



Royal College of  
General Practitioners

# How CPD can improve practice

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# Revalidation for GPs

- Focus on appropriate knowledge, skills and behaviours required to deliver clinical general practice and enhance patient safety
- Needs to be relevant to the day to day work of a GP
- Compatible with the process for other specialties

# Revalidation for GPs

- Applicable for all GPs across the UK whatever their working circumstances
- Easily understood by the profession and public
- Encourage positive progression and development
- Promote patient centred care

# Policy and Principles of GP Appraisal

- Paper produced with input and agreement from all 4 countries in the UK
- Focuses on the purpose of appraisal as a continuous improvement cycle
- Includes generic principles agreed by AoMRC
- Single portfolio of evidence for recertification and relicensure

# Role of the Appraiser

- Judgements based on evidence as defined in Criteria, Standards and Evidence
- Appraiser does not decide whether a GP is to be revalidated
- Appraiser decides if the evidence meets the standards and is fit for revalidation
- Support and guide the GP to provide appropriate evidence if necessary

# RCGP CPD Scheme

CPD Credits pilot

Impact and Challenge model

# Background

- The RCGP has developed this CPD credits system in line with its strategy to:
  - Ensure every GP updates and applies their knowledge and skills
  - Promote patient confidence
  - Ultimately improve patient care
- It is designed to be appropriate and available to all practising GPs, throughout the UK

# Background

- It has been determined that GPs should demonstrate:
  - A minimum of 50 credits from a learning based credit system per year
  - A broad range of general practice being covered in 250 credits over a 5 year cycle
- The Academy of Royal Colleges' consensus view is that this cycle should be used to support a positive revalidation decision



# What is a credit?

- A credit is a unit of professional development which is a product of the impact of a developmental activity and to a lesser extent the challenge involved in its completion.
- Credits are self assessed and verified at appraisal.

# What is Impact?

- Impact on patients
- Impact on the individual
- Impact on service

# What is Challenge?

- Context related
- Related to circumstances
- Related to personal ability
- Related to effort expended

# Why Impact and Challenge?

“The more that credits can encompass the value of the learning and not simply the time spent engaged in CPD, the more it will be valued by doctors and the better a measure it will be of their CPD activities.”

From *Medical revalidation - principles and next steps*, section 6.3, Report of the CMO for England's Working Group

# CPD and Revalidation

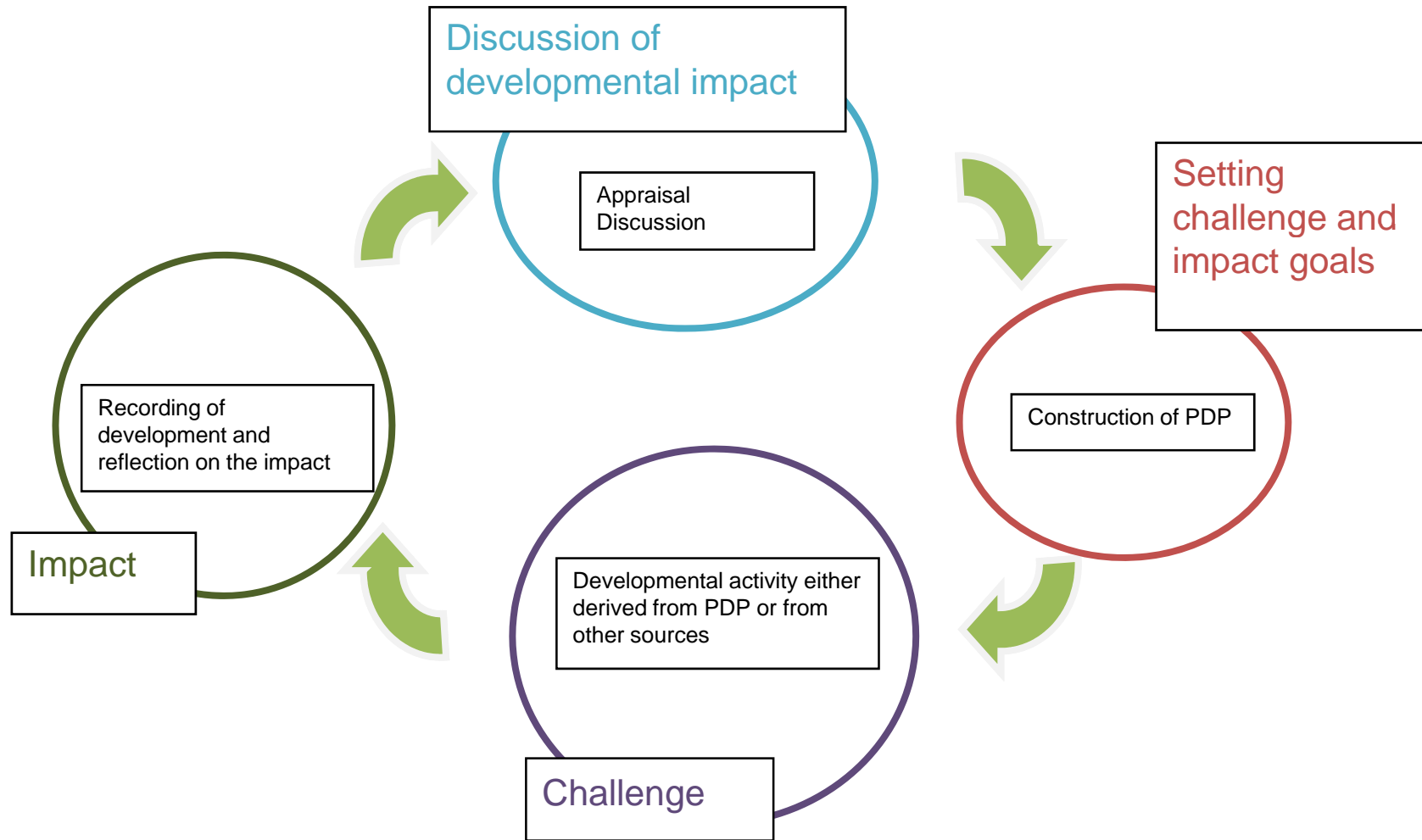
## Key points from *Medical revalidation - principles and next steps*

