



Objectives

- ❖ To establish Core Principles as a standard and encourage uptake amongst all stakeholders to
 - ❖ improve quality of CME programmes in Europe
 - ❖ support all parties and users striving to improve programmes
- ❖ 4 Core Principles developed and submitted to consultation
 - ❖ Appropriate education
 - ❖ Balance
 - ❖ Transparency
 - ❖ Effectiveness

Assessment

- ❖ Stakeholders requested to review each principle (strongly disagree to strongly agree) and comment:
 - ❖ The principle sets an appropriate standard
 - ❖ Implementation of the principle is feasible
 - ❖ The principle will lead to improved quality of education
 - ❖ Would you endorse adoption of this principle by all parties involved in developing CME programmes (financial supporters, faculty and providers)

Consultation process



Proposed Principle 1

Appropriate Education

- ❖ CME providers should ensure that educational activities have clear learning objectives that are derived from a coherent and objective process that has identified performance gaps and unmet educational needs. The education must be designed to positively reinforce existing good practice and effect a sustained change in daily clinical practice as appropriate

Proposed Principle 2

Balance

- ❖ Balance needs to be evident in content, faculty and review. Content has to be developed independently of the sponsor and reflect the full clinical picture within the framework of the learning objectives

Proposed Principle 3

Transparency

- ❖ All relevant information should be disclosed to the learner so that they understand fully how the content has been developed and presented. This includes the terms of the financial support, relevant disclosures of faculty and organisations involved in the development of the scientific content and the presentation of the programme

Transparency in CME



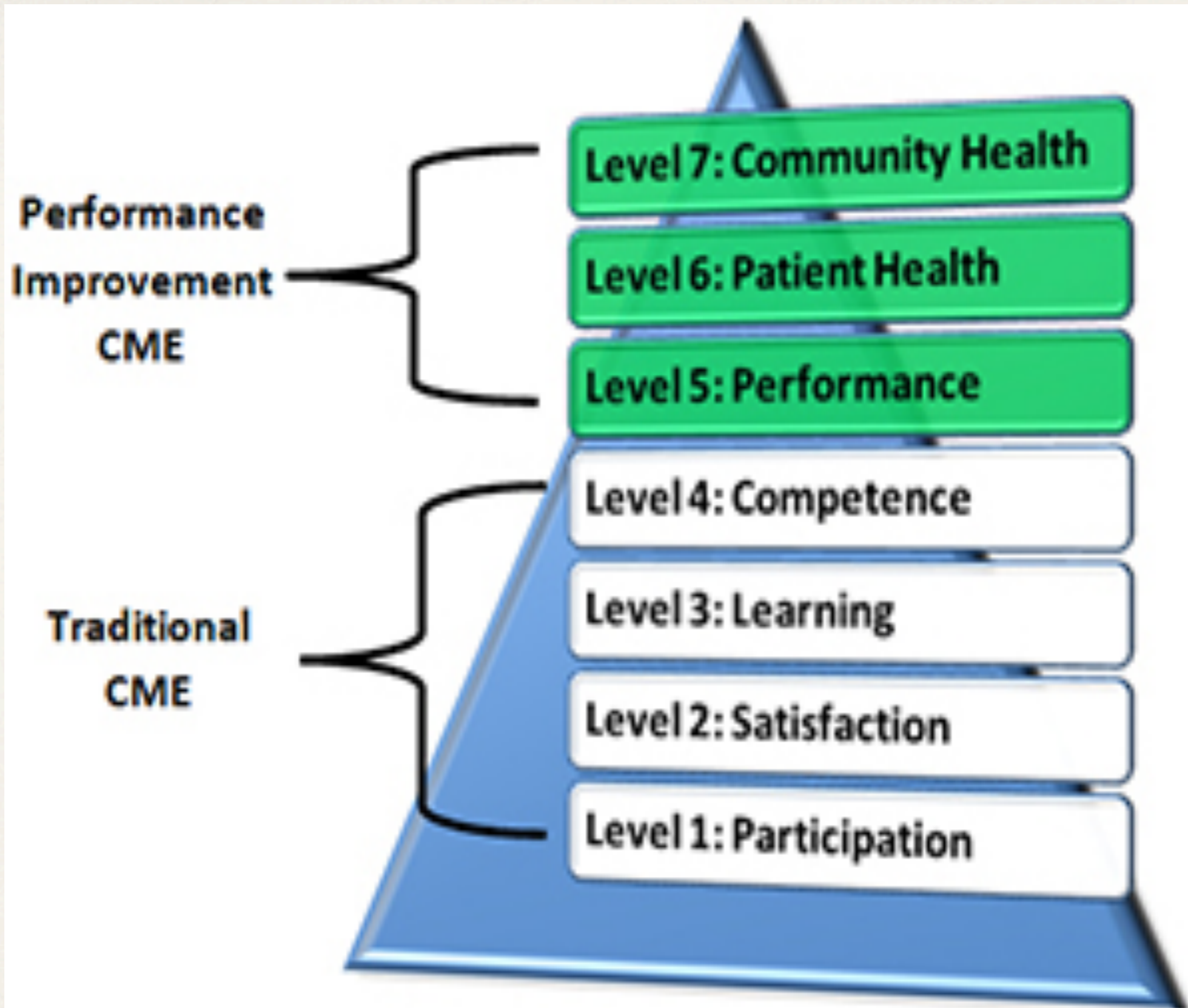
"Under disclosure rules, I'm required to tell you I own stock in the company whose drug I'm prescribing."

Proposed Principle 4

Proposed Principle 4

Effectiveness

- ❖ Post-activity evaluation should measure satisfaction, knowledge uptake and intent to maintain or change behaviour in line with learning objectives. Providers should measure the effectiveness of the education against “Level 3 - Knowledge Gain” of the Moore scale, which should be seen as a minimum standard



*Moore DE Jr, Green JS, Gallis HA. Achieving desired results and improved outcomes: integrating planning and assessment throughout learning activities.

Effectiveness: amendments

- ❖ As a result of feedback the principle was revised to remove reference to Moore scale:
- Post-activity evaluation should measure satisfaction, knowledge uptake and intent to maintain or change behaviour in line with learning objectives