

## GUIDE TO THE ACCME PROGRESS REPORT PROCESS

### For Progress Reports to be Reviewed in the March, July and November 2023 Cohorts

The ACCME expects providers found to be in noncompliance with [Core Accreditation Criteria](#) and/or applicable [Standards for Integrity and Independence in Accredited Continuing Education](#) and/or applicable [Accreditation Policies](#) to demonstrate compliance through the progress report process. Descriptions of the specific performance issues that must be addressed in the progress report are provided in the decision report from your recent review. Noncompliance findings in the Menu of Commendation Criteria should NOT be addressed in the progress report.

#### Contents of a Progress Report

For the specific performance issues described for noncompliance findings, providers must:

- describe improvements and their implementation; and,
- provide evidence of performance-in-practice to demonstrate compliance.

#### Expectations of Materials Submitted

All the materials submitted to the ACCME must not contain any untrue statements, must not omit any necessary material facts, must not be misleading, must fairly present the organization, and must be the property of the organization. Materials submitted for accreditation (progress report, evidence of performance-in-practice, other materials) must not include individually identifiable health information, in accordance with the Health Insurance Portability and Accountability Act (HIPAA).

#### Decision-Making

Providers will receive a decision from the ACCME based on a review of all the information and materials submitted as part of the progress report. A progress report review will result in the following feedback from the ACCME:

- **All Criteria in Compliance:** The provider demonstrated that it has corrected the criteria or policies that were found to be in noncompliance.
- **All Criteria Not Yet in Compliance:** The provider has not yet demonstrated that it has corrected all the criteria or policies that were found to be in noncompliance.

If all criteria or policies that were found to be in noncompliance are not corrected, the ACCME may require another progress report, a focused interview, and/or a change of status may result.

There may be circumstances when the ACCME requires clarification at the time of the provider's next review to verify compliance, or is deferred to a future cohort, because, for example, a provider has not had sufficient time within the context of its CME program to implement improvements or to produce evidence to support compliance.

#### Submission Instructions

All information and materials for your progress report review will be submitted in the ACCME's Program and Activity Reporting System (PARS) at <https://parsa.accme.org/>. The primary contact of your organization will be notified by email when the Progress Report Narrative and Performance-in-Practice (PIP) Structured Abstracts are available.

Please provide concise narrative descriptions of policies, processes, and practices that support compliance with ACCME requirements. The text fields accommodate copy/paste functionality and some formatting. You cannot input screenshots, charts, graphs, etc. **Uploads should be included only where requested.**

Make all required submissions according to the ACCME’s specifications and by established deadlines. Failure to do so may result in a delay of your progress report review and/or a change of your organization’s accreditation status. **Your submission must include:**

- a) In the Progress Report Narrative, descriptions of improvements made in cited areas of noncompliance in the [Core Accreditation Criteria](#) and/or applicable [Standards for Integrity and Independence in Accredited Continuing Education](#) and/or applicable [Accreditation Policies](#); and,
- b) In the Performance-in-Practice Structured Abstract, evidence of performance-in-practice for each activity selected, as applicable.
  - You will address ONLY the Core Criteria, applicable Standards, and/or Policies cited as noncompliance in the decision report from your recent review.
  - If an activity that has been selected does not offer your organization an opportunity to present evidence that reflects the improvements you have implemented to ensure and demonstrate compliance, please contact the ACCME to discuss possible options in the sampling process.

### Reporting Requirements for ACCME Accreditation Criteria/Standards/Policies

The information below provides a guide for determining the content of the progress report to address noncompliance findings with [Core Accreditation Criteria](#) and/or applicable [Standards for Integrity and Independence in Accredited Continuing Education](#) (SII) and/or applicable [Accreditation Policies](#). Responses should be developed in the context of the specific performance issue(s) identified in the decision report from your recent review. Please contact ACCME staff if you have questions about what to include in your progress report.

