



**ROYAL COLLEGE**  
OF PHYSICIANS AND SURGEONS OF CANADA  
**COLLÈGE ROYAL**  
DES MÉDECINS ET CHIRURGIENS DU CANADA

**MOC** PROGRAM  
LE PROGRAMME DE **MDC**



# Accreditation 101

## Laying the Foundation

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Mya Warken



Date: October 2016

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## Ms. Jennifer Thorgeirson

- I am a full-time employee of the Royal College of Physicians and Surgeons of Canada
- I have no relationships with commercial interests to disclose



## Ms. Mya Warken

- I am a full-time employee of the Royal College of Physicians and Surgeons of Canada
- I have no relationships with commercial interests to disclose



The 8th National CPD Accreditation Conference has received **NO COMMERCIAL** financial support.

The 8th National CPD Accreditation Conference has received **NO COMMERCIAL** in-kind support.



## At the end of this session, participants will be able to:

1. Explain the criteria established to determine if the developing organization meets the definition of a physician organization.
2. Discuss the minimum acceptable educational and ethical standards all programs must meet to be approved as accredited CPD activities.
3. Identify at least one area for improvement in the review process for their organizations.

## Raise your hand if you have:

- Less than 1 year experience in CPD Accreditation
- 1-3 years experience in CPD Accreditation
- 3+ years experience in CPD Accreditation

## Raise your hand if you represent a:

- National Specialty Society
- Regulatory authority
- Simulation Program
- University Office of CME/CPD





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# The CPD accreditation environment



- 32 National Specialty Societies
- 16 Canadian University Offices of Continuing Medical Education (CME)
- 16 Accredited Simulation Programs
- Other national and provincial organisations (for example):
  - Fédération des médecins spécialistes du Québec
  - The Canadian Medical Protective Association

*“...you are not alone!”*





## The Royal College:

- Sets the standards for accredited CPD provider organizations (national specialty societies and simulation programs).
- Sets the standards for individual CPD activities.

## Committee on Accreditation of Continuing Medical Education

- Sets the standards for accredited university offices of CME.

## Collège des médecins du Québec

- Sets the standards for CPD providers in Quebec.

## Accredited CPD providers:

- Become accredited voluntarily.
- Are responsible to review activities using Royal College guidelines.
- Are coaches!

Accredited CPD providers review CPD activities that have been developed or co-developed by physician organizations:

- Activities that meet the standards for group learning under **Section 1**.
  - *includes conferences, courses, and workshops*
  - *Does NOT include: rounds, journal clubs or small group learning activities*
- Assessment activities under **Section 3**.
  - *includes knowledge and performance assessment (self-assessment programs or simulation based assessment)*

- Maintain attendance records for a 5 year period
- Provide a certificate of attendance/participation which includes:
  - The title of the activity.
  - The name of the physician organization.
  - The date(s) the activity took place.
  - The location of the activity (i.e. city, country, web-based).
  - The total number of hours the activity is accredited for.
  - The number of hours the registrant attended the activity (or a blank space for the registrant to complete themselves).
  - All applicable accreditation statements.

- Review post-activity evaluations
- Provide feedback to faculty, authors
- Adjust program according to feedback (if online or a repeat activity)
- Comply to all accreditation standards (administrative, educational and ethical)

