


Licensure and Credentialing in Non-Forensic Fields

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Presentation Objectives

- Application of accreditation, certification, and licensure in non-forensic fields
- Enforcement and regulation of accreditation and licensure throughout the United States
- Process, costs, benefits, and limitations of these systems
- Establishment of a certification program

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Preparing America's Workforce

“Last year, we launched Skills for America's Future to bring together companies and community colleges around a simple idea: making it easier for workers to gain new skills will make America more competitive in the global economy. Today, we are announcing a number of partnerships that will help us make this a reality, by opening doors to new jobs for workers, and helping employers find the trained people they need to compete against companies around the world.”



—President Barack Obama
 Northern Virginia Community College, June 8, 2011

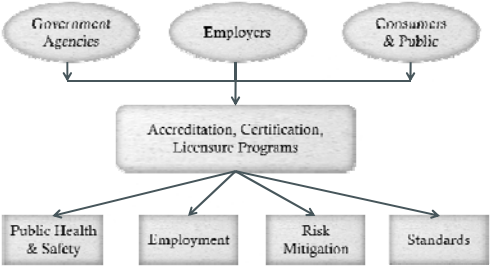
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New Credentialing System for Manufacturing

- Challenge in today's manufacturing sector is the lack of a standardized credentialing system
- The Skills for America's Future initiative will provide 500,000 community college students with industry-recognized credentials to help them secure jobs in the manufacturing sector
- Significant involvement of manufacturing firms and key partners in the program design process

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Certification Matters



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    graph TD
      GA([Government Agencies]) --> ACP[Accreditation, Certification, Licensure Programs]
      EMP([Employers]) --> ACP
      CP([Consumers & Public]) --> ACP
      ACP --> PHS[Public Health & Safety]
      ACP --> EMPLOY[Employment]
      ACP --> RM[Risk Mitigation]
      ACP --> STD[Standards]
    
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Key Terminology

- Accreditation
- Certification
- Licensure
- Credentialing
- Registration
- Recertification

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Definitions

Accreditation
The voluntary process by which a nongovernmental agency grants a time-limited recognition to an institution, organization, business, or other entity after verifying that it has met predetermined and standardized criteria

Certification
The voluntary process by which a non-governmental entity grants a time limited recognition and use of a credential to an individual after verifying that he or she has met predetermined and standardized criteria. It is the vehicle that a profession or occupation uses to differentiate among its members, using standards, sometimes developed through a consensus-driven process, based on existing legal and psychometric requirements. The holder of a professional certification is called a certificant

Licensure
The mandatory process by which a governmental agency grants time-limited permission to an individual to engage in a given occupation after verifying that he/she has met predetermined and standardized criteria, and offers title protection for those who meet the criteria

Source: 2005, Institute for Credentialing Excellence Guide to Understanding Credentialing Concepts

Definitions

Credentialing
Credentialing is the umbrella term that includes the concepts of accreditation, licensure, registration, and professional certification. Credentialing can establish criteria for fairness, quality, competence, and/or safety for professional services provided by authorized individuals, for products, or for educational endeavors. Credentialing is the process by which an entity, authorized and qualified to do so, grants formal recognition to, or records the recognition status of individuals, organizations, institutions, programs, processes, services or products that meet predetermined and standardized criteria

Registration
The governmental process by which a governmental agency grants a time-limited status on a registry, determined by specified knowledge-based requirements (e.g., experience, education, examinations), thereby authorizing those individual's to practice, similar to licensure. Its purpose is to maintain a continuous record of past and current occupational status of that individual, and to provide title protection

Recertification
Requirements and procedures established as a part of a recertification program that certificants must meet to ensure continuing competence and renew their certification.


Source: 2005, Institute for Credentialing Excellence Guide to Understanding Credentialing Concepts

Value of Certification

- *Affirms a knowledge and experience* base for practitioners in a particular field, their employers, and the public at large
- Prestige for the individual and a *competitive advantage* over non-certified individuals in the same field
- Enhanced employment *opportunities*
- Assisting employers in making more *informed hiring decisions*
- Assisting consumers in making informed decisions about *qualified providers*
- *Protection* of the general public from incompetent and unfit practitioners
- Establishment of a *professional standard* for individuals in a particular field

Institute for Credentialing Excellence

- Founded in 1977 through a grant from the Department of Health and Human Services
 - National Organization for Competency Assurance prior to 2009
- Develops standards and accreditation program for certification programs
- Membership organization providing education, networking, and advocacy resources
- Maintains over 330 credentialing organizational members in more than 150 occupations




NCCA Accreditation

The National Commission for Certifying Agencies (NCCA) is the accrediting body of the Institute for Credentialing Excellence (ICE), which accredits certification programs based on the highest quality standards in professional certification.

