

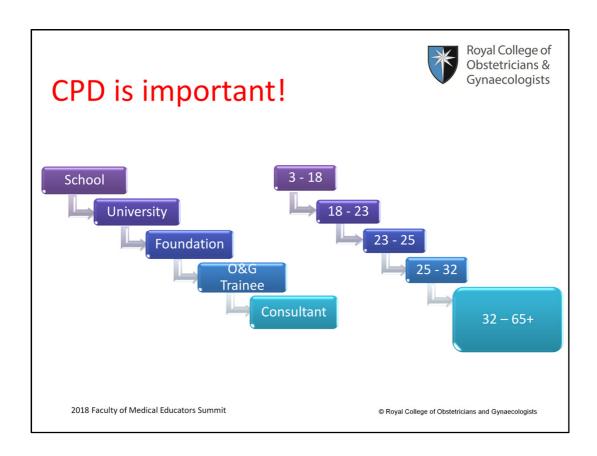
Why have a new CPD Programme?



2018 Faculty of Medical Educators Summit

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RCOG CME started 1994. Was relaunched as CPD in 2002, and most recently significantly revised in 2010.



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Why change?



GMC: Good Medical Practice

"You must keep your professional knowledge and skills up to date"

- CPD should be planned by you
- CPD should relate to all areas of your practice
- Value of reflection on practice and learning
- Personal and team learning
- Demonstrate impact of CPD



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Two particular drivers for change which occurred around the same in 2012 are the college's own work looking at the future specialist, which resulted in the report Tomorrow's Specialist, followed by a series of recommendations in the document Becoming Tomorrow' Specialist, and the introduction of revalidation by the GMS, which has emphasised the role of CPD. So the College set about redesigning our CPD programme. Work started in late 2015 and is now appropaching completion and implementation.

Why change?



- Tomorrow's Specialist: Educational view
 - Emphasis on adaptable to change and different working environments, leadership, team working
 - Based on commitment to life long learning
 - Emphasise generic professional capabilities attitudes, behaviours, patient safety
 - Support wider professional activities
 - Support career development and personal job satisfaction





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New CPD programme will:

- Be based on self-directed learning, not mandated
- Be more flexible in content and ways of learning
- Encourage balance across areas of practice
- · Make reflection easier
- · Include patient and peer feedback for learning

We do not learn from experience... we learn from reflecting on experience.

- John Dewey

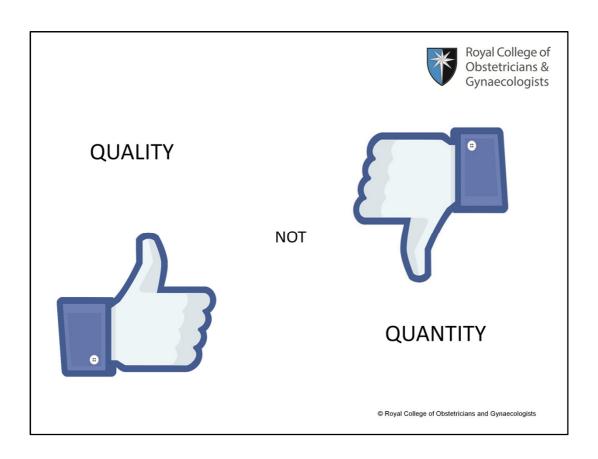
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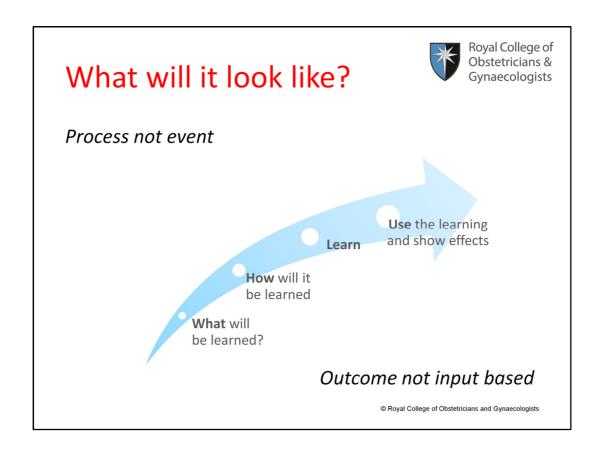
- Emphasise generic professional capabilities attitudes, behaviours, patient safety
- Support career development and personal job satisfaction
- Recognise wider professional roles
- Include outcomes of CPD
- Align with appraisal and revalidation more effectively

