

Guidance

Continuing professional development: High-level requirements for CPD programs

Currently medical practitioners who have specialist registration must meet the requirements for CPD set by the relevant specialist medical college for every specialty in which they hold specialist registration.

In practice, most specialists achieve this by participating in the CPD program of their own college or colleges. A handful of specialists undertake 'self-directed' CPD, presumably using the relevant specialist medical college's published information as a guide.

Under the proposed revised CPD Registration standard, specialists will choose their own CPD home. It is anticipated that CPD homes may be colleges, other education providers (e.g. universities) and other organisations (e.g. professional indemnity organisations, professional associations and societies).

Specialist medical colleges continue to have a significant role as standard setters, medical educators, supporters of individual medical practitioners and shapers of the culture of medicine.

The Board proposes that the accredited specialist medical colleges continue to set the 'high-level requirements' for CPD programs for vocational trainees, specialist international medical graduates and specialists practising in the relevant scopes of practice in each specialty. This is because the accredited specialist medical colleges set the standards for training to achieve specialist registration in the relevant specialty fields.

High-level requirements are additional requirements for CPD above the minimum requirements set by the Board for medical practitioners practising in certain scopes of practice. The purpose of high-level requirements is to ensure consistency among CPD homes with respect to CPD programs for medical practitioners with certain scopes of practice.

CPD programs for all other medical practitioners must meet the Board's minimum requirements and are not subject to any high-level requirements.

The Board will publish the high-level requirements framework and require all CPD homes to ensure that their program/s meet the high-level requirements by including them as a requirement for colleges in their AMC accreditation.

The framework for development of high-level requirements for CPD programs for vocational trainees, specialist international medical graduates under assessment and specialists is detailed below.

The high-level requirements must meet:

Cycle length

The Board has set annual requirements for CPD activity.

Colleges may set multi-year cycles, providing that the annual requirements are also met (e.g., multi-year cycles may be used to ensure that participants complete specific CPD activities every few years rather than annually).

Hours of CPD activity

The Board requires a minimum of 50 hours of CPD activity per year. Colleges may not set a high-level requirement of more than 50 hours of CPD per year, although individual CPD homes may require more than 50 hours of CPD from their participants.

Professional development plan and evaluation

The Board requires annual professional development planning and evaluation. Colleges may have additional requirements related to planning and evaluation (e.g., discussing the plan and/or evaluation with an educational supervisor or peer).

Reviewing performance and measuring outcomes

The Board requires that at least 25 hours (50 per cent of the minimum 50 hours) is allocated to activities directed at reviewing performance and measuring outcomes (with a minimum of five hours of each).

Colleges may require specific types of activities directed at reviewing performance or measuring outcomes and may require a proportion of these hours to be dedicated to activities that focus on the participant's personal practice.

Educational activities

The Board requires that at least 12.5 hours (25 per cent of the minimum 50 hours) is allocated to educational activities. Colleges may require specific types of educational activity and may require a proportion of these hours to be dedicated to activities of high educational quality that are primarily focused on the education of the participant.