It is the largest accreditation program specifically devoted to credentialing and helps to ensure the health, welfare, and safety of the public through the accreditation of a variety of certification programs and organizations that assess professional competency. NCCA uses a peer review process to:

- Establish accreditation standards
- Evaluate compliance with the standards
- Serve as a resource on quality certification

To date, NCCA has accredited over 250 programs provided by 115 organizations and 14 industry sectors.




Accreditation

- Value of Accreditation
 - Third party validation
 - Utilization of nationally accepted quality standards
 - Consistency and confidence
- The NCCA Commission
 - Authorized body to make accreditation decisions
 - Composition
 - Administration and Governance Experts
 - Psychometric Experts
 - Public Members
- NCCA Standards for the Accreditation of Certification Programs, 2004


 **NCCA Standard Structure**

- Standards: Accreditation requirements that must be met
- The NCCA Standards focus on certification programs and are organized into five sections:
 - Purpose, governance and resources (5 standards)
 - Responsibilities to stakeholders (4 standards)
 - Assessment instruments (9 standards)
 - Recertification (2 standards)
 - Maintaining accreditation (1 standard)


 **Accreditation**

Case Study: Leadership in Energy and Environmental Design (LEED)


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 **About LEED**

- LEED is an internationally-recognized green building certification system developed by the U.S. Green Building Council (USGBC) in March 2000
- Promotes sustainable building and development practices through a suite of rating systems that recognize projects that implement strategies for better environmental and health performance
- LEED Professional Credentials recognize professionals who have demonstrated a thorough understanding of green building techniques, the LEED green building rating systems, and the certification process.
- As of April 2009, USGBC reported over 20,000 organizations among its national membership, and more than 100,000 LEED Accredited Professionals around the globe



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 **LEED Professional Credentials**


LEED Professional Credentials

In March 2011, three LEED Professional Credentials received American National Standards Institute (ANSI) accreditation

- LEED Green Associate
- LEED AP Operations Maintenance
- LEED AP Homes

LEED Program Accreditation

Accreditation marks the culmination of a multi-month effort to demonstrate compliance to a rigorous internationally recognized accreditation process and creates a valuable distinction for USGBC Institute credentialing programs




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 **Certification**

Case Study: National Association of Manufacturers (NAM)

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 **About NAM**

- Founded in 1895
- Represents over 11,000 manufacturing companies and 12 million workers nationwide
- Founded the Manufacturing Institute in 2009 with a grant from the Bill and Melinda Gates Foundation
- Endorser of the Skills Certification System, offering certifications in:
 - aerospace/defense, automation, biotechnology, pharmaceutical/medical device construction, energy, plastics/composites, transportation, and distribution/logistics



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NAM Endorsed Skills Certification System

The NAM Endorsed Skills Certification System was launched to support the growing technical demands of the modern manufacturing workplace.

The system maps to both career pathways across the manufacturing economy and to the educational pathways in postsecondary education.

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Pathways to Employment

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Licensure

Case Study: National Council of Examiners for Engineering and Surveying (NCEES)

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About NCEES

- National nonprofit organization dedicated to advancing professional licensure for engineers and surveyors
- Develops, administers, and scores the examinations used for engineering and surveying licensure in the United States
- Celebrated 100th anniversary of engineering licensure in the United States in 2007

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NCEES Licensure

Steps to become a Professional Engineer (PE)

- Earn a degree from an Accreditation Board for Engineering And Technology accredited engineering program
- Pass the Fundamentals of Engineering (FE) exam
- Gain acceptable work experience (typically a minimum of four years).
- Pass the PE exam in the appropriate discipline, which includes:
 - Agricultural, Architectural, Chemical, Civil, Control Systems, Electrical and Computer, Environmental, Fire Protection, Industrial, Mechanical, Metallurgical and Materials, Mining and Mineral Processing, Naval Architecture and Marine Engineering, Nuclear, and Petroleum



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Establishing a Certification Program

Case Study: Pharmacy Technician Certification Board (PTCB)

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About PTCB

- Established in 1995
- Develops, maintains, promotes, and administers a nationally accredited certification and recertification program for pharmacy technicians to enable the most effective support of pharmacists to advance patient safety
- Accredited by the National Commission for Certifying Agencies (NCCA) in 2006
- 400,000 pharmacy technicians nationwide have earned the PTCB Certified Pharmacy Technician (CPhT) credential since 1995
- 55,000 candidates sat for the Pharmacy Technician Certification Exam in 2010

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Evolution of the Pharmacy Technician Workforce



- Growing complexity of medication use and continued focus on medication safety
- Increased public visibility, accountability
- Increased workload of pharmacists and need for assistance from well qualified pharmacy technicians

The Bureau of Labor and Statistics (BLS), *Occupational Outlook Handbook 2010-11 Edition*, projects that pharmacy technician employment is expected to increase more than 31% by 2018. BLS also suggests that pharmacy technicians with formal education or training, previous work experience, and national certification will be specifically sought after to meet these demands.