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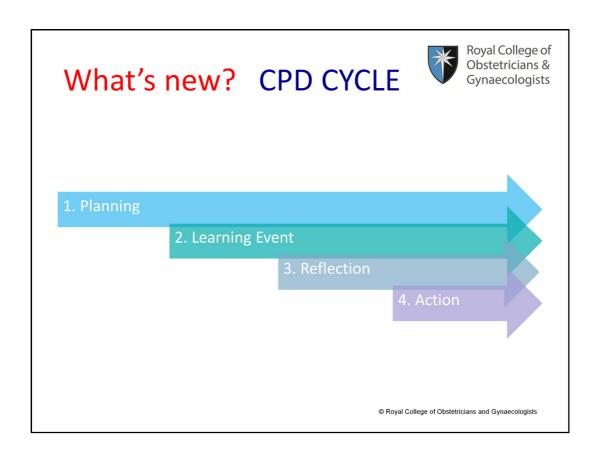
Goals of the new CPD programme



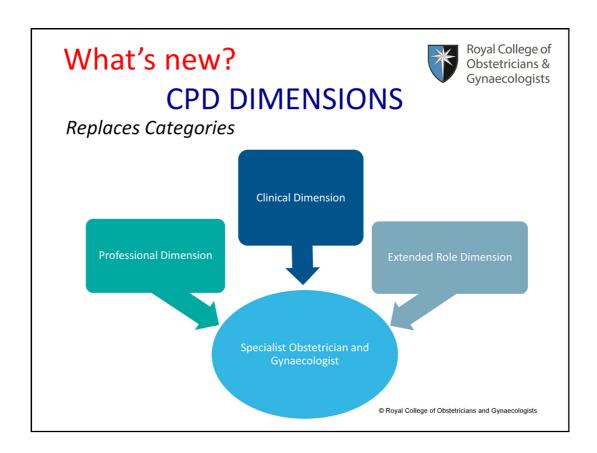
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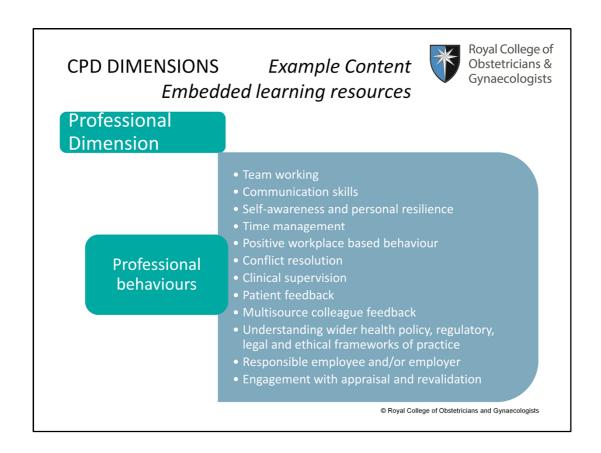
Underlying principle will be an outcome-based programme based on a process of CPD which demonstrates learning from CPD activities, not just time spent. Potentially less CPD activities but CPD that is meaningful and worthwhile.



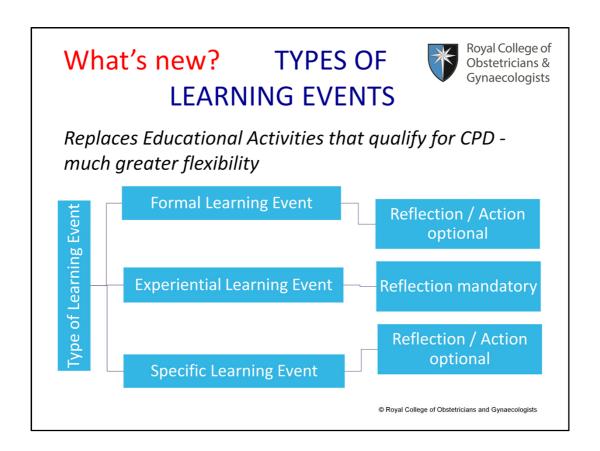
So the basis will be a 4 stage process from planning your CPD, to doing, to reflecting on what you have learnt and, in some cases not all, documenting an action or outcome from your CPD.



