



# CBD Adaptations Plan

## Executive Summary

July 2024

The Royal College launched Competence by Design (CBD) in 2017 as part of our mandate to oversee the system that produces competent specialist physicians who deliver the highest standards and quality of care to patients and their families. CBD is part of a global movement known as competency-based medical education (CBME), and is led by the Canadian medical education community, reflecting the recommendations of the [Future of Medical Education in Canada Postgraduate \(FMEC-PG\) project](#). The objective of CBME/CBD is to ensure that physicians graduate with the competencies required to meet local health needs. It aims to enhance patient care by improving learning and assessment in residency.

The Royal College remains confident in the merits of embracing CBME in Canada and is committed to the ongoing implementation of CBD across all specialties. We also accept and acknowledge that many in the system are experiencing significant unintended impacts and administrative burdens associated with this new approach to training.

With a renewed and continued commitment to action, the Royal College invested in a national collaborative process from spring 2023 to spring 2024 to reimagine how CBD can enhance residency training across Canada. This process brought together the Royal College's CBD Steering Group and numerous system partners for iterative discussions on proposed adaptations to CBD with a focus on:

1. Reducing the burden of assessment for residents, faculty, administrators, program directors, and competence committees;
2. Increasing opportunities for authentic feedback and coaching interactions;
3. Providing clear and consistent communication about CBD and its evolution;
4. Revising and reconceptualizing the Royal College approach to evaluation of CBD; and
5. Optimizing electronic portfolio use.

The Royal College is responsible for setting overall standards for specialty medical education in Canada, and accrediting residency programs according to those standards and related policies.

As part of the *CBD Adaptations Plan*, we are committed to:



- Clearly communicating the essential requirements of CBD as defined in accreditation standards and policies and enabling institutions to move towards accepted local variations of CBD practice. (*Interventions 1.2, 1.5, 1.6, 2.1, 3.1, 3.2, and 3.3*)
- Having Specialty Committees conduct a guided review of their discipline-specific standards (i.e., Competencies, EPA Guide, Training Experiences, and Standards of Accreditation), with particular attention paid to reviewing the Entrustable Professional Activity (EPA) assessments in each stage, the contextual variables, and the milestones. (*Intervention 1.1*)
- Reviewing accreditation standards and updating them (if required) to better reflect expectations. (*Interventions 1.5, 1.8, and 2.1*)
- Developing and sharing a new comprehensive program evaluation plan focused on domains of Experiences, Outcomes, and Value. (*Interventions 4.1, 4.2, and 4.3*)
- Critically examining implications of any changes to CBD on schools' electronic portfolios and minimizing the impact of changes wherever possible. (*Intervention 5.2*)

Programs, in partnership with their PGME offices and specialty committees, are encouraged to optimize implementation of CBD within their own contexts and resources while adhering to Royal College policies and the standards of accreditation.

As part of the *CBD Adaptations Plan*, PGME offices, CBME Leads, program directors, and competence committees are encouraged to:

- Create updated program curricular mapping and communication strategies. (*Intervention 1.7*)
- Set expectations for and support faculty to complete assessment of residents in a timely manner. (*Interventions 1.8, 1.9, and 1.10*)
- Identify innovations, support and resources that can increase opportunities for authentic formative feedback, coaching and assessment. (*Interventions 1.3, 2.2, 2.3, and 2.4*)
- Expand use of assessment methods other than workplace-based assessment. (*Interventions 1.4*)
- Solicit resident and faculty input on adaptations to CBD that can be implemented locally. (*Interventions 2.2, 2.4, and 5.1*)
- Explore innovations to improve electronic portfolio function and use. (*Interventions 5.1, 5.2*)

Over the next several months, the CBD Steering Group, in collaboration with the CBME National Leads and CBD National Advisory Board, will develop additional communications and resources regarding implementation and impacts of the CBD Adaptations Plan. In the meantime, work on CBD adaptations at the local institution and program level is underway.