- Desirable to increase the link between CPD and appraisal
- Credits should be based on the value of the learning
- Effective CPD schemes are flexible
- Developing doctors in the context of their professional practice
- Providing evidence for external scrutiny
- Multiple methods of CPD are appropriate
- Building a CPD portfolio

# Timescale

| JUL-SEP 08  | SEP-NOV 08   | TO APR/MAY 09 | JUN-JUL 09 |
|---|--------------|---------------|------------|
| Recruitment of pilot sites; recruitment of appraisers and GPs |              |               |            |
|   | Pilot launch |               |            |
|   | Pilot runs   |               |            |
|   |              | Analysis      |            |
|   |              |               | Report     |

# Credits System in the Appraisal year



# Relative Weighting of Impact and Challenge

- The scheme will positively weight the impact of an activity compared to the challenge
- Rewarding impact will encourage activities that foster changes for the benefit of patients
- Rewarding impact will encourage reflection



# Relative Weighting of Impact and Challenge

- The system must recognise different situations in which GPs practice and the diversity of generalist the:
  - some have highly developed knowledge in specialist areas
  - some have remote or difficult working environments
- The recognition of challenge in producing an impact will to some extent redress this balance

# Assessing Impact and Challenge

For the purposes of this system, Impact and Challenge are divided into 5 categories:

- Low
- Minor
- Moderate
- Significant
- High

*See Quick Reference Guide for detailed definitions*

# Impact vs Challenge table

| Impact      |                                 |                         |                         |                          |                                  |
|-------------|---------------------------------|-------------------------|-------------------------|--------------------------|----------------------------------|
| Challenge   | Low                             | Minor                   | Moderate                | Significant              | High                             |
| Low         | 1-2 Credits<br><b>Example 1</b> | 2-4 Credits             | 3-5 Credits             | 4-8 Credits              | 5-10 + Credits                   |
| Minor       | 1-3 Credits                     | 2-4<br><b>Example 2</b> | 3-7                     | 5-10                     | 6-12 + Credits                   |
| Moderate    | 2-4 Credits                     | 3-6                     | 4-8<br><b>Example 3</b> | 6-12<br><b>Example 4</b> | 8-15 + Credits                   |
| Significant | 3-5 Credits                     | 4-7                     | 5-11                    | 7-15 +                   | 10-20 + Credits                  |
| High        | 4-6 Credits                     | 5-10                    | 6-14 +                  | 10-20 +                  | 20 Credits +<br><b>Example 5</b> |

# Summary

- Impact and Challenge model
- Fits with Donaldson
- Measures outcome
- Project timelines