

Continuing Medical Education Endorsement Guidelines and Quality Standards

About the College

The Royal New Zealand College of General Practitioners (the College) is a professional membership organisation. Its vision is:

Hei whakapiki ake ngā pūtanga hauora me te mana taurite hauora o te iwi.

Improving health outcomes and reducing health inequity.

The realisation of this vision is enabled by a highly engaged and competent profession. Engaging in ongoing professional development is one way a doctor can contribute to this vision.

About the College's Continuing Professional Development (CPD) Programme

CPD builds on the culture of lifelong learning that underpins the medical profession and contributes towards improving the quality of general practice in New Zealand by encouraging meaningful reflective engagement in on-going learning and development. The programme is also designed to enable vocationally registered general practitioners to comply with the recertification requirements for medical practitioners set by the Medical Council of New Zealand (MCNZ).

What is CME?

The term 'continuing medical education' (CME) is used to describe medical education activities designed to enhance practitioners' knowledge, skills, attitudes and professional judgement. There is an expectation that general practitioners will select education activities that best meet their personal and professional learning needs.

Who must do CME?

Engaging in continuing professional development (CPD) activities is a requirement of all general practitioners. CME is one type of CPD activity.

What is the benefit of CME endorsement?

A College endorsement means that the CME activity has met quality educational standards and the activity is deemed to align most with the expectations of the MCNZ for recertification.

- > A CME endorsement is a clear signal to the profession that an educational activity is of high quality and aligns with the expectations of the MCNZ for recertification. General Practitioners have a long history of trusting and engaging with endorsed providers.
- > A CME endorsement comes with free promotion and advertising via the College's website. Additional e-advertising can be purchased.

- > A CME endorsement enables the provider to use the approved College endorsement logo
- > Endorsed providers will be provided with - at the College's discretion - annual CME aggregate data regarding attendance patterns, education provision and other trends.

Endorsement routes

There are three levels of endorsement. These are:

- > **'registered provider'** – for providers offering and/or able to offer a range of CME activities on a variety of learning topics on a regular basis either nationwide or in a specific geographic area or field of practice. This can include e-learning activities.
- > **'regular' endorsement** – for providers offering educational learning activities on one learning topic, multiple times throughout a year. This can include e-learning activities.
- > **'single event' endorsement** – for providers offering a one-off educational learning activity or conference. This can include an e-learning activity.

Application process

Full details and online application forms for these different endorsement routes can be found on the College website. Your completed application should be submitted no later than **four weeks** before the date your CME activity is going to be offered. The College aims to process applications within two weeks of receipt of the completed application.

Application and Endorsement Fees

Please see the College's CME endorsement Fee Structure (*Appendix 3*) for a breakdown of costs relating to the different endorsement routes. Please note that these fees may be subject to change.

Resources

The College has a range of support resources available for providers.

Conditions

1. A fully completed application form and appropriate fee(s)**, including the non-refundable administration fee*, must be paid.
2. The activity/activities meet the required educational criteria.
3. Use of the College endorsement logo is solely restricted to an endorsement/endorsed activity.
4. Endorsement grants the College appropriate access to view any online or e-learning material associated with the endorsed activity.
5. The College reserves its right to withdraw endorsement(s) at any time.
6. The College reserves the right to request evidence with regard any of the above criteria to inform endorsement(s) and as part of its quality assurance procedures.
7. Providers endorsed as 'Regular' or 'Registered' assume responsibility to record accurate and reliable activity data on behalf of GPs (*Appendix 2*).

* Paid at the point of application

** Payment required at the point of endorsement

The College's quality standards for CME

The criteria for endorsement are in five categories. Providers must meet these educational criteria in order for a CME endorsement to be considered.

