The 2019 CPD Framework – a brief summary of main components

CPD Framework

The College published a new CPD Framework in August 2019 to support the recommendations of the RCOG report, Becoming Tomorrow's Specialist.

The new framework is flexible and can be tailored to meet individual requirements, including learning relating to wider non-clinical professional skills. The College no longer sets the dates of a doctor's 5-year CPD cycle. Output reports can be generated so that they match appraisal dates. The two main documents relating to the new CPD Programme are:

- The CPD Framework, describing the principles of the CPD programme
- The CPD Guidance, giving some practical help on how to engage with the programme

The Learning Process

The new CPD Programme is based on a learning process in four stages:

1. **Planning:** CPD participants set up their learning objectives in a Personal Learning Plan and describe their Practice & Roles so that they can show the links between their CPD and their roles. See further information on page 4–5 of the CPD Guidance
2. **Learning Events:** These are the means by which specialists engage in the process. They are subdivided into:
    - 2.1 *Formal learning events* (e.g., courses and conferences, eLearning programmes, advanced training skills modules, etc)
    - 2.2 *Experiential learning events* (e.g., workplace based learning, teaching others, learning from cases, discussion with peers, departmental meetings, etc)
    - 2.3 *Specific learning events* (e.g., successful completion of TOG questions, publishing books, chapters, articles, etc)

        Further information on the types of LEs is available on pages 23–29 of the CPD Framework
3. **Reflection:** A reflective log documents the specialist's reflections on the learning activity. Guidance on reflection can be found on pages 7–10 of the CPD Guidance
4. **Action:** An action log sets out the outcome or impact the learning has had, e.g., delivering a teaching session, sharing the learning with colleagues in the workplace, etc. Guidance on action can be found on pages 11–13 of the CPD Guidance.

The CPD Dimensions describe the components of the professional identity of the specialist obstetrician and gynaecologist, while allowing for the diverse range of practice in the wide variety of roles and environments in which specialists practise. See pages 17–22 of the CPD Framework.

- **Professional Dimension** – This dimension includes areas of learning that support and enhance wider professional skills, attitudes and behaviours, e.g, teamwork, communication, equality and diversity, risk management, etc.
- **Clinical Dimension** – This dimension includes areas of learning that all specialists must engage in to support and enhance their clinical skills, for example: reflection on clinical cases, learning from colleagues, audit, developing and revising guidelines, surgical skills, neonatal resuscitation, specialist societies meetings and courses, etc.
- **Extended Role Dimension** – This dimension includes the roles that specialists undertake in addition to their clinical practice, for example Academic / Educational / Leadership / Managerial. Examples of areas which could prompt Learning Events for the four roles are: examining, undergraduate or postgraduate teaching, formal leadership training, developing new services, mentoring/coaching, etc.

The Recommendations for CPD Credits

Credits are achieved according to the values defined by the type of Learning Events together with credits for Reflection and Action. Please see further information on pages 25–29 of the CPD Framework.

Overall total in a 5-year period: 250 CPD credits
Yearly: 50 CPD credits
Per each of the Professional and Clinical Dimension: 75 CPD credits
Per Extended Role Dimension: 50 CPD credits (if applicable, as not all specialists will declare Practice & Roles in this dimension)
Additional credits for reflection and action: A reflective log is essential in order to gain credits for all Experiential Learning Events, but optional for Formal and Specific Learning Events. If completed for Formal Learning Events and Specific Learning Events, 1 additional credit is awarded. If the participant demonstrates action following the learning, 1 or 2 credits may be claimed depending on the complexity of the action.

A new CPD ePortfolio which is compatible with mobile technology accompanies the new Framework. Guidance on how access and use the ePortfolio is available here.

- **Adding your Personal Plan in the CPD ePortfolio**
  Doctors set out Personal Learning objectives at the beginning of the CPD year and give information about their Practice & Roles. When recording the Learning Events, they link their activities to the Personal Learning Plan and Practice & Roles. Guidance on how to add the Personal Plan in the CPD ePortfolio is available here.
- **Adding a Learning Event in the CPD ePortfolio**
  Guidance on how to add a Learning Event in the CPD ePortfolio is available here.
- **Output Report**
  Doctors can generate an individualised Output Report for a chosen period, summarising their CPD activity. Guidance on this is provided in the Getting Started Instructions.

Further information and your enquiries

Further information is provided here. If you have any enquiries about the CPD Framework or CPD ePortfolio, please email: cpd@rcog.org.uk.