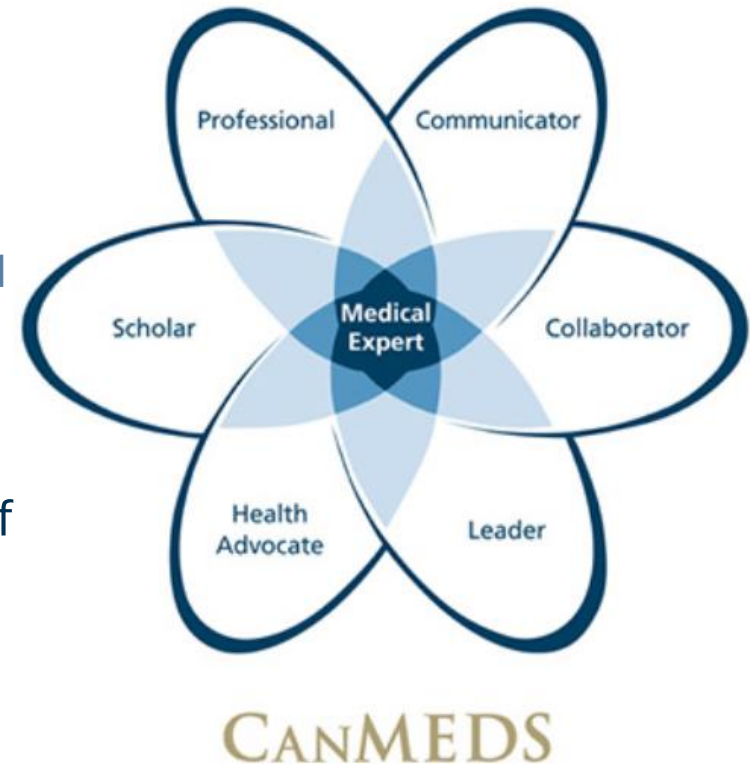




Framework of Continuing Professional Development Activities			
SECTIONS	CATEGORY	EXAMPLES	CREDIT RATING
Section 1: Group learning	<b>Accredited group learning activities</b> Conferences, rounds, journal clubs or small-group activities that adhere to Royal College standards. Accredited group learning activities can occur face-to-face or online.	<ul style="list-style-type: none"> <li>Accredited rounds, journal clubs, small groups</li> <li>Accredited conferences</li> </ul>	1 credit per hour
	<b>Unaccredited group learning activities</b> Rounds, journal clubs, small-group activities or conferences that have not been submitted for accreditation and have no industry sponsorship.	<ul style="list-style-type: none"> <li>Unaccredited rounds, journal clubs, small groups or conferences</li> </ul>	0.5 credits per hour (maximum of 50 credits per cycle)
Section 2: Self-learning	<b>Planned learning</b> Learning activities initiated by a physician (independently or in collaboration with peers or mentors) to address a need, problem, issue or goal relevant to their professional practice.	<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
	<b>Scanning</b> Learning activities used by a physician to enhance their awareness of new evidence, perspectives or discoveries that are potentially relevant to their professional practice.	<ul style="list-style-type: none"> <li>Reading a book</li> <li>Reading a book chapter</li> <li>Reading a journal volume</li> <li>Reading a journal article</li> <li>Bulk journal reading with transcript</li> <li>Bulk online reading/scanning with transcript</li> <li>Podcasts, audio, video</li> <li>Internet searching (Medscape, UpToDate, DynaMed)</li> <li>POEMs</li> </ul>	10 credits per book 2 credits per chapter 2 credits per volume 1 credit per article 1 credit per article 1 credit per hour 0.5 credits per activity 0.5 credits per activity 0.25 credits per activity
	<b>Systems learning</b> Learning stimulated by participation in activities such as setting practice standards, patient safety, continuous quality improvement; curriculum development; assessment tools and strategy development; examination board membership; or peer review.	<ul style="list-style-type: none"> <li>Clinical practice guideline development</li> <li>Quality care/patient safety committee</li> <li>Curriculum development</li> <li>Examination development</li> <li>Peer review</li> </ul>	20 credits per year 15 credits per year 15 credits per year 15 credits per year 15 credits per year
Section 3: Assessment	<b>Knowledge assessment</b> Programs approved by Royal College accredited CPD provider organizations that provide data with feedback to individual physicians regarding their current knowledge base, enabling the identification of needs and development of future learning opportunities relevant to their practice.	<ul style="list-style-type: none"> <li>Accredited self-assessment programs</li> </ul>	All assessment activities are 3 credits per hour
	<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.	<ul style="list-style-type: none"> <li>Accredited simulation activities</li> <li>Chart audit and feedback</li> <li>Multi-source feedback</li> <li>Direct observation</li> <li>Feedback on teaching</li> <li>Annual performance review</li> <li>Practice assessments</li> </ul>	

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

- CanMEDS is a framework for improving patient care by enhancing physician training
  - Describes the knowledge, skills and abilities that specialist physicians need for better patient outcomes.
- Its main purpose is to define the necessary competencies for all areas of medical practice and provide a comprehensive foundation for medical education and practice in Canada.
  - CPD programs are not limited to “medical expert”.



