a competency is introduced and taught during the clinical component, then the objectives for that component must include an objective related to that competency and evidence for that objective must be included in the phase I evidence. (As well, clinical personnel should be aware that they are expected to teach that competency as well as assess it.)

6. Evidence to be submitted one month before the visit

To assist with the review during phase II, programs are asked to provide an up-to-date cross-reference document and all course outlines approximately one month prior to the visit. Surveyors, and in particular, the educator practitioners on the team, are asked to review these documents prior to the visit. A call will be scheduled one to two weeks before the visit to discuss the findings. Educator-practitioners are asked to participate on the call; all other survey team members are of course welcome to participate as well.
7. **Provincial requirements in addition to the national profile**

Where there are provincial requirements specific to a regulatory body, a cross-reference document to those requirements is required. The cross reference to the provincial requirements should be completed in the same manner as described above for the national competency profile. The provincial requirements are available on the Conjoint Accreditation Services website.

8. **Contact Conjoint Accreditation Services**

If you have questions about preparing evidence for criterion 1.3, contact Conjoint Accreditation Services.
## Module A Professional Practice

### A1 Demonstrate Critical Thinking

<table>
<thead>
<tr>
<th>A1.1 Apply critical thinking and problem solving strategies to ensure best practices</th>
<th>Objective 1.1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A2 Practice in accordance with legislation, regulations and ethical guidelines related to the profession</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A2.1 Practice patient care in a manner that protects the patient’s legal rights</td>
<td></td>
<td>Objective 4.7</td>
</tr>
<tr>
<td>A2.2 Demonstrate an understanding of the current and emerging issues in the Canadian Healthcare System</td>
<td>Objective 1.3 &amp; 1.4</td>
<td></td>
</tr>
<tr>
<td>A2.3 Perform all duties in compliance with sexual abuse prevention guidelines</td>
<td>Objective 2.5</td>
<td></td>
</tr>
<tr>
<td>A2.4 Practice in accordance with national association’s/provincial regulatory body’s code of ethics</td>
<td>Objective 3.1</td>
<td>Objective 2.4</td>
</tr>
<tr>
<td>A2.5 Practice within scope of practice in accordance with national association and provincial regulatory body’s legislation requirements</td>
<td></td>
<td>Objective 2.6</td>
</tr>
<tr>
<td>A2.6 Practice in accordance with the national association’s and provincial regulatory body’s standards of practice</td>
<td></td>
<td>Objective 2.3</td>
</tr>
<tr>
<td>A2.7 Practice in accordance with legislation, regulations/by-laws regulating medical radiation technologists</td>
<td>Objective 2.1 &amp; 2.2</td>
<td></td>
</tr>
<tr>
<td>A2.8 Provide a diagnostic/therapeutic impression to health care professionals to assist in patient care management</td>
<td>Objective 4.2</td>
<td>Lab activity 3</td>
</tr>
</tbody>
</table>

References to a course in clinical/practicum column on this table would entail that a competency is taught mainly in the clinical/practicum portion of the program. It is important that the clinical/practicum partner be aware of that.

Optional - Here programs can, if they wish, indicate, which competency assessment tool is used to assess the student.
Sample Course Outline

Program: Radiological Technology
Name of course: Professional Practice
Course code: RA131
Course hours: 39 hours - 26 hours lectures and 13 hours lab/simulation
Pre-requisite: RA111

Course description:
This course introduces the student to the concepts of ......................

Learning objectives:

1.0 Evaluate the sustainability of the Canadian Healthcare system.
   1.1 Identify relevant health care legislation.
   1.2 Explain the relationship between federal and provincial health care responsibilities.
   1.3 Discuss current issues in the healthcare system.
   1.4 Investigate new and emerging trends in healthcare.

2.0 Practice in accordance with legislation and standards of practice related to the profession.
   2.1 List legislation associated with the profession and implications for practice.
   2.2 Discuss the key concepts of a self-governing health profession.
   2.3 Compare the national competency profile to the provincial standards of practice for the profession.
   2.4 Compare national and provincial codes of ethics for the profession.
   2.5 Comply with guidelines for prevention of sexual abuse.
   2.6 Practice within the scope of practice of the profession according to provincial legislation.

3.0 Communicate effectively with other health care professionals
   3.1 xxx
   3.2 xxx

Evaluation:
Mid-term test 15%
Assignment 15%
Role-play 30%
Final exam 40%
100%

An overall grade of 60% is required to successfully complete this course.

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