## CORE ACCREDITATION CRITERIA

### CME Mission and Program Improvement

Area of Noncompliance	Required for Progress Report
<b>Mission</b>	<p><b><u>In the Mission section of the Progress Report Narrative:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Enter</b> the expected results component of your CME mission statement. The expected results must be articulated in terms of competence, performance, or patient outcomes.</li> </ol>
<b>Program Analysis</b>	<p><b><u>In the Program Analysis section of the Progress Report Narrative:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Describe</b> your conclusions on the degree to which you have met the expected results of your mission. These conclusions should be based on the data you have obtained in your analysis of learner change across your overall program of accredited activities.</li> </ol> <p><b><u>In the Analyzes Change section of EACH Progress Report Performance-in-Practice Structured Abstract:</u></b></p> <ol style="list-style-type: none"> <li>1. <b>Describe</b> the strategies used to obtain data or information about changes achieved in learners’ competence or performance or patient outcomes as a result of their participation in this activity, including, for example, questions you asked the learner about changes in competence or performance or other change data such as quality improvement or patient outcomes.</li> <li>2. <b>Upload</b> the compiled or summative data or information generated from the activity about changes achieved in learners' competence or performance or patient outcomes.</li> </ol>

<b>Program Improvements</b>	<p><b><u>In the Program Improvements section of the Progress Report Narrative:</u></b></p> <ol style="list-style-type: none"> <li><b>Describe</b> the needed or desired changes in the overall program required to improve on your ability to meet your CME mission that have been identified, planned, and implemented during the accreditation term.</li> </ol>
-----------------------------	---

<b>Educational Planning and Evaluation</b>	
--	--

<b>Area of Noncompliance</b>	<b>Required for Progress Report</b>
------------------------------	-------------------------------------

<b>Educational Needs</b>	<p><b><u>In the Educational Needs section Progress Report Narrative:</u></b></p> <ol style="list-style-type: none"> <li><b>Describe</b> how your organization identifies the professional practice gaps of your learners and the educational needs that underlie the practice gaps.</li> </ol> <p><b><u>In the Educational Needs section of EACH Progress Report Performance-in-Practice Structured:</u></b></p> <ol style="list-style-type: none"> <li><b>State</b> the professional practice gap(s) of your learners on which the activity was based.</li> <li><b>Check</b> the educational need(s) that apply: knowledge; competence; performance.</li> <li><b>State</b> the educational need(s) that you determined to be the cause of the professional practice gap(s).</li> </ol>
--------------------------	---

<b>Designed to Change</b>	<p><b><u>In the Designed to Change section of the Progress Report Narrative:</u></b></p> <ol style="list-style-type: none"> <li><b>Describe</b> how your organization designs activities to change the competence, performance, or patient outcomes of your learners.</li> </ol> <p><b><u>In the Designed to Change section of EACH Progress Report Performance-in-Practice Structured Abstract:</u></b></p> <ol style="list-style-type: none"> <li><b>Explain</b> what competence, performance, or patient outcome this activity was designed to change.</li> </ol>
---------------------------	--

<b>Appropriate Formats</b>	<p><b><u>In the Appropriate Formats section of the Progress Report Narrative:</u></b></p> <ol style="list-style-type: none"> <li><b>Explain</b> the basis for determining that the formats you choose are appropriate for the setting, objectives, and desired results of your activities.</li> </ol> <p><b><u>In the Appropriate Formats section of EACH Progress Report Performance-in-Practice Structured Abstract:</u></b></p> <ol style="list-style-type: none"> <li><b>Explain</b> why this educational format is appropriate for the activity.</li> </ol>
----------------------------	--

<b>Competencies</b>	<p><b><u>In the Competencies section of the Progress Report Narrative:</u></b></p> <ol style="list-style-type: none"> <li><b>Describe</b> how your activities/educational interventions are developed in the context of desirable physician attributes.</li> </ol> <p><b><u>In the Competencies section of EACH Progress Report Performance-in-Practice Structured Abstract:</u></b></p> <ol style="list-style-type: none"> <li><b>Select</b> the desirable physician attribute(s) this activity addresses. The list below includes the Competencies of: ACGME/ABMS, Institute of Medicine, and Interprofessional Education Collaborative, or you may enter other competencies recognized by your organization.</li> </ol>
---------------------	--

<b>Analyzes Change</b>	<p><b><u>In the Analyzes Change section of the Progress Report Narrative:</u></b></p> <ol style="list-style-type: none"> <li><b>Describe</b> the strategies you use to obtain data on change in learners' competence, performance or patient outcomes and your conclusions as to whether or not you were able to change learner competence, performance or patient outcomes across your overall program of accredited activities.</li> </ol> <p><b><u>In the Analyzes Change section of EACH Progress Report Performance-in-Practice Structured Abstract:</u></b></p> <ol style="list-style-type: none"> <li><b>Describe</b> the strategies used to obtain data or information about changes achieved in learners' competence or performance or patient outcomes as a result of their participation in this activity, including, for example, questions you asked the learner about changes in competence or performance or other change data such as quality improvement or patient outcomes.</li> <li><b>Upload</b> the compiled or summative data or information generated from the activity about changes achieved in learners' competence or performance or patient outcomes.</li> </ol>
------------------------	---