My Dashboard

My MOC

My Holding Area

My Reports

My CPD Planning

My CPD Activities List

My eLearning



[Change Image](#)

**Ms. Jennifer Thorgeirson**

Current Cycle: Mar 28, 2013 - Dec 31, 2018



[ENTER A CPD ACTIVITY](#)

**My Quick Links**

[Enter a CPD Activity](#)

[View My Credit Summary](#)


[View My Transcript](#)

[View My Holding Area](#)

[Access MOC Resources](#)

[FAQ](#)

**CPD Planning Process**

 [CPD Planning Process](#)

**MOC Resources**

[PubMed](#)

**Royal College MOC Program**

**Effective September 30, 2016, Dr. Cochrane is retiring!**

Fellows and Health Care Professionals will no longer have access to Cochrane Learning activities for Section 3 credits through the MAINPORT ePortfolio. If you have purchased and downloaded a module, we encourage you to complete it before the Cochrane website shuts down on September 30.

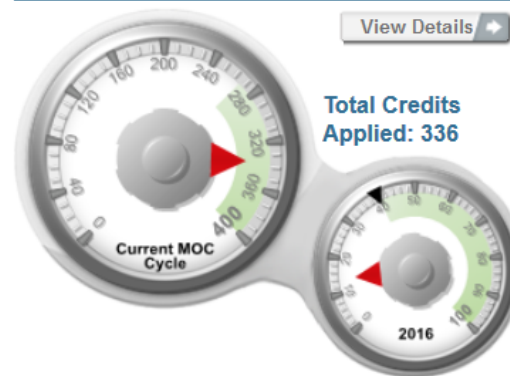
If you have already completed but not yet reported a module, you have until the end of your cycle to submit it. However, we encourage you to submit it as soon as possible as Dr. Cochrane activities reported outside the year you completed them require supporting documentation for credit validation.

**[Other Section 3 opportunities are available on the Royal College's website.](#)**

Other MOC Program support tools and resources:

**My MOC**

[View Details](#)



You have reported 336 of 400 required credits in your current MOC cycle; of those **336** credits have been applied.

You have reported 14 credits in the current year; of those **14** have been applied.

About Us Our Me...  
 My Dashboard  
 Change Image  
 My Quick Links  
 Enter a CPD Act...  
 View My Credit...  
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 Access MOC Re...  
 FAQ  
 CPD Planning  
 CPD Plann...  
 MOC Resource...  
 PubMed  
 Clinical Evidence

Royal College of Physicians and Surgeons of Canada

Activity Details

### Enter a CPD Activity

\* Indicates Required Field / Question

This page records Assessment Activities, and it will occasionally update. To save information on this page you must click the Save button in the Holding Area.

