



# Put your practice at the centre of your learning

The Royal College's MOC Program Educational Principles

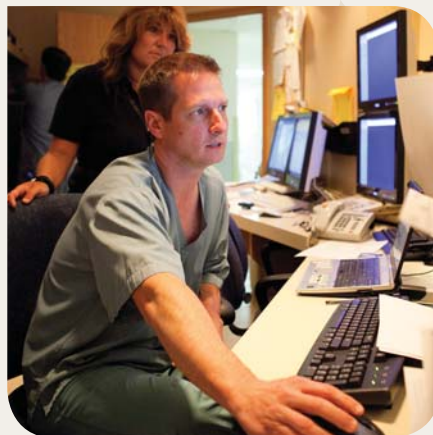
**MOC PROGRAM**  
enhancing learning, advancing care

**M MAINPORT**

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| <ol style="list-style-type: none"><li>1. Personal: learning must be relevant to one's scope of practice.</li><li>2. Needs-based: learning addresses perceived and unperceived needs.</li><li>3. Reflection: think critically about and learn from practice experiences.</li></ol> | <ol style="list-style-type: none"><li>4. Continuous Improvement: learning that demonstrates continuous improvement.</li><li>5. Competency-based: learning that enhances the competencies required for practice.</li><li>6. Choice: choose activities that address identified needs.</li></ol> | <ol style="list-style-type: none"><li>7. Inter-professional: learning within teams.</li><li>8. Evidence-informed: conclusions are based on best evidence.</li><li>9. Systems-based: learning that enhances the quality and safety of our health system.</li></ol> |
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Learn more at [royalcollege.ca/moc](http://royalcollege.ca/moc)

Learn more at [royalcollege.ca/mainport](http://royalcollege.ca/mainport)



*The Royal College has introduced a change to the Maintenance of Certification (MOC) Program: Fellows and MOC Program participants with new MOC cycles starting **on or after January 1, 2014**, will now be required to complete a minimum of 25 credits per cycle in each section of the MOC Program. Please visit our website — [www.royalcollege.ca/moc](http://www.royalcollege.ca/moc) — to learn more about what this change means for you.*

*Enhancing learning,  
advancing care*

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## Framework of Continuing Professional Development Activities

SECTIONS	CATEGORY	EXAMPLES	CREDIT RATING
Section 1: Group learning	<p><b>Accredited activities</b> Conferences, rounds, journal clubs or small-group activities that adhere to Royal College standards. Accredited group learning activities can occur face-to-face or web-based (online).</p>	<ul style="list-style-type: none"> <li>• Accredited rounds, journal clubs, small groups</li> <li>• Accredited conferences</li> </ul>	1 credit per hour
	<p><b>Unaccredited activities</b> Rounds, journal clubs or small-group activities in the process of meeting the educational and ethical standards; rural or local conferences that have no industry sponsorship.</p>	<ul style="list-style-type: none"> <li>• Unaccredited rounds, journal clubs, small groups</li> <li>• Unaccredited conferences without industry support</li> </ul>	0.5 credits per hour (maximum of 50 credits per cycle)
Section 2: Self-learning	<p><b>Planned learning</b> Learning activities initiated by the identification of a need, problem, issue or goal, either at or separate from the point of care, leading to the creation of a learning plan developed independently or in collaboration with peers or mentors.</p>	<ul style="list-style-type: none"> <li>• Fellowships</li> <li>• Formal courses</li> <li>• Personal learning projects</li> <li>• Traineeships</li> </ul>	100 credits per year 25 credits per course 2 credits per hour 2 credits per hour
	<p><b>Scanning</b> Resources that physicians use to enhance their awareness of new evidence, perspectives or findings that may be potentially relevant to their professional practice.</p>	<ul style="list-style-type: none"> <li>• Journal reading</li> <li>• Podcasts, audiotapes, videotapes</li> <li>• Internet searching (Medscape, UpToDate, DynaMed)</li> <li>• InfoPOEMs</li> </ul>	1 credit per article 0.5 credits per activity 0.5 credits per activity
	<p><b>Systems learning</b> Activities that stimulate learning through contributions to practice standards, patient safety, quality of care; curriculum development; or assessment (examination boards, peer review).</p>	<ul style="list-style-type: none"> <li>• Practice guideline development</li> <li>• Quality care/patient safety committee</li> <li>• Curriculum development</li> <li>• Examination development</li> <li>• Peer assessment</li> </ul>	0.25 credits per activity  20 credits per year 15 credits per year 15 credits per year 15 credits per year
Section 3: Assessment	<p><b>Knowledge assessment</b> Programs accredited by Royal College CPD providers that provide data with feedback to individual physicians regarding their current knowledge base to enable the identification of needs and the development of future learning opportunities relevant to their practice.</p>	<ul style="list-style-type: none"> <li>• Accredited self-assessment programs</li> </ul>	3 credits per hour
	<p><b>Performance assessment</b> Activities that provide data with feedback to individual physicians, groups or interprofessional health teams related to their personal or collective performance across a broad range of professional practice domains. Performance assessment activities can occur in a simulated or actual practice environment.</p>	<ul style="list-style-type: none"> <li>• Simulation</li> <li>• Chart audit and feedback</li> <li>• Multi-source feedback</li> <li>• Educational/administrative assessments</li> </ul>	3 credits per hour 3 credits per hour 3 credits per hour 3 credits per hour

This table summarizes the learning sections under the new MOC framework. Activities submitted via MAINPORT are converted automatically into credits.