The current categories, based often on where your CPD happened, ie local, regional, national, is obselete in today's digital world and doesn't map well to appraisal and revalidation requirements. Instead we have identified 3 Dimensions which relate to what we do in our working lives.



Within the eportfolio will be prompts to suggest areas of learning, and even more helpfully, direct links embedded to RCOG learning resources. So your CPD portfolio will become a resource not just a repository.



Instead of the current list of educational activities, there will be much more flexibility in what constitutes an activity for CPD. Some will be clearly defined, often the same as the current list, which will largely fall within the formal learning event or some very specific activities, whereas others will be identified as experiential, or learning on the job – for these a reflective log will be mandatory.

What's new?



OUTPUT REPORT

- Bespoke time frame which can align to appraisal cycle
- Bespoke reporting
- · Summary which can expand to detail
- Easily exportable

NEW E-PORTFOLIO

- Interactive
- Mobile

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Instead of the current statement that you have met the requirements, there will be a much more flexibility in generating a bespoke report to align with your personal appraisal dates. A new eportfolio is being developed as we speak – we are looking to an up to date interactive, live and mobile system.

What's familiar?



CREDITS

- Same numbers but different process
- Additional credits for Reflection, Action

	Per year	Over a 5-year cycle
Number of CPD credits	50	250
Spread of CPD across Dimensions	No minimum per year	Minimum of 75 each per Clinical and Professional Dimensions
		If applicable, 50 per Extended Role (not all specialists will declare Practice and Roles in this Dimension)
Link of CPD to Personal Plan	At least one CPD activity linked to each item of P&R and PLP	
Type of Learning Event	No minimum per	 Formal: minimum of 50 credits;
(Formal, Experiential,	year	 Experiential: minimum of 50 credits
Specific)		 Specific: minimum of 50 credits

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Not everything is changing! Credits will still be recorded, and the numbers will be quite familiar. The type of learning event will determine the number of credits, while type of credits required will be split according to the Dimensions.

What's familiar?



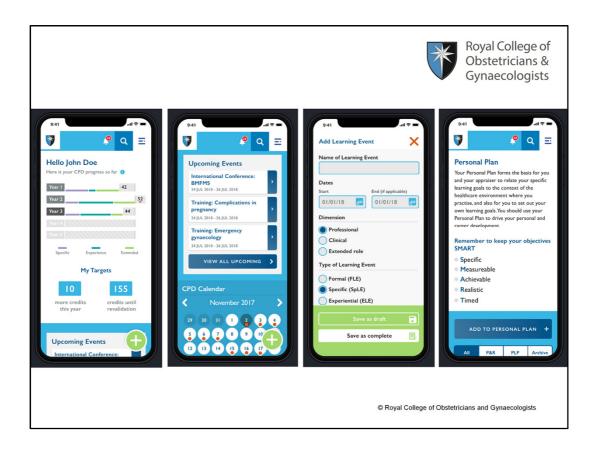
ABILITY TO ACHIEVE CREDITS

Random sample of 10 'average' CPD diaries converted to new Credit system found:

- Credits for CPD activity alone would decrease by 25%
- Credits for CPD activity plus Reflection plus Action would increase by 25%
- So overall new framework will improve quality of engagement with CPD without making it more difficult to meet requirements

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We feel confident, that although the new system looks daunting, it will not make it harder to meet the requirements.



Screen shots of initial design ideas for mobile devices Oct 18

TRANSITION:



- TRANSITION TO 'NEW' E-PORTFOLIO OVER 18/12 PERIOD TO ALIGN WITH APPRAISALS
- RETAIN CONTENT OF 'OLD' E-PORTFOLIO
- SPRING 2019 AUTUMN 2020



So when is this likely to happen? Late this year we hope to see the new eportfolio being rolled out, planning for a transition period so you can choose when it suits you to make the move. Probably completing around early 2020 when the old system will die.