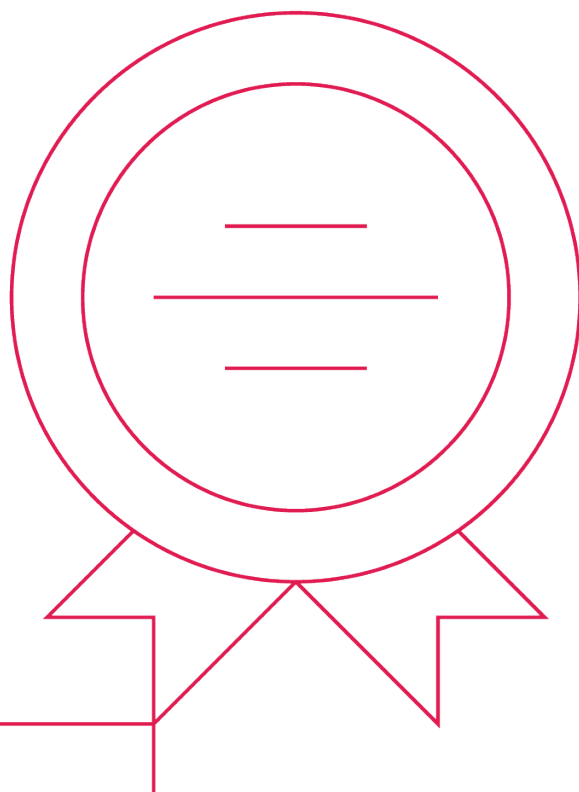


July 2019

Standards and Criteria for CPD Activities

A Framework of Accreditation



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Introduction

Guidance on the Standards and Criteria for CPD Activities was first produced in January 2012 by the Academy of Medical Royal Colleges [the Academy].

This revised version sets out standards and criteria that are needed to assist the accreditation process. The guidance highlights the importance of reflection, focusing on learning outcomes and the impact on practice. It also strengthens the criteria required for reporting conflicts of interest.

The guidance emphasises that CPD accreditation from a College is a good quality benchmark for doctors as it ensures that the content of an event is relevant to the continuing professional development of doctors in that specialty.

What is Accreditation?

The term accreditation is used only for the purposes of this document, and its use should not be confused with university/academic accreditation. Colleges and Faculties may use alternative terminology such as approval, recognition, acknowledgement of standards.

For the purposes of this document, the term 'activity' encompasses live events and courses.

What is Continuing Professional Development?

Continuing Professional Development [CPD] is a continuing learning process, outside of formal undergraduate and postgraduate training that helps doctors to maintain and improve their performance. It covers the development of knowledge, skills, attitudes and behaviours across all areas of professional practice. It includes both formal and informal learning activities.

Why is accreditation of CPD activities by Colleges and Faculties beneficial?

Many doctors will attend or participate in CPD activities run by regional, national or international providers which will be selected and judged appropriate by the doctor and which judgement will be confirmed by their appraiser.

The Academy is the national authority recognised by the UEMS EACCME for setting standards for the accreditation of CPD activities which have been adopted by the UK Medical Royal Colleges and Faculties and the Royal Society of Medicine. Activities which have been accredited in this way will have undergone a robust review including a technical content check, demonstrating that they



are judged to be appropriate for the CPD needs of non-trainee doctors. Many activities will also be appropriate and highly valued by trainee doctors.

Reciprocity

Because of the wide range and variety of medical practice it is recognised that doctors working in one specialty may find it helpful to undertake CPD activities that are more usually appropriate for a different specialty. To facilitate this, a CPD activity approved by one College or Faculty may be accepted as part of the CPD for a doctor from a different College or Faculty. Reciprocity is not for the purpose of encouraging Colleges and Faculties to accredit activities in specialties that are not their own.

Accreditation Aims

The accreditation process is based on the following aims, which are reflected in the standards and criteria:

- To ensure that the content of the activity is relevant to the CPD of non-trainee doctors
- To ensure that the events will be of a high standard through meeting minimum quality requirements
- To minimise bias and conflicts of interest
- To encourage the appropriate evaluation of educational activities
- To maintain a published list of accredited activities to aid the completion of CPD portfolios
- To provide a transparent process open to scrutiny
- To provide a thorough but also administratively simple and flexible process.

Accreditation Core Standards and Criteria

The standards are qualitative characteristics which define the evidence required from activity organisers and against which provision or performance can be evaluated.

Under each standard are a number of criteria. The criteria describe what is required from activity organisers to meet a standard.

Educational and Competence Standards

Target Audience

There should be a clearly defined target audience.

Criteria:

- The event should be appropriate for trained doctors
- The intended audience and content must be clearly specified
- The target audience or subject matter of the activity falls within the remit of the accrediting body.

Learning aims

There should be clearly defined learning aim(s) which reflect the overall purpose of the activity.

Criteria:

- There should be a clear statement of what a participant is expected to learn and of how the learning is to be demonstrated. When describing what the activity offers, it is helpful to use terms such as 'provide', 'develop', 'enable' or 'assist'
- The learning aims must be specifically defined to indicate what knowledge or skills the participants are expected to obtain as a result.

Programme content and structure

The content of the event must be relevant to the CPD of non-trainee doctors.