1. Educational principles

- > CME activities are developed according to sound educational principles. These include:
 - Having clear learning goals/outcomes
 - Having a structure that demonstrates how learning builds on previous learning/experience
 - Using teaching and learning approaches that encourage engagement, and active learning
 - Using activities to develop reciprocity and cooperation amongst learners
 - Providing mechanisms to support reflection and application to practice
 - Providing clear information and expectations including length of time expected to complete activity, any assessment requirements and methods for obtaining feedback
 - Allow for differences in learning styles

2. Educational value

- > The content of the CME activity is relevant and useful to general practitioners in New Zealand.
- > The content of the CME activity is accurate, up to date, fit for purpose and based on educational best practice.

3. Ethical standards

- > All CME activities provide a balanced coverage of issues and contain no professional or commercial bias.
- > All CME activities meet the criteria set out in the College's policy on ethical standards for CME provision.

4. Delivery

- > CME activities do not create unnecessary barriers to learning and deliver on the approved learning hours, activities and feedback.

5. Evaluation

- > All CME activities have a planned approach to evaluate and further develop the learning activity.

The College's quality standards for CME

Education Principles

Activities are developed to the following educational principles.

Criteria	Sources of evidence
Relevance	
<p>Planning clearly shows how all relevant needs of learners will be responded to and addressed to enable active engagement and participation in the learning activity. The diversity of learners is respected, and a variety of teaching and learning.</p>	<p>Planning shows how learning activities can be varied in response to learner needs – e.g. activities plan for able and disabled learners. A range of delivery methods (group work, pair-share, question sessions, etc) are used.</p>
<p>The mode of learning is appropriate for the activity.</p>	<p>Methodologies/approaches are used to respond to learners' different needs, skills, interests, cultures, and backgrounds.</p>
Coherence	
<p>The activity is structured in a coherent way to clearly show how the aims, components and content enable learners to achieve all of the identified learning outcomes.</p>	<p>Each distinct learning activity refers to one of the stated learning intentions. Educational theories or approaches used to design the activity are evident in planning materials.</p>
<p>The activity is designed in a logical way that demonstrates a learner's progression and the development of knowledge, skills, attitudes and professional judgement.</p>	
<p>The learning activity responds to learners needs and provides opportunities to contextualise and apply knowledge and skills.</p>	<p>Examples are used to demonstrate how the learning has been used successfully. Learners have the opportunity to discuss how learning might be applied in their practice.</p>
<p>The activity is appropriate for the level of learning required for the topic and CPD training.</p>	<p>Forms of differentiation are evident in the delivery of the learning activity.</p>
<p>The activity can be delivered within the specified timeframe.</p>	<p>Planning identifies suggested timing for elements of the activity.</p>

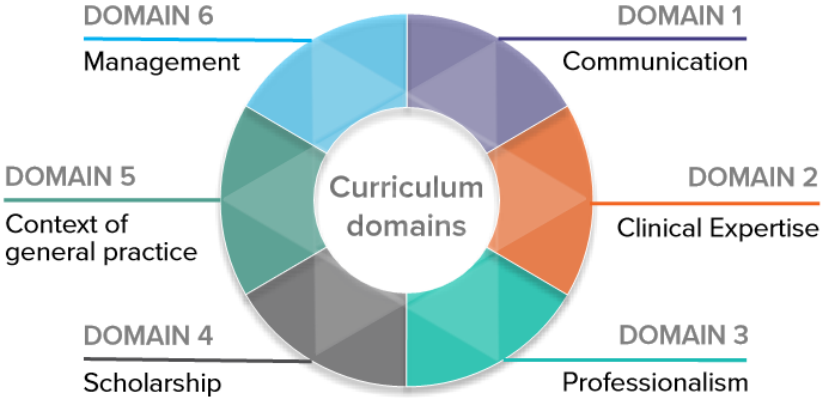
Cultural safety and health equity	
Education activities acknowledge the bicultural foundations of modern Aotearoa New Zealand and a commitment to the Treaty of Waitangi principles is evident.	The activity acknowledges the rights of Maori to determine their own outcomes.
<p>The activity plans for and demonstrates consideration of cultural competence, safety and health equity for Māori and other identified patient groups.</p> <ul style="list-style-type: none"> > This includes; but is not limited to, the potential impact of a doctors and patients' culture on interactions and the provision of care. <p>The activity seeks to identify and address any biases, attitudes, assumptions, stereotypes and prejudices so that a high quality of care is afforded to all patients.</p>	<p>The activity presents examples of various known biases – age, gender, socio-economic biases.</p> <p>The activity references data on Māori health inequity.</p> <p>Examples – data is referenced to highlight differences in patient populations.</p> <p>The activity uses examples from differing perspectives (patient, doctor, community member) or from different settings (urban, rural, Pasifika community) to explain misconceptions or approaches to applying learning.</p> <p>The activity encourages reflection on how personal biases and cultural norms may impact on the approach to treating patients with different cultural backgrounds.</p>
Feedback	
Learners are provided with a structured opportunity to reflect on the learning activity, either as individuals or in a group setting.	<p>The activity plans for a pair-share or group plenary.</p> <p>The activity provides learners with time to complete their online CPD reflections as part of the CME activity.</p>
Where appropriate learners receive feedback about their engagement in the activity. This may be at a group or individual level.	The presenters actively check and feedback on the learners understanding of the activity.