<b>ACCREDITATION POLICIES</b>	
<b>Area of Noncompliance</b>	<b>Required for Progress Report</b>
<b>Accreditation Statement Policy</b>	<p><b><u>In the Accreditation Statement Policy section of the Progress Report Narrative:</u></b></p> <ol style="list-style-type: none"> <li><b>Describe</b> what you do to ensure that your CME activities meet the requirements of the Accreditation Statement Policy.</li> </ol> <p><b><u>In the Accreditation Statement Policy section of EACH Progress Report Performance-in-Practice Structured Abstract:</u></b></p> <ol style="list-style-type: none"> <li><b>Upload</b> evidence of the use of the appropriate accreditation statement for the activity, as presented to learners.</li> </ol>
<b>CME Attendance Records Retention Policy</b>	<p><b><u>In the CME Attendance Records Retention Policy section of the Progress Report Narrative:</u></b></p> <ol style="list-style-type: none"> <li><b>Describe</b> the mechanism your organization uses to record and verify physician participation for six years from the date of your CME activities.</li> <li><b>Provide</b> an example of the information or report(s) your mechanism can produce for an individual participant.</li> </ol>

<p><b>CME Activity Records Retention Policy</b></p>	<p><b><u>In the CME Attendance Records Retention Policy section of the Progress Report Narrative:</u></b></p> <p>1. <b>Describe</b> the improvements you have identified and the timeline for implementation to ensure that your organization retains activity files/records of CME activity planning and presentation during the current accreditation term or for the last twelve months, whichever is longer.</p> <p><b><u>In the CME Attendance Records Retention Policy section of EACH Progress Report Performance-in-Practice Structured Abstract:</u></b></p> <p>1. <b>As applicable, produce</b> the activity files/records of CME planning and presentation as requested for any noncompliance findings being addressed in the progress report.</p>
---	---

<p><b>Standards for Integrity and Independence (SII)</b></p>	
<p><b>Area of Noncompliance</b></p>	<p><b>Required for Progress Report</b></p>
<p><b>SII Standard 1: Ensure Content Is Valid</b></p>	<p><b><u>In the Standard 1 section of the Progress Report Narrative:</u></b></p> <p>1. <b>Describe</b> what you do to ensure that the content of your CME activities and your accredited CME program meet all four elements of <a href="#">Standard 1</a>.</p> <p><b><u>In the Standard 1 section of EACH Progress Report Performance-in-Practice Structured Abstract:</u></b></p> <p>1. <b>Upload</b> the required documentation described based on the type of the activity.</p> <ul style="list-style-type: none"> <li>• If the activity is an Internet, Journal-Based or Enduring Material CME activity: Upload the CME product itself, so reviewers may experience the activity as your learners experience it. With your upload, provide a URL/link to the activity and generic login(s) and password(s), if necessary for access. The product must be available for review from the point of submission through the end of your current accreditation term. If internet activities are no longer available online, you may provide access to an archived website. If this is not an option, then screen shots are acceptable.</li> <li>• If the activity is a Regularly Scheduled Series (RSS): Upload a listing of the dates, faculty, location, and topics of each session.</li> <li>• If the activity is any other type of activity: Upload the activity topics/content, e.g., agenda, brochure, program book, or announcement. The documentation must include the nature and the scope of the content of the CME activity.</li> </ul>

**SII Standard 2:  
Prevent  
Commercial Bias &  
Marketing in  
Accredited CME**

**In the Standard 2 section of the Progress Report Narrative:**

1. **Describe** what you do to ensure that the content of accredited activities and your accredited CME program meet expectations of elements 1 AND 2 of [Standard 2](#).
2. **Describe** what you do to ensure that names are not shared without the explicit consent of learners.

**In the Standard 2 section of the EACH Progress Report Performance-in-Practice Structured Abstract:**

1. **Attest** that the activity meets the expectations of all three elements of [Standard 2](#).