Section 3 - Assessment Activities: \*

Select the relevant domain for this accredited SAP \*

SAP Name \*  
 Anesthesia Online (Module 15 Lessons in Acute Pain Management) 11/11-11/14  
 Anesthesia Online - Accidental Subdural Injections 01/01/2011 - 01/01/2014  
 Anesthesia Online - Accidental Subdural Injections 01/01/2014 - 01/01/2017  
 Anesthesia Online - Amniotic Fluid Embolus 01/01/2011 - 01/01/2014  
**Anesthesia Online - Amniotic Fluid Embolus 01/01/2014 - 01/01/2017**  
 Anesthesia Online - Aseptic Technique and Septic Complications of Regional Anesthesia 01/01/2011 - 01/01/2014  
 Anesthesia Online - Aseptic Technique and Septic Complications of Regional Anesthesia 01/01/2014 - 01/01/2017  
 Anesthesia Online - Blood Transfusion & the Jehovah's Witnesses Patient 01/01/2011 - 01/01/2014  
 Anesthesia Online - Blood Transfusion & the Jehovah's Witnesses Patient 01/01/2014 - 01/01/2017  
 Anesthesia Online - Confidential Enquiry into Maternal Deaths 01/01/2011 - 01/01/2014  
 Anesthesia Online - Confidential Enquiry into Maternal Deaths 01/01/2014 - 01/01/2017  
 Anesthesia Online - CSE and Mobile Analgesia for Labour 01/01/2011 - 01/01/2014  
 Anesthesia Online - CSE and Mobile Analgesia for Labour 01/01/2014 - 01/01/2017  
 Anesthesia Online - Infective Endocarditis: An Update for Practicing Anesthesiologists 01/01/2014 - 01/01/2017  
 Anesthesia Online - Infective Endocarditis: An Update for Practicing Anesthesiologists 17/12/2012 - 01/01/2014  
 Anesthesia Online - Laryngeal Mask Airway 01/01/2011 - 01/01/2014  
 Anesthesia Online - Laryngeal Mask Airway 01/01/2014 - 01/01/2017  
 Anesthesia Online - Lessons in Acute Pain Management 01/01/2011 - 01/01/2014  
 Anesthesia Online - Lessons in Acute Pain Management 01/01/2014 - 01/01/2017  
 Anesthesia Online - Management of One-Lung Ventilation 01/01/2011 - 01/01/2014



**There are 3 parts to any application:**

**Part 1:** Administrative Standards *(same for Section 1 & 3)*

**Part 2:** Educational Standards *(difference between Section 1 & 3)*

**Part 3:** Ethical Standards *(same for Section 1 & 3)*



## When reviewing an application for MOC credits...

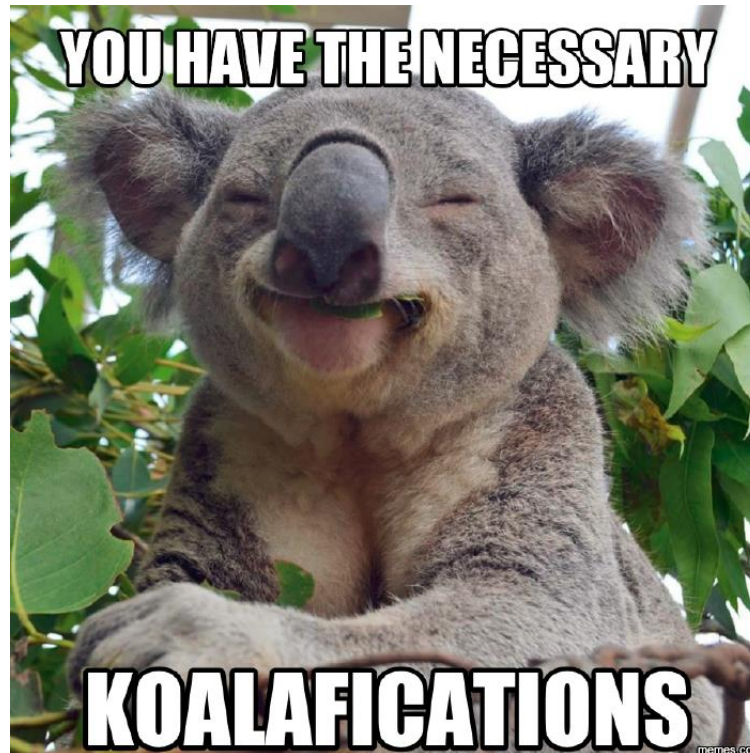
- Was the application submitted by the physician organization?
- Was it signed by the Chair of the planning committee?
- Did it include the following attachments?
  - ✓ Conflict of interest disclosure template
  - ✓ Activity budget
  - ✓ Evaluation form
  - ✓ Program/agenda/promotional brochures
  - ✓ Needs assessment summary
  - ✓ *Access to online modules (Section 3)*
  - ✓ *Assessment sheet (Section 3)*
  - ✓ *Feedback template (Section 3)*





# PART 1:

## Administrative Standards



## STANDARD

All accredited CPD activities must be developed or co-developed by a physician organization as defined by the Royal College.

