



Continuing Professional Development (CPD) is moving to an outcome-based model

Jonathan Cowpe¹, Alison Bullock², Argyro Kavadella³, Emma Barnes², Barry Quinn⁴, Denis Murphy⁵

¹School of Dentistry, Cardiff University, UK; ²CUREMeDE, School of Social Sciences, Cardiff University, UK;

³School of Dentistry, Athens University, Greece, ⁴King's College London, UK, ⁵ADEE, Dublin, Ireland



Background

- Graduation - the springboard into a career-long period of life-long learning.
- Continued registration, with a regulatory body - dependent on engagement with educational activities which contribute to CPD.
- Most countries are simply recording time spent on CPD, and not evidencing any 'impact on quality of care'.



Aims & Objectives

- To identify evidence-based good CPD practice, and new models of CPD requirements
- To inform the GDC's future policies.

Research areas investigated:

- Interactive activities (e-learning, peer-learning, mentoring and coaching, reflective practice)
- Evidence of 'best practice' and 'impact-on-practice'
- Work-setting variations
- CPD choices driven by Insight/Intelligence
- Qualitative-based Models

Materials & Methods

A comprehensive **Rapid Evidence Review** of international literature and questionnaire survey

- Covering healthcare and non-healthcare professions.

Data extracted from 184 relevant publications and 33 websites.



Results & Discussion

- Studies of CPD that evidence changed practice and improved patient care are uncommon.¹
- Evidence suggests that activities are more likely to have 'impact' if a combination of delivery methods are used,^{2,3} and if the activity is aligned with registrant's learning needs.⁴
- 'Impact' is also affected by learner motivation and their working environment.^{5,6}
- Three Models for CPD identified – 'Input-based'; 'Outcomes-based'; 'Mixed'.⁷
- There is a shift from Input-based (quantitative, time-serving) to Outcome-based CPD Models which use e-portfolios, personal development planning, reflective practice, mentoring.
- Across a range of professions, recently updated CPD regulations no longer require registrants to accumulate CPD hours/points/credits.
- Greater attention on quality, rather than quantity, promotes better engagement between registrants and regulatory bodies and encourages ownership and responsibility for CPD by professionals.

Conclusions

- Timely: regulatory bodies are strengthening CPD requirements.
- Revised approaches acknowledge registrants' responsibility for their own professional development and the undertaking of educational activities relevant to their needs.
- Not easy for a regulatory body to base its CPD requirements on qualitative elements - quantitative ones easier to measure.
- Regulators should support registrants - offering guidance and signposting to educational tools - strengthening engagement between both parties.
- Professional pride in their CPD achievements is the goal.

References

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