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Consumers Value Certification

- 91% support state regulations for pharmacy technician training and certification
- 92% support only hiring pharmacy technicians who are certified
- 87% assumed that pharmacy technicians were certified and regulated by the state
- 73% believe pharmacy technicians are required by law to be trained and certified





PTCB, 2007 "Survey Shows Broad Support for Pharmacy Technician Certification."

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Regulatory Landscape

Active PTCB CPhTs and State Regulations
As of March 31, 2011



Since 1995, the Pharmacy Technician Certification Board has certified 413,447 pharmacy technicians through its examination and renewal process.

Source: 2011 Annual Survey of Pharmacy Law. This information is subject to state laws and regulatory change. Contact your State Board of Pharmacy for updated information.

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Developing a Certification Program

- Governance
- Adequate Resources
- Documented processes available to public
- Psychometrically sound assessment
 - Job/practice analysis
 - Assessment linked to job analysis
 - Cut score based on standard of competence
 - Reliability and equivalency
 - Security
- Recertification


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How Did It Happen?

- Pharmacy technician certification exams provided through two pioneering state associations
- Long-standing policy from national professional associations
- Advanced certification program in existence for pharmacists
- Vision and leadership
- Timing and incentives




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Early Issues and Experiences

- Communications and consensus building
- Incorporation as 503(c)6 nonprofit organization
- Recognition of technicians in good standing certified by two state certification programs
- Accounting for the financial equity of the existing programs of state partners
- Psychometric integrity and legal defensibility of the exam
- Assessing utility of test-question-banks of state partners

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PTCE Practice Analysis

Purpose


- Identify new responsibilities performed by pharmacy technicians
- Identify new practice settings for pharmacy technicians
- Ensures exam validity and defensibility

Characterizes the work of pharmacy technicians in terms of:

- Functions (broad areas of responsibility)
- Specific Responsibilities performed within each function
- Knowledge needed to effectively perform these functions

Muenzen PM, et al. Updating the pharmacy technician examination: A practice analysis study. *Am J Health-Syst Pharm.* 2005 (62):25-32-46.


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Psychometrically-sound PTCB National Testing


- Allows for reciprocity among states
- Based on national study of pharmacy practice; participants from each state across all practice settings
- Breadth and depth of exam, designed and updated by over 60 subject matter experts, assures a minimum level of competency for pharmacy technician certification
- Meets and exceeds standards set by the testing industry (AERA/NCME/APA, 1999)
- PTCB certification program is accredited by NCCA

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Recertification Process

Recertification: Requirements and procedures established as a part of a recertification program that certificants must meet to ensure continuing competence and renew their certification.



Goals of recertification include:

- Assess core knowledge and skills
- Assess knowledge and skills in specific areas of practice
- Encourage continued professional development
- Ensure maintenance of competence
- Promote lifelong learning

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Financial Resources

Developing and maintaining a valid and defensible professional certification program is an expensive process.

Costs are dependent on a number of factors, including:


- Methods to identify content
- Type of assessment
- Length of exam, etc.

Start up costs should also include market research, legal fees, and business plan.

Ongoing costs include exam development, practice analyses, recertification process

Source: Knapp and Associates International website, FAQs


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- Institute for Credentialing Excellence (ICE). www.credentialingexcellence.org.
- Knapp and Associates International. www.knappinternational.com
- National Association of Manufacturers (NAM). www.nam.org.
- National Council of Examiners for Engineering and Surveying (NCEES). www.ncees.org.
- Pharmacy Technician Certification Board (PTCB). www.ptcb.org.
- U.S. Green Building Council (USGBC): Leadership in Energy and Environmental Design (LEED). www.usgbc.org.

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Additional Resources

NCCA Standards for the Accreditation of Certification Programs, 2004, ICE
NCCA Standards address the structure and governance of the certifying agency, the characteristics of the certification program, the information required to be available to applicants, certificants, and the public, and the recertification initiatives of the certifying agency.

Certification: The ICE Handbook, 2nd Edition, 2005, ICE
Step-by-step guide to designing and implementing effective professional certification examinations written by recognized experts with applied knowledge of practical experience.

The Business of Certification: A Comprehensive Guide to Developing a Successful Program, 2002, ASAE
Covers all aspects of developing and managing a successful certification program, including marketing, business and strategic plans, global certification and transitioning to computer-based testing. Includes a supplementary toolkit of 21 easy-to-use worksheets.

Setting Passing Standards for Performance-Based Certification & Licensure Examinations, 2000, ICE
This guide begins with standard setting concepts and definitions followed by a summary of major steps that should be taken during the process.

Starting a Certification Program, 1998, ICE
Informational pamphlet including questions and answers on getting started, organizational methods, standards for certifying agencies, and eligibility requirements.




Discussion

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