A not-for-profit group of health professionals with a formal governance structure, accountable to and serving, among others, its specialist physician members through:

- \* Continuing professional development;
- \* Provision of health care; and/or
- \* Research

## Examples of a physician organization

- Departments within faculties of medicine
- Hospital departments or divisions
- Medical societies/associations/academies
- Physician research organizations
- Health authorities not linked to government agencies
- Canadian provincial medical regulatory authorities (MRAs)

## Examples of non-physician organizations

- Disease-oriented patient advocacy organizations
- Government departments or agencies
- Industry (pharma, medical device companies)
- Medical education or communications
- 'For-profit' on-line educators, publishing companies or simulation companies
- Small number of physicians working together to develop educational programming

*\*Refer to physician organization exercise materials*

## Using the definition of a physician organization:

1. Review the list of example organizations applying for accreditation.
2. Determine if they meet the Royal College definition of “physician organization”.



## STANDARD

All accredited CPD activities must have a scientific planning committee (SPC) that is representative of the target audience.

- Consider specialty/health profession, demographics such as gender, language, geographic location, practice type etc.





## STANDARD

All accredited CPD activities must maintain attendance records (for 5 years) and provide participants with a certificate of participation that includes the appropriate accreditation statement.

The certificate must specify the following elements:

- The title of the activity.
- The name of the physician organization (and co-developer if applicable) responsible for the activity.
- The date(s) the activity took place.
- The location of the activity (i.e. city, country, web-based).
- The total number of hours the activity is accredited for.
- The number of hours the registrant attended the activity (or a blank space for the registrant to complete themselves).
- All applicable accreditation statements (include co-development statement when necessary).

# PART 2:

## Educational Standards



## Part 2: Educational Standards (*difference between Section 1 & 3*)

Section 1	Section 3
Addressing Needs	Addressing Needs
Learning Objectives	Learning Objectives
Evaluation	Evaluation
Interactivity	Assessment
	Feedback

## STANDARD

The CPD activity must be planned to address the needs of the target audience.

- Describe the primary target audience.
- Describe the members of the planning committee.
  - *Does the planning committee represent the identified target audience?*
- Describe the needs assessment approach and provide a summary of the results (as required).
  - *Was the needs assessment conducted for the identified target audience?*
  - *What gaps in knowledge or performance were identified?*
  - *What does the needs assessment tell you about the best learning format?*

*Documentation: Program, needs assessment summary*

### Example of needs assessment

“An electronic needs assessment survey was circulated to the target audience in June 2012 (see attached).

The Planning Committee also considered the feedback provided by attendees on speaker evaluations from previous sessions that were held on this topic. (see attached).”

*Q: Do you think this strategy meets the requirements?*

### Example of needs assessment

“Reviews of scientific literature in (topic area) and clinical practice guidelines (in particular the ... guideline) were done. An informal synopsis provided by the Director of the Ontario ... was also useful as it provided additional insight into the needs of professionals working in Ontario.

We also examined:

- CMPA data
- Implementation of clinical practice guidelines-data
- Performance and competency data.”

## STANDARD

Learning objectives must be written from the perspective of the learner and communicated to participants.

