

## **REGULATORY REVIEWERS Eligibility, Role, and Responsibilities**

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### **PREAMBLE**

The Accreditation Committee of Physiotherapy Education Accreditation Canada (PEAC) is responsible for the appointment of individuals to the pools of accreditation reviewers, and for the appointment of PRT members to upcoming accreditation reviews. The PRT is comprised of four reviewers (two physiotherapy educators, one representative from a provincial or national physiotherapy regulatory organization, and one external representative, who is not a physiotherapist).

### **ELIGIBILITY**

The following general criteria are used to select individuals who can be appointed to the pool of regulatory peer reviewers:

#### *Required*

- Minimum two years' experience on a committee of a provincial physiotherapy regulatory board (e.g. *Complaints and Discipline Committee, Registration Committee, Quality Assurance Committee, Patient Relations Committee*)

#### **OR**

- Minimum two years' experience on a national physiotherapy regulatory committee (or in a national regulatory role)

#### **OR**

- Minimum two years in a regulatory staff position (provincially or nationally)

#### **AND**

- Interest and leadership experience in physiotherapy regulation
- Solid foundation in regulatory practices and principles
- A recommendation from the registrar from the jurisdiction in which the applicant is registered.

## Assets

- Familiarity with academic environment
- Experience as an educator (guest lecturer, clinical educator) or clinical preceptor
- Post graduate degree

## ROLES AND RESPONSIBILITIES

The principal objectives of the Peer Review Team are to:

- complete the online training module for peer reviewers of physiotherapy education programs
- conduct an offsite review of the SSR, and identify any gaps in evidence
- prepare an offsite review report requesting additional evidence if necessary
- conduct the onsite review of an education program
- verify and supplement evidence provided by the education program in the SSR and in response to the offsite review report
- assess the program within the context of its environment
- prepare and submit a report describing the program's level of compliance with each of the physiotherapy education program accreditation criteria

Each Peer Review Team member brings valuable experience, expertise and perspective to the team. The two **educators** are peers of those being accredited—they have experience in the academic environment and in physiotherapy curriculum. They also have accreditation experience as a member of an education program which has been the recipient of the accreditation process. The **external accreditor** has experience in accreditation from a different profession, and so is able to provide a unique perspective as an outsider to the discipline of physiotherapy.

The **regulatory** member has unique skills to bring to the team. The link between professional education accreditation and regulation is an important one. While accreditation evaluates the education program, regulation focuses on the competency of the individual. The two processes are complementary as they focus on the same outcomes, that is, competency based performance assessment. The role of the regulatory member on the team is to ensure that the competency of graduates is being assessed and that the public is protected in part as a result of the accreditation process. While the regulatory member on the team may not be as familiar with the academic environment as the other members, he/she is able to speak to the regulatory environment and can especially take responsibility for the aspects of the accreditation process that target competency.

Specific responsibilities during an accreditation visit are assigned by the Chair of the Peer Review Team; however the regulatory member’s role during interviews and during discussions within the team is to represent the public’s interest. The regulatory member seeks information from the education program regarding aspects of student education and competency that include:

- management of issues arising from student wellness (mental, physical and emotional) to ensure an appropriate balance of competency assessment, support and accommodation
- appropriate preparation for clinical placements to ensure the public is not at risk
- verification that the program ensures all students (including those who will pursue research or non-clinical practice) are competent to practice clinically upon graduation

<b>Guideline Number: GUIDE-11</b>	
Date of last revision	Associated documents
<i>June 2013</i> <i>July 2017</i> <i>January 2020</i>	Accreditation Committee Handbook
	Program Accreditation Handbook
	PRT Handbook
	FORM-04 Reviewer Application Form
	ACC-03 Appointment to the pools of accreditation reviewers
	GUIDE-08 Eligibility to become a peer reviewer
	TOR-05 Peer Review Teams
	FORM-08 Regulatory Reviewer Application Form
	FORM-09 Regulatory Reviewer Recommendation Form