

POSTGRADUATE MEDICAL EDUCATION

ACCREDITATION 2027

Accreditation Newsletter Issue 5

ISSUE 5 – October 2024

IN THIS ISSUE

[Ontario Medical Education Expansion Summary](#)

[Bias in Postgraduate Trainee Selection Module](#)

[Clinician Investigator Program \(CIP\)](#)

[Career Counselling](#)

[Resident Portfolio](#)

Ontario Medical Education Expansion Summary

Undergraduate and Postgraduate Expansion in Ontario – the Big Picture

The table below shows the Postgraduate expansion numbers allocated to each University as a cumulative total over the academic years 2023-2028. Note that the Undergraduate expansion is lagging behind, with Undergraduate students not graduating and entering the match for 4 years (3 years for McMaster). This results in a net increase in Postgraduate positions relative to CMGs.

Toronto Metropolitan University (TMU) has been allocated 105 positions for 2025, with 61 of those positions being used for the PGY1 match.

University PG Expansion Cumulative	2023	2024	2025	2026	2027	2028
McMaster	10	25	38	42	47	50
NOSM	10	20	30	43	60	63
Ottawa	10	25	38	42	47	50
Queen's	10	25	40	43	49	52
Toronto	15	31	49	59	64	67
TMU			61	109	114	117
TMU FM/ES & MSM		14 MSM 30 FM/ES for 2025				
Western	10	25	38	42	47	50
Total PG Expansion	65	151	338	380	428	449
UG Graduating	0	0	9	60	121	260

Western Postgraduate Expansion PGY1 Match

For Western, the total increase in Postgraduate positions will be 50. However, 60% are required to be allocated to Family Medicine (30 positions). This means up to 20 positions can be allocated to Royal College programs.

There are 13 additional positions added for 2025, however only 5 of these may be allocated to Royal College programs (as per MOH requirement for 60% Family Medicine). For the 2025 match, 7 positions will not be used due to insufficient capacity for the FM expansion. This is similar to other universities which are unable to increase FM capacity.

POSTGRADUATE MEDICAL EDUCATION

ACCREDITATION 2027

Summary of Allocations

Match Year	2023	2024	2025	Total
Number of PG positions added	10	15	13	38
FM Allocation	2	7	1	10
Royal College	7	8	5	20
Royal College	Anesthesia Emerg. Med Internal Med PhysMedRehab Psychiatry 3	Anesthesia DAMP Int Med 2 (Windsor) Ortho Pediatrics Psychiatry 2	Int Med 2 (Windsor) Gen Surg Neurology Otolaryngology/HN	

Caveats

Royal College programs that have had an increase in positions will not necessarily continue in perpetuity. Each year the allocations will be reviewed by the Residency Allocation Subcommittee and redistribution of positions will depend on the following criteria: MOH program priorities, societal need, program resources and capacity, and evidence of program excellence.

The proposed 2025 allocation is dependent on MOH approval (however in the past MOH has not specifically approved/not approved Royal College allocations by Ontario Universities).

There are Postgraduate positions that will not be allocated across Ontario. Universities do not have additional FM capacity, and like Western, have 'maxed out' the Royal College allocations. Whether MOH reconsiders and allows some of these to be allocated to Royal College programs is uncertain.

For the 2025 PGY1 Match

The CaRMS deadline is prior to the NRMP(US) match, this will hopefully provide an increased number of IMG applications. Applicants who match in CaRMS will be pulled from the NRMP match.

The Ontario Postgraduate expansion is ahead of the Undergraduate expansion students graduating and entering the match. The ratio of CaRMS quota to CMGs will be as high, or higher, than 1.3.

Several programs have seen a decrease in applications over the prior two years and some Western programs had unfilled positions after the first iteration of the 2024 match for the first time (e.g. Emergency Medicine, Neurology, and Ob/Gyn).

Increasing the ROL numbers is something to consider for the 2025 match to try to ensure that positions are filled in the first iteration. However – do not rank applicants that do not meet your program criteria.

POSTGRADUATE MEDICAL EDUCATION

ACCREDITATION 2027

BIAS IN POSTGRADUATE TRAINEE SELECTION MODULE

An implicit bias module has been developed. Thank you to Sukhi and Seidy in the EDID office for their help and work developing this module. The module is linked below and has also been added to the PGME Selection Policy and the Resident and Trainee Selection Guidelines to Promote Equity, Diversity, Inclusion and Decolonization (EDID).