- Identified needs inform the learning objectives.
  - *For the overall activity and individual sessions*
- Learning objectives written to inform participants what information or skill(s) they will acquire by participating in the activity and reflect the learning format.
  - *“At the end of this session participants will...”*
  - *Avoid “understand appreciate, know, learn,” etc.*
- Learning objectives are communicated to participants in advance.
  - *Within the program or other circulated materials*

*Documentation: Program, needs assessment summary*

An example learning objective:

“By participating in this session, you will:

- develop an understanding of the three basic elements required to motivate patients to change.”

Upon review, you realize that these learning objectives need improvement and your role as a coach comes into play.

*Q: what feedback would you provide to the physician organization?*



Here is an example that meets the standard:

“After participating in this session, you will be able to:

- Use three methods to motivate patients to change.”



## STANDARD

Each learning activity is evaluated:

- Were learning objectives achieved?
  - *Both session specific and overall.*
  - *List the learning objectives on the evaluation form.*
- Was there appropriate time dedicated to interactive learning? (section 1)
- Was the simulated scenario appropriate?(Section 3 Simulation)
- Did learners detect any commercial/inappropriate bias?
  - *Is there space for learners to provide details if the answer is “yes”?*
- Is there an opportunity for learners to reflect on their own learning outcomes?

*Documentation: Evaluation form/tool (could be electronic).*

**\*We will now explore the differences identified earlier...**

Section 1	Section 3
Addressing Needs	Addressing Needs
Learning Objectives	Learning Objectives
Evaluation	Evaluation
Interactivity	Assessment
	Feedback

## STANDARD *(only for Section 1)*

A minimum of 25% of the activity is devoted to interactive learning time.

- Interactive learning can be promoted through:
  - Q&A
  - Debates
  - Small group discussion/group work
  - Simulation
  - Think/pair/share
- Opportunities for interaction communicated in the program
- Learning format reflected in the learning objectives

*Documentation: Program, needs assessment summary*

**Note:** *Online programs must also meet this standard*

## Considerations for Web-based Group Learning (Section 1)

In addition to the Section 1 face-to-face group learning standards:

1. Web-based group learning activities must provide an opportunity for interaction between participants and faculty;
2. Participants must ‘log on’ to the interactive component;
3. Certificates of participation provided after participants have ‘logged on’ to the interactive component.

## STANDARD *(only for Section 3)*

There must be a strategy to assess knowledge, skills, clinical judgment, attitude (knowledge assessment) or performance (simulation)

- Describe the knowledge or theme to be assessed
  - *Disease? Behavior? Attitude?*
- Describe the scientific evidence base use to develop the assessment
  - *Clinical practice guideline? Meta-analysis? Systematic review? Best practice? Latest literature?*
- Describe the assessment format and rationale for its selection
  - *Learners must be able to “record” their answers (knowledge)*
  - *Simulation? Multiple choice question? Short answer? True False?*

## **STANDARD** *(only for Section 3)*

Detailed (personalized) feedback must be provided to participants on their performance

- Enables learner to identify areas for improvement
- Describe how learners will demonstrate knowledge or performance
  - *Submit the assessment tool (provide access online) if applicable*
  - *Submit the “answer sheet”*

*Documentation: Score sheet*



(cont.) **STANDARD** (*only for Section 3*)

Describe how learners will receive feedback on knowledge or performance

- Must identify which questions were answered correctly/incorrectly (knowledge)
  - *Must provide references for correct answers (to develop a learning plan to address identified gaps)*
- Must identify how participant performed (simulation) in achieving the learning objectives and demonstrating the competencies embedded within the simulation scenario(s).
  - *Feedback can be verbal or written, immediate or delayed*



# PART 3:

## Ethical Standards



## Ethical Standards

CMA Guidelines for Physicians in Interactions with Industry.

- Written for individuals, interpreted to apply to CPD activities.

National Standard for Support of Accredited CPD Activities.

- Effective January 1, 2018

The Code of Ethics for parties in Continuing Medical Education of the Conseil québécois de développement professionnel continu des médecins.

- the requirement for all Royal College-accredited CPD activities held in Quebec to comply with the [CQDPCM's Code of Ethics](#) has been removed from the Royal College CPD accreditation standards.