Criteria:

- All topics to be addressed should be listed on the programme
- The activity should have an educational purpose only
- Educational content should aim to be authoritative, accurate and up-to-date, based on balanced evidence and free from unjustifiable claims or bias
- Clinical content must follow all appropriate patient consent and confidentiality policies and the principles outlined in the GMC's Good Medical Practice guidelines
- The event/course should be structured with appropriate breaks for delegates
- The event/course should be awarded a maximum of usually 6 credits per day.

Learning outcomes

There should be clearly defined learning outcomes that clearly show how the attendee would benefit from the event in professional terms.

Criteria:

- The learning outcomes should be measurable and should indicate what knowledge or skills the attendees are expected to obtain as a result
- There are processes in place to encourage active learning, for example, using keypads.

Delivery methods

Delivery methods should be appropriate to the learning aims that were set for the participants.

Criteria:

- There should be a clear statement about what delivery methods are going to be used (lectures, presentations, discussions, masterclasses, etc)
- The teaching methods should have appropriate language, style and pace and should be relevant to the defined learning aims.

Supporting materials

Supporting materials [e.g. hand-outs and pre- or post-course assessments] should be clear, relevant and accessible.

Criteria:

- The supporting materials should be up-to-date and accurate
- If content is shown, the name and contact details of the publisher/copyright owner of the content, the country of publication and the date of the activity or production should be clearly identifiable
- Any sponsoring company must be acknowledged on supporting materials as having provided sponsorship (see also, commercial sponsorship).

Faculty staff expertise

Organisers should demonstrate that the teaching staff qualifications and experience are appropriate to deliver the educational programme.

Criteria:

- The presenters/teachers/facilitators should have relevant expertise, knowledge and skills to deliver the education programme within the specific subject [s] identified
- In order to comply with GDPR regulations, contact details (telephone number or email address) should not be included with the speaker names.

Evaluation and quality assurance

A defined quality assurance process is an integral part of accreditation of activities for CPD purposes. It should include an assessment process that evaluates the intended learning.

Criteria:

- There should be a clear statement outlining how the organiser will conduct an evaluation of the activity. Either a blank copy of the evaluation form should be submitted or, if feedback is being collected online, a list of the questions being used should instead be submitted
- Any form of assessment used within the educational programme of the activity should be stated and clearly described
- Each attendee should be asked to evaluate the course/event and each speaker:
 - Were the printed learning aims and outcomes of the course met?
 - Was there any bias or conflict of interest evident in the course?
 - Was the instructor/speaker organised and knowledgeable?
 - What impact will today's event have on your future practice?
 - Did today's event confirm that your knowledge is up to date?
- Upon request from the accrediting the organisation, the organiser should supply a summary of their delegate feedback including the details of any actions taken in response to this.

Organisational Standards

Organiser's details

Organisers should have access to relevant expertise and facilities to conduct the activity.

Criteria:

- The planning group/applicant and developers should have relevant professional and/or clinical work experience
- There should be a clear statement indicating the organiser's experience in conducting educational/scientific activities, frequency of educational activities conducted, number of similar activities conducted in the past
- Information regarding administrative/secretariat support and contact details should be provided. Details of the organiser's address and invoicing address, if different, should also be provided.

Commercial sponsorship

The educational programme should not be influenced or biased by commercial sponsoring organisations such as pharmaceutical or equipment companies.

Criteria

There should be a clear statement that the educational content of the activity is not inappropriately influenced or biased by commercial organisations.

- Where commercial sponsorship takes place, the sponsoring company must be acknowledged on supporting materials as having provided sponsorship and full details should be provided including details of any input that the sponsor has into the educational structure and content of the activity
- No product advertising or promotional material should occur within the educational product or within the area in which the education is delivered
- At the event, all speakers should explicitly state whether or not they have any conflict of interest at the start of their presentation
- Declarations must be made readily available, either in printed form, with the programme of the event, or on the website of the organiser
- Speakers should also declare whether they have received a speaker's fee, honorarium or expenses in relation to the event.

Administrative arrangements

Organisers should have in place an efficient and transparent administrative process.

Criteria:

- The organiser should normally apply for accreditation at least eight weeks prior to the meeting date
- A list of accredited activities should be maintained and published
- An attendance register for each activity should be maintained and retained for a period of at least 24 months. The attendance register should be provided on request. In order to comply with GDPR regulations, personally identifiable information (such as telephone numbers or email addresses) should not be included alongside the names on the attendance register
- A CPD attendance certificate should be given to all participants reflecting the sessions they attended and it is strongly recommended that this should only be issued after delegate feedback has been received.

Legislative and policy compliance

Organisers should comply with current regulatory and legislative requirements, good practice and codes of conduct.

Criteria:

- Clinical content should follow all appropriate patient consent, data governance, confidentiality policies and GMC guidelines.

Annex 1

Checklist

- Organiser's Details
- Professional Address
- Address for Correspondence if different
- Contact name and details of person responsible for application — to include email and telephone number
- Type of organisation — Commercial or non-Commercial/non-profit organisation
- Previous accreditation reference number, if applied for accreditation previously?

Details of the Activity

- Title
- Date
- Venue — to include web-link
- Attendance fee
- Number of attendees expected
- Details of Programme Structure, content and timetabling
- Final Programme attached?

Educational Content of the Activity

- Has the target audience been identified?
- What are the key learning aims?
- What are the key learning outcomes?
- What delivery methods are being used?

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