Please consider having this module incorporated into your resident selection process for file reviewers and the interview team.

The module can be found on CPD's [Anytime, Anywhere Learning](#) page or can be accessed using the direct link [Bias in Postgraduate Trainee Selection](#).

CLINICIAN INVESTIGATOR PROGRAM (CIP): BRIDGING MEDICINE AND RESEARCH

Please ensure that your interested residents are made aware of this opportunity!

The Clinician Investigator Program (CIP) at Schulich School of Medicine & Dentistry, Western University, is designed to develop the next generation of clinician-scientists, equipping physicians with the skills and experience to conduct groundbreaking research while maintaining clinical practice. Accredited by the Royal College of Physicians and Surgeons of Canada, the program offers a structured, rigorous pathway for residents to pursue advanced research training alongside a graduate degree. Whether your passion lies in basic science, clinical trials, or health policy, the CIP provides mentorship, resources, and opportunities to help you thrive.

Ready to take the next step in your career as a clinician-investigator? [Learn more](#) about how the CIP can help you achieve your goals. Applications are due January 8, 2025. For more information, contact:

CIP Program Administrator: Kelly Schluter

Email: cip@schulich.uwo.ca

CAREER COUNSELLING

Relevant Accreditation Standards

Indicator 3.2.3.1: Individual residents' educational experiences are tailored to accommodate their learning needs and future career aspirations, while meeting the national standards and societal needs for their discipline.

Requirement 6.1.2: Guidance is available to facilitate resident achievement and success.

Indicator 6.1.2.1: The residency program provides formal, timely career planning and counselling to residents throughout their progress through the residency program.

POSTGRADUATE MEDICAL EDUCATION

ACCREDITATION 2027

Meeting the standard

Program Director (or delegate) meetings with residents should occur at minimum twice per year. Career planning discussions should begin early in training and include a discussion of opportunities such as electives, training experiences, and research and scholarly project opportunities. Meetings should be documented and incorporated into the resident portfolio (resident file).

Consider creating a mentorship program. This is not a requirement but is very helpful in many programs. The mentor may be chosen based on resident career interests and goals. A mentor may provide guidance and support for the resident and help them to navigate the program. Some programs provide an opportunity for residents to select their mentor. Mentorships should be reviewed annually – and residents should have the opportunity to change mentors as their goals and career planning evolve.

Elective rotations can be planned to allow residents the opportunity to gain additional experience in areas aligned with their career goals. This may include exploring different subspecialties, work with potential fellowships and in communities.

Other resources programs may offer include networking events and national conferences, visiting professors, research days, and community training experiences.

Learner Experience can also provide additional support to residents through their [career management](#) services.

RESIDENT PORTFOLIO (RESIDENT FILE)

Relevant Accreditation Standards

Indicator 3.4.2.2: The program director and/or an appropriate delegate meet(s) regularly with residents to discuss and review their performance and progress.

Indicator 3.4.3.2: Using all available evidence regarding performance, including the contents of the portfolio, the competence committee, assessment committee, or equivalent body makes a summative assessment regarding residents' readiness for certification and independent practice.

Indicator 3.4.3.4: The competence committee, assessment committee, or equivalent body is able to access resident assessment data in a way that supports its recommendations and decision-making about resident progress in alignment with assessment guidelines.

Meeting the standard

The resident portfolio (resident file) must include all resident assessment information, Competence Committee reports, and program director meeting summaries. Examples of a program's resident files are

POSTGRADUATE MEDICAL EDUCATION

ACCREDITATION 2027

provided to internal and external survey teams (with explicit consent provided by the resident). The file must be organized into sections and be up to date.

A resident file will include the following documentation:

- Program Director – Resident Meeting Notes: meetings must be held a minimum of twice per year. A template is available on [PGME's Program Handbook](#) page.
- Assessments: organized in one folder, with a subfolder for each type of assessment. Each subfolder should be in chronological order. Assessments that should be included:
 - ITERs: ensure that these are dated and completed within 4 weeks of the end of block, store in one subfolder in chronological order
 - EPA summary
 - OSCE results
 - Examination results (e.g. annual written examination)
 - Scholarly project progress reports
 - Teaching evaluations (e.g. resident presentations such as grand rounds)
 - Other assessments as applicable
- Educational/remediation/probation plans
- Competence Committee meeting information (in chronological order)
 - Worksheets used for Competence Committee meeting (e.g. primary reviewer forms). Sample primary review forms can be found [here](#).
 - Competence Committee communications to resident.