## STANDARD

Physician organization/planning committee\* must have control over the topics, content, and speakers selected for this activity.

*\*The planning committee cannot include members from pharmaceutical, medical supply, medical education, or other for-profit entities.*

Participants or sponsors can suggest faculty or topics; however, they cannot direct the selection process and the final decision must reside with the physician organization.

The planning committee ensures that content is scientifically valid and balanced (and not promotional).

- Use of generic names or both generic and trade names, must be consistent.
- No peer selling.

## STANDARD

Conflict of Interest Declarations must be received from everyone who influenced content (e.g., all faculty, speakers, planning committee, moderators, authors) irrespective of whether a direct conflict exists.

Conflict of interest declarations:

- COIs must be submitted to the planning committee prior to the start of the activity.
- The planning committee must have a management process in place to address identified conflicts
- All conflicts must be disclosed to participants either verbally, or displayed in writing

Examples of relationships that must be disclosed include (but are not limited to):

- Any direct financial interest in a commercial entity such as a pharmaceutical organization, medical devices company or communications firm (“ the Organization”)
- Investments held in the Organization
- Membership on the Organization’s Advisory Board or similar committee
- Current or recent participation in a clinical trial sponsored by the Organization
- Member of a Speakers Bureau
- Holding a patent for a product referred to in the CME/CPD activity or that is marketed by a commercial organization

## STANDARD

All funds received in support of the activity must be provided in the form of an educational grant payable to the physician organization.

- Sponsorship is recognized separately from the educational content.
- Promotional displays must be separate from the educational activity.
- There are no product advertisements.
- Meals must be modest.
- Faculty may be offered reasonable honoraria.
- Hospitality may not be subsidized by sponsors for personal guests of attendees or faculty (including spouses or family members).

## STANDARD

The funding of learners' travel and accommodations to an accredited CPD activity is "ethically permissible" as long as:

- The funding organization of learners' travel and accommodations is the member-based organization responsible for the development of the program.
- The CPD activity is not industry-sponsored.

Example of a budget for a 1-day meeting.

Revenue	
Registration fees (30 ppl @ \$100.00 ea.)	\$3,000.00
Industry sponsorship	\$90,000.00
<b>TOTAL</b>	<b>\$93,000.00</b>
Expenses	
Venue rental	\$2,000.00
Food and beverage (30 ppl @ \$700 ea.)	\$21,000.00
Honoraria (Dr. Smith)	\$25,000.00
Travel and accommodation (30 ppl @ \$1500 ea.)	\$45,000.00
<b>TOTAL</b>	<b>\$93,000.00</b>

*Does it meet the standard?*

## STANDARD

“Satellite symposia” (unaccredited group learning activities) must:

- Not conflict with or compete with accredited group learning activities.
- Not be listed or included within conference programs, brochures or schedules (preliminary or final).

Effective July 1, 2012 “tagging” is prohibited

- The linking or alignment of a sponsor’s name to a specific educational session within an accredited group learning activity.



## Example of a scientific program

<b>Monday, September 29</b>		
0800-0900	Opening Plenary Brought to you by Industry Company X	Learning objectives
0900-1200	Workshop 1 Brought to you by the Royal College	Learning objectives
1200-1300	Lunch	
1300-1400	Workshop 2 Unaccredited-Hosted by Industry Company Y	Learning objectives
1400-1530	Workshop 3 Satellite Symposia- Not-for-profit A	Learning objectives
1530-1630	Closing Plenary	Learning objectives

LOGO LOGO LOGO LOGO LOGO LOGO LOGO LOGO

*Does it meet the standard?*

**It's accredited.**

*So now what?*



Inform the applicant of the status of their application (approved, not-approved, needs improvement).

- If approved:
  - Provide the appropriate accreditation statement(s) to the applicant.
  - Notify the Royal College (via email) of the approval using the “Notice of Review” form.
- If improvement is required, help counsel the applicant until their program meets the standards (if possible).