**In the Standard 1 section of EACH Progress Report Performance-in-Practice Structured Abstract:**

1. **Upload** the required documentation described based on the type of the activity.
  - If the activity is an Internet, Journal-Based or Enduring Material CME activity: Upload the CME product itself, so reviewers may experience the activity as your learners experience it. With your upload, provide a URL/link to the activity and generic login(s) and password(s), if necessary for access. The product must be available for review from the point of submission through the end of your current accreditation term. If internet activities are no longer available online, you may provide access to an archived website. If this is not an option, then screen shots are acceptable.
  - If the activity is a Regularly Scheduled Series (RSS): Upload a listing of the dates, faculty, location, and topics of each session.
  - If the activity is any other type of activity: Upload the activity topics/content, e.g., agenda, brochure, program book, or announcement. The documentation must include the nature and the scope of the content of the CME activity.

**SII Standard 3:  
Identify, Mitigate,  
and Disclose  
Relevant Financial  
Relationships**

**In the Standard 3 section of the Progress Report Narrative:**

1. **Describe** the process(es) you have in place to collect information from all planners, faculty, and others in control of educational content about all financial relationships with ineligible companies for activities occurring January 1, 2022, and subsequently.
2. **Upload** a single example of each of the form(s) or mechanism(s) that you use to collect information that meets the expectations of [Standard 3.1](#) as of January 1, 2022. Ensure that this/these mechanism(s) include:
  - the complete definition of an ineligible company
  - the individual completing the form/mechanism is instructed to include ALL financial relationships with ineligible companies for the prior 24 months.
3. **Indicate** if your organization uses employees or owners of ineligible companies in its accredited activities. (Yes/No)
  - **If YES:** Describe what you do to meet the expectations of [Standard 3.2 \(a-c\)](#)
4. **Describe** the process(es) you use to determine which financial relationships are relevant to the educational content.
5. **Describe** the method(s) you use to mitigate all relevant financial relationships appropriate to the role(s) of individuals in control of content. Note that the method(s) used for planners are likely different than those used for faculty.
6. **Describe** the method(s) you use to inform learners of the presence or absence of relevant financial relationships of all individuals in control of content.
7. **Describe** the method(s) you use to inform learners that all relevant financial relationships have been mitigated.

**In the Standard 3 section of the EACH Progress Report Performance-in-Practice Structured Abstract:**

1. Did this activity meet one of the exceptions listed below? (Yes/No)
  - Accredited education that is non-clinical, such as leadership or communication skills training.
  - Accredited education where the learner group is in control of content, such as a spontaneous case conversation among peers.
  - Accredited self-directed education where the learner controls their educational goals and reports on changes that resulted, such as learning from teaching, remediation, or a personal development plan. When accredited providers serve as a source of information for the self-directed learner, they should direct learners only to resources and methods for learning that are not controlled by ineligible companies.
  - **If YES: describe how the activity met the exception.**

**PLEASE NOTE: An activity that meets one of these exceptions will not allow a provider to demonstrate compliance in a progress report with practices related to the identification, mitigation, and disclosure of relevant financial relationships.**
2. Did owner(s)/employee(s) of ineligible companies participate as planners or faculty in this activity? (Yes/No)
  - **If YES: describe which of the three situations listed in [Standard 3.2](#) was applicable to their participation as planners or faculty.**
3. Did an ineligible company take the role of non-accredited partner in a joint provider relationship in this activity? (Yes/No)
4. **Upload** a single completed example of the form(s), tool(s), or mechanism(s) used to collect information from all planners, faculty, and others in control of the educational content of this activity about their financial relationships with ineligible companies.

