Examples of Continuing Education Activities that qualify for CPD

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<th>Clinical</th>
<th>External CPD (ECPD)</th>
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External CPD (ECPD) Meetings - International, National and Regional Meetings
(One credit per hour)

- Seminars organised by the RCPCH:
  - Spring Scientific Meeting
  - Specialty group meetings
  - Seminars e.g. College Tutors, Regional Advisers
- Meetings relevant to the care and health of children organised by the Royal Colleges, the Royal Society of Medicine, the National Children’s Bureau, postgraduate institutions and other national and international bodies
- Postgraduate clinical meetings
- Editorial boards*
- International clinical or scientific meetings
- Research meetings; Research society meetings e.g. Paediatric Research Society/Neonatal Society/specialty research groups
- Confidential Enquiry Panel work e.g. CESDI

Evidence-based activities

- Attending courses to acquire skills for evidence-based practice (2 credits/hour)
- Writing and revising evidence based service protocols (maximum 10 credits/yr)

Internal CPD (ICPD) Meetings - Local Meetings
Weekly clinical meetings, monthly consultants’ meetings, hospital or community educational meetings, journal clubs, audit meetings etc.

Courses / Apprenticeship Activities (ECPD/ICPD)

- Structured postgraduate courses (including MA, MSc, Diploma and Certificate programmes) - no more than 50% of CPD credits per year may be claimed.
- Apprenticeship activities for individuals wishing to learn new practical techniques or to update clinical skills (e.g. endoscopy, management of epilepsy, attendance at some specialist clinics, educational placements)*
• Learning from colleagues in inpatient, outpatient, community situations or personal practice sessions
• Management courses (maximum 10 credits/year)

Self-Directed Activities (ICPD/ECPD)

• Prepared teaching packages / distance learning courses
• Preparation of new postgraduate lectures (maximum 5 credits/year)
• Medical postgraduate examining (maximum 5 credits/year)
• Instructing on PALS and APLS courses
• Writing of articles which have been peer reviewed and accepted for publication (not working papers) (maximum 5 credits/year)
• Information technology training courses
• Reflective notes, presented in the format of the RCPCH pro forma (maximum 20 credits/year)
• Writing and revising evidence-based service protocols when a review of the literature is involved (maximum 10 credits/year)
• Sabbaticals

Activities that DO NOT qualify for CPD credits

• Preparation or presentation of undergraduate teaching and undergraduate examining
• Editorial activities
• Attending committees
• Reading journals (but Reflective Notes are acceptable) - the reading of journals is a core professional activity
• Domiciliary consultations

Continuing Professional Development (CPD)

Events approved for CPD purposes should serve to maintain or enhance the knowledge, skills and professional performance of all those career grade paediatricians who take part in them. They should meet an educational need and provide an effective learning experience for the participants. To help arrive at a decision as to whether or not a proposed educational event is appropriate for CPD purposes, it is suggested that you ask yourself the following questions:

• What are the educational objectives of the proposed event? Ideally these should be clearly stated by the organisers but in any event must be appropriate to a specified group of career post holders
• Is there a clear education need for such a CPD activity? Ideally the need should already have been demonstrated or should be clearly perceived, for instance, because the meeting covers significant recent advances relevant to your practice.
Is the Location, timing and duration of the proposed meeting appropriate?
Is the proposed meeting likely to meet your educational needs?
Are the content and learning methodology of the meeting appropriate to your educational objectives?
Is the proposed meeting free of undesirable commercial influence?
Are the proposed teachers appropriate?
Is any evaluation of the relevance of the programme, its quality and effectiveness included in the proposed activity?

Ideally organisers should be obtaining feedback on the programme by providing participants with a means by which they can easily record their rating of the relevance, quality and effectiveness of the event. A sample form is shown overleaf.