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# Additional bits and bobs



- Section 1 Accreditation = 1 year period (*1 credit per hour*)
- Section 3 Accreditation = 3 year period (*3 credits per hour*)
- Accreditation statement includes **hours not credits**
  - MAINPORT automatically 3x hours to = credits
- Only those who receive feedback on knowledge or performance receive assessment credits
  - Observers of simulation activities in a group learning setting can record Section 1: group learning
- Re-accreditation required when the program changes
  - Small “tweaks” ok to respond to feedback
  - Accredited CPD providers should be informed when details change (timing, speakers etc.)

## ***AMA PRA Category 1 credit™ Agreement:***

- Convert MOC Credits to *AMA PRA Category 1 credit™* for eligible programs:
  - *accredited live and web based group learning activities (synchronous and asynchronous)*
  - *self-assessment programs*
  - *simulation based assessment.*
- Include the conversion statement on materials.

## ***European Union of Medical Specialists (UEMS) ECMEC***

- Live group learning activities in Canada.
- EU physicians convert (MOC) Section 1 to European Continuing Medical Education Credits (ECMECs).
- Conversion statement.

## *Substantive Equivalency*

- Accreditation Council on Continuing Medical Education (ACCME) recognized the Royal College's CPD accreditation system as substantively equivalent.
- Group learning activities, held in Canada, developed by **ACCME accredited physician organizations** do not need to be reviewed for MOC Section 1 Credits.

## *Remember...*

All self-assessment programs (SAPs) must be reviewed by an accredited CPD provider for MOC Section 3 Credits



# Resources





## Resources:

*“where can I get help?”*



- Your organization’s policies and procedures
- Royal College website
- CPD Accreditation Bulletin (are you on our list?)
- CPD Accreditation Unit staff
  - Jennifer Thorgeirson
  - Mya Warken
- Your colleagues!

## Tools and resources for accredited CPD providers

This web page gathers together resources that may be useful to accredited continuing professional development (CPD) providers.

New!

[National Standard for Support of Accredited CPD Activities](#)

## CPD activity toolkit

- Needs assessment
- Creating learning objectives
- Educational delivery methods
- Evaluations
- Web-based CPD events
- Relationships with speakers and sponsors
- Frequently asked questions

## Accreditation of CPD activities

- Section 1 group learning activities, conferences and workshops
- Section 3 self-assessment programs
- Section 3 simulation activities

## Sample accreditation application forms

The forms below are samples only. Royal College-accredited CPD providers should have their own specific application forms.

- [MOC Section 1 Group Learning Application Form \(SAMPLE\)](#)
- [MOC Section 3 Self-Assessment Application Form \(SAMPLE\)](#)
- [MOC Section 3 Simulation Activities Application Form \(SAMPLE\)](#)



## Notification of review forms

Accredited CPD providers must complete and submit this form to the Royal College once a CPD activity has been accredited.

- [Notification of Review: Group Learning Activity](#)
- [Notification of Review: Self-Assessment Program](#)
- [Notification of Review: Simulation](#)

[Sample accreditation statements](#)

## International accreditation agreements

- [American Medical Association PRA Category 1 Credits™](#)
- [Accreditation Council for Continuing Medical Education Substantive Equivalency](#)
- [European Union of Medical Specialists ECMEC Credits](#)

## CPD Accreditation Bulletin

- [Volume 6, Issue 1 \(2014\)](#)
- [Volume 6, Issue 2 \(2014\)](#)
- [Volume 7, Issue 1 \(2015\)](#)

Thank you!

We BEG YOU - please complete the workshop evaluation  
(delivered to your email)

Please feel free to contact us:

[cpd-accreditation@royalcollege.ca](mailto:cpd-accreditation@royalcollege.ca)

[jthorgeirson@royalcollege.ca](mailto:jthorgeirson@royalcollege.ca)

[mwarken@royalcollege.ca](mailto:mwarken@royalcollege.ca)

