

Symposium 55: The end of CPD as we know it?

Wednesday June 19th 13.30-15.00 CC, Room 110

ADEE CPD project team:

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Review of the Literature on CPD: commissioned by the General Dental Council (GDC) - UK regulatory body for all dental professionals

- Graduation provides the springboard into a career-long period of life-long learning.
- continued registration with a regulatory body is dependent on engagement with educational activities which contribute to continuing professional development (CPD).
- yet, in most countries simply recording time spent on CPD and not evidencing any impact on quality of care is sufficient.
- the General Dental Council (GDC) in partnership with the Association for Dental Education in Europe (ADEE) undertook a comprehensive literature review and questionnaire survey globally on broad aspects relating to CPD.



Aim of the report

The aim was to identify evidence based good practice for CPD to inform the GDC's future CPD policy.

This project is timely given the fact that many health and non-health related regulatory bodies are strengthening their CPD requirements for their registrants.

Questions addressed in the Review of the literature on Continuing Professional Development (CPD) included investigating:

1. Evidence of:
 - Interactive activities
 - e-learning
 - Peer learning
 - Mentoring and coaching
 - Reflection
2. Evidence of 'Best practice' and 'Impact-on-Practice'
3. Variation across work settings
4. CPD choices driven by insight/intelligence
5. Qualitative-based models

Healthcare and non-healthcare organisations (doctors, nurses, midwives, optometrists, pharmacists, other healthcare professionals, solicitors, engineers) – UK & internationally

Main messages

- Results revealed a shift to outcome-based models with an emphasis on personal development planning, e-portfolios, reflective practice and mentoring. The focus now is on quality rather than on quantity, promoting engagement between registrants and their regulatory bodies and encouraging ownership and responsibility for CPD.
- Not an easy task for a regulatory body to base its CPD requirements on qualitative elements; quantitative ones easy to measure
- 'Higher order thinking' CPD activities exist in the most recent CPD models.
- A new approach to CPD should acknowledge that individuals should be responsible for their own professional development and undertake education that is relevant to their individual needs (not just 'a means to an end').
- Regulators should support registrants, by offering guidance and educational tools and engage with them.
- CPD:
 - underpins Life Long Learning
 - to remain on register
 - increase its value

Report available:

<https://www.gdc-uk.org/newsarticle?id=1471>



This symposium will present findings from this research as a trigger for wider debate on the shift from quantitative-based CPD models for dental professionals.

Four themes for discussion

1. Interaction in CPD Activities:

Peer Learning
Mentoring
Reflective Practice

2. E-Learning:

Innovative Developments in Continuing Education

3. Insight & Intelligence Gathering:

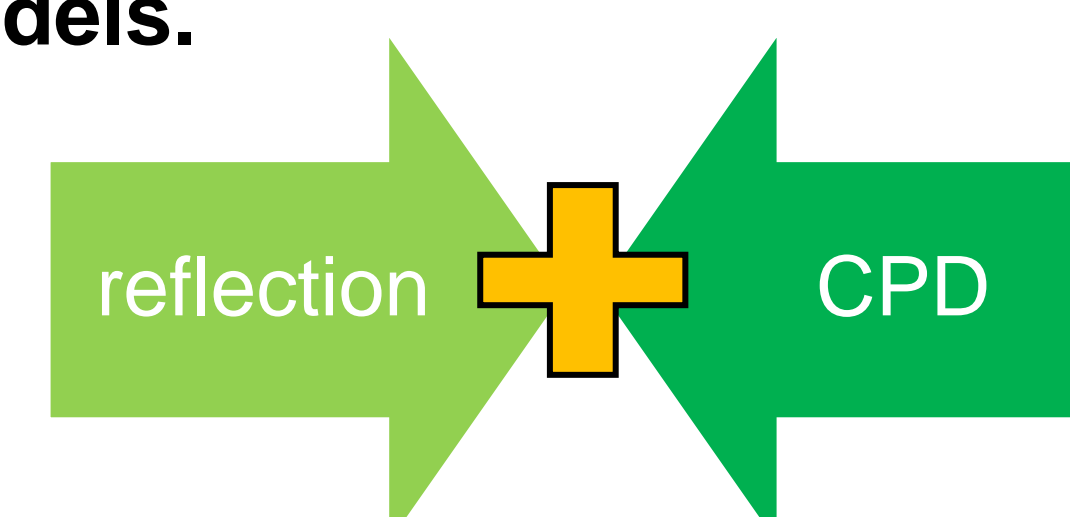
How do they influence registrants, CPD providers and regulatory bodies

4. No more time serving?

Move towards qualitative-based CPD policies

Learning Objectives

1. Identify evidence-based good practice in CPD.
2. Learn about innovations in CPD.
3. Appraise developments from quantitative to qualitative CPD models.



Sponsoring Scientific Groups/Networks

IADR Education Research Group
Association of Dental Education in Europe
General Dental Council UK