**(CONT.)**

<p><b>SII Standard 3: Identify, Mitigate, and Disclose Relevant Financial Relationships  (CONT.)</b></p>	<p>5. <b>Download and complete the spreadsheet linked <a href="#">here</a>. Then, upload the spreadsheet as an EXCEL file.</b></p> <p>6. <b>Upload</b> the information, as disclosed to learners, about the presence or absence of relevant financial relationships for all individuals in control of CME content, if applicable. Also, if applicable, upload the statement, as disclosed to learners, that all relevant financial relationships were mitigated.</p> <p><b><u>In the Standard 1 section of EACH Progress Report Performance-in-Practice Structured Abstract:</u></b></p> <p>1. <b>Upload</b> the required documentation described based on the type of the activity.</p> <ul style="list-style-type: none"> <li>• If the activity is an Internet, Journal-Based or Enduring Material CME activity: Upload the CME product itself, so reviewers may experience the activity as your learners experience it. With your upload, provide a URL/link to the activity and generic login(s) and password(s), if necessary for access. The product must be available for review from the point of submission through the end of your current accreditation term. If internet activities are no longer available online, you may provide access to an archived website. If this is not an option, then screen shots are acceptable.</li> <li>• If the activity is a Regularly Scheduled Series (RSS): Upload a listing of the dates, faculty, location, and topics of each session.</li> <li>• If the activity is any other type of activity: Upload the activity topics/content, e.g., agenda, brochure, program book, or announcement. The documentation must include the nature and the scope of the content of the CME activity.</li> </ul>
--	--



**SII Standard 4:  
Manage  
Commercial  
Support**

**In the Standard 4 section of the Progress Report Narrative:**

1. **Indicate** if your organization accepts commercial support. (Yes/No)
  - If YES: Describe what you do to meet the expectations of all four elements of [Standard 4](#).

**In the Standard 4 section of EACH Progress Report Performance-in-Practice Structured Abstract:**

1. **Indicate** if the activity received commercial support. (Yes/No)
  - If YES ...
  - Complete the table provided, listing the name(s) of the commercial supporter(s) of the activity and the dollar value of any monetary commercial support and/or indicate non-monetary (in-kind) support.
  - Upload each executed commercial support (monetary and non-monetary) agreement for the activity.
2. **Upload** the information for disclosure of commercial support (monetary and non-monetary), as presented to learners.

**In the Standard 1 section of EACH Progress Report Performance-in-Practice Structured Abstract:**

1. **Upload** the required documentation described based on the type of the activity.
  - If the activity is an Internet, Journal-Based or Enduring Material CME activity: Upload the CME product itself, so reviewers may experience the activity as your learners experience it. With your upload, provide a URL/link to the activity and generic login(s) and password(s), if necessary for access. The product must be available for review from the point of submission through the end of your current accreditation term. If internet activities are no longer available online, you may provide access to an archived website. If this is not an option, then screen shots are acceptable.
  - If the activity is a Regularly Scheduled Series (RSS): Upload a listing of the dates, faculty, location, and topics of each session.
  - If the activity is any other type of activity: Upload the activity topics/content, e.g., agenda, brochure, program book, or announcement. The documentation must include the nature and the scope of the content of the CME activity.

<p><b>Standard 5: Manage Ancillary Activities Offered in Conjunction with Accredited Continuing Education</b></p>	<p><b><u>In the Standard 5 section of the Progress Report Narrative:</u></b></p> <ol style="list-style-type: none"> <li><b>Indicate</b> if your organization offers ancillary activities, including advertising, sales, exhibits, or promotion for ineligible companies and/or nonaccredited education in conjunction with your accredited CE activities? (Yes/No) <ul style="list-style-type: none"> <li><b>If YES: Describe what you do to meet expectations of all three elements of <a href="#">Standard 5</a>.</b></li> </ul> </li> </ol> <p><b><u>In the Standard 1 section of EACH Progress Report Performance-in-Practice Structured Abstract:</u></b></p> <ol style="list-style-type: none"> <li><b>Upload</b> the required documentation described based on the type of the activity. <ul style="list-style-type: none"> <li>If the activity is an Internet, Journal-Based or Enduring Material CME activity: Upload the CME product itself, so reviewers may experience the activity as your learners experience it. With your upload, provide a URL/link to the activity and generic login(s) and password(s), if necessary for access. The product must be available for review from the point of submission through the end of your current accreditation term. If internet activities are no longer available online, you may provide access to an archived website. If this is not an option, then screen shots are acceptable.</li> <li>If the activity is a Regularly Scheduled Series (RSS): Upload a listing of the dates, faculty, location, and topics of each session.</li> <li>If the activity is any other type of activity: Upload the activity topics/content, e.g., agenda, brochure, program book, or announcement. The documentation must include the nature and the scope of the content of the CME activity.</li> </ul> </li> </ol>
---	---

*Please contact ACCME staff by email at [info@accme.org](mailto:info@accme.org) if you have any questions about the ACCME's progress report review process. Please include your ACCME provider number in the subject line of your email.*