Future focused	
The learning activity meets current and anticipates future educational, social and economic needs of relevant stakeholders.	Trends are identified. Examples of opportunities for future learning are discussed.
Specific suggestions/provisions for possible follow-up activities are made where practicable.	The activity provides three and six-month follow up activities – such as online quizzes to embed learning.
References to further resources on the topic are provided.	
Quality	
Learners are provided with high quality evidence based educational activities, resources and support materials.	Recent research is used to support learning.
Activities are facilitated and delivered by presenters that are experienced in the topic/discipline area to ensure the educational value of the session is maximised for learners.	
Interaction and discussion	
Sessions are interactive and designed to foster learner engagement.	Learning is broken up into small sections, approaches and modes. Learners are questioned throughout to ensure engagement .

The College's quality standards for CME

Education value

Activities are developed to the following criteria.

Criteria	Sources of evidence (examples)
The content of the CME activity provided is relevant and useful to general practitioners in New Zealand.	
<p>The activity must specifically link and align to an appropriate domain(s) of expected competence in the general practice curriculum:</p> <div data-bbox="143 475 1131 1114" style="border: 1px solid #ccc; padding: 10px; text-align: center;"> <h3>Domains of General Practice</h3>  <p>The diagram illustrates the six domains of general practice curriculum. At the center is a white circle labeled 'Curriculum domains'. Surrounding it is a ring divided into six colored segments, each connected to a label: DOMAIN 1 (purple) Communication, DOMAIN 2 (orange) Clinical Expertise, DOMAIN 3 (teal) Professionalism, DOMAIN 4 (grey) Scholarship, DOMAIN 5 (green) Context of general practice, and DOMAIN 6 (light blue) Management.</p> </div>	<p>Support material identifies specified domains of competence and how learning assists with the development of the named competence.</p>
The content of the activity is accurate, up to date and based on evidence of best practice.	
<p>Presenters are suitably qualified, independent, recognised authorities on the subject matter.</p>	
<p>Relevant and current research evidence has been consulted in the development of the content and sources are acknowledged.</p>	<p>Research and relevant sources of evidence are available in learning materials.</p>

The College's quality standards for CME

Ethical standards

For full details – refer to *Appendix 1* in the RNZCGP Policy on ethical Standards for Continuing Medical Education (CME) Provision.

Criteria	Sources of evidence (examples)
All learning activities provide a balanced coverage of issues and contain no professional or commercial bias. All activities meet the criteria set out in the College's policy on ethical standards for CME provision.	
The content of educational medical activities contains no product endorsements or material that can be seen to promote one product over any other.	No promotional material is evident in learning materials.
Any sponsorship of the programme or any event in the programme is publicly acknowledged and has no bearing on the content or delivery of the activity.	Sponsorship is not evident within any learning materials.
Any potential conflicts of interest held by the programme staff or presenters about its content are clearly declared in the application submission and in any learning or publicity material.	Conflicts of interest are acknowledged.