POSTGRADUATE MEDICAL EDUCATION ACCREDITATION 2027

ACCREDITATION TIMELINE

Spring	2023	DONE!
Summer		Internal Reviews of 18 Royal College program and Family Medicine completed! (thank you everyone!)
Fall		
Winter	2024	For 2024: Internal Reviews for 12 Royal College Programs NEW: PGME Handbook for Programs
Spring		NEW: Program Administrator/PGME Meetings
Summer		May 2024: Preliminary Allocation for 2025 PGY1 CaRMS Match
Fall		June 30 th : Progress Report Deadlines for Internal Review Programs
		July 2024: New Standards of Accreditation for Programs
		Competence by Design Royal College (CBD 2.0) Update and Implementation
		New! Internal Review Handbooks (Fall 2024)
		December 2024: Progress Report Deadlines
Winter	2025	January 2025 – New Associate Dean PGME Appointed 🔄
Spring		More Internal Reviews scheduled for 2025, including PGME Review
Summer		Fall 2025: External Reviews - Ob/Gyn, Psychiatry, Interventional Radiology
Fall		Add-on Internal Reviews: Internal Medicine, Nuclear Medicine
		Follow-up on Progress Reports
Winter	2026	CanMEDS Project Update
Spring		Add-on Internal Reviews or Mini-Reviews scheduled
Summer		
Fall		
Winter	2027	Winter 2027: Begin CanAMS entries and documents
Spring		PGME Review of CanAMS begins Spring 2027
Summer		Final Versions due Summer 2027
Fall		On-site Review!

POSTGRADUATE MEDICAL EDUCATION ACCREDITATION 2027

ACCREDITATION STANDARDS

Why Accreditation?

- Accreditation helps to ensure the quality of residency and AFC education across Canada.
- It provides an external evaluation of the required standards.
- Accreditation contributes to the continuous quality improvement of residency programs and institutions (PGME).

What are the Standards?

The General Standards of Accreditation for Residency Programs, and the Standards of Accreditation for Area of Focused Competence programs focus on outcomes (programs must prove that it is happening), with an emphasis on learning environment and program continuous improvement.

There are 5 domains, and for RC and CFPC programs there are 9 standards (RC AFC programs have 7 standards). Elements are a subcategory of the standards, and each element has requirements and specific indicators. Indicators are mandatory – if a single indicator is not met then the requirement is not met.

The Standards for Royal College and CFPC:

DOMAIN	STANDARD
Program Organization	1 There is an appropriate organizational structure, with leadership and administrative personnel to support the residency program, teachers, and residents effectively.
	2 All aspects of the residency program are collaboratively overseen by the program director and the residency program committee.
Education Program	3 Residents are prepared for independent practice.
Resources	4 The delivery and administration of the residency program are supported by appropriate resources.
Learners, Teachers, Administration	5 Safety and wellness are promoted throughout the learning environment.
	6 Residents are treated fairly and supported adequately throughout their progression through the residency program.
	7 Teachers deliver and support all aspects of the residency program effectively.
	8 Administrative personnel are valued and supported in the delivery of the residency program.
Continuous Improvement	9 the residency program committee systematically reviews and improves the quality of the residency program.

POSTGRADUATE MEDICAL EDUCATION

ACCREDITATION 2027

ACRONYMS 101

AFMC Association of Faculties of Medicine of Canada. If you were wondering who makes the rules about whether interviews are virtual, or if asynchronous interviews are allowed, or how many electives in a single specialty students may have, or the CaRMS timelines: it is the AFMC. [AFMC News](#) is a good resource for updates.

CanAMS is Canadian Accreditation Management System. If you are a program director or program administrator, you will be provided access to CanAMS. It is where all the narrative and documents go for surveys and reviews.

CanERA Canadian Excellence in Residency Accreditation is the integration of the CFPC and Royal College Standards of Accreditation, as well as the supporting management system – CanAMS.

CanRAC Canadian Residency Accreditation Consortium – and is comprised of the three accrediting colleges in Canada – College of Family Physicians of Canada (CFPC), the Royal College (RC or RCPSC) and the College des medecins du Quebec (CMQ).

CBME Competence Based Medical Education

CBD Competence by Design – the Royal College initiative for CBME.

COFM Council of Ontario Faculties of Medicine – facilitates coordination and communication between the faculties of medicine of the Ontario Universities. COFM postgraduate deans meet monthly.

COU Council of Ontario Universities – the voice of all Ontario Universities.