The College's quality standards for CME

Delivery

The following requirements, in particular the opportunity for doctors to engage in reflective learning, must be met by all medical education activities.

Criteria	Sources of evidence (examples)
Education Materials	
<p>All CME activities must have the following elements. These are shown clearly on any promotional and course materials:</p> <ul style="list-style-type: none"> > activity title > identified domain(s) of competence > stated mode of learning/delivery > endorsed contact time/credits > length of activity > clear set of learning intentions and anticipated outcomes > the approved College endorsement logo (supplied) 	<p>All of these elements are evident in learning materials/referred to in the learning activity.</p>
During the activity the following is to be communicated:	
<p>The learning intentions/outcomes for each activity. The domain(s) of competence related to the activity.</p>	<p>The introduction to the materials/session begins with outlining the purpose of the learning.</p>
<p>Anticipated outcomes/potential uses for the learning.</p>	<p>Potential ways to embed the learning or examples of how learning can/has been successfully used are presented.</p>
During the activity the following is to be provided:	
<p>Opportunity for interaction and or discussion.</p>	<p>Questions are directed to learners. Small breakout groups/times are allocated to the activity to enable discussion/facilitated discussion around the learning intentions.</p>
<p>High quality evidenced-based support resources where appropriate.</p>	<p>Resource materials are clearly referenced.</p>
<p>A structured opportunity to reflect on/evaluate the learning activity, either as individuals or in a group setting.</p>	<p>Prior to any plenary, time is set aside for groups/individuals to record their reflections on the value and impact of the learning – this may be facilitated if appropriate.</p>

After the activity	
Registered and regular providers must upload the attendance data within 5 working days of the activity delivery.	Attendance data is loaded in a timely fashion.

The College's quality standards for CME

Evaluation

Activities are developed to the following criteria.

Criteria	Sources of evidence (examples)
All CME activities have a planned approach to evaluate and further develop the learning activity	
A process for collecting, summarising and reviewing learner feedback, and evaluating the learning activity is in place. Feedback is used to inform future activities and endorsement opportunities.	Presenters/content writers review learner feedback, referencing the feedback against the anticipated outcomes of the activity. This information is documented to inform planning for future iterations of the activity.
An anonymised feedback form is made available to learners.	Is promoted and available at each learning activity.

Appendix 1

The College's Policy on ethical Standards for Continuing Medical Education (CME) Provision

Biases	Sources of evidence (examples)
The College does not endorse medical education activities whereby CME content contains or is influenced by commercial, professional or scientific bias.	
Commercial bias refers to the influence that industry has over CME content in a variety of ways.	This includes pharmaceutical companies, instrument device manufacturers, and private hospitals and clinics where referral patterns may be influenced. The term 'commercial' broadly refers to the full range of for-profit enterprises associated with health care. Venue use, accommodation, transport and other 'benefits' associated with sponsorship of a learning activity should not influence the learning activity.
Professional bias refers to the influence that professionals may have over CME content.	Discouraging debate and the sharing of differing opinions, presenting opinion rather than evidence-based content, or not being explicit about the source of the information being presented.
Scientific bias refers to content not derived from the best available research evidence or content that is not supported by the medical community.	
CME activities adhere to the following ethical criteria during the planning, presenting and follow-up of the activity	
CME sessions do not promote products, brands or incentives.	
CME sessions give a balanced view of all therapeutic options available for good-quality patient management.	
CME sessions do not promote modes of treatment in areas of practice where accepted management standards are lacking and/or a balanced argument is not provided.	
CME sessions do not advocate for experimental treatments and methods that have not been evaluated by intervention research, nor for theories and techniques that are not supported by scientific evidence or generally accepted by the medical profession.	
No patient referrals are solicited at CME sessions.	
CME sessions are governed by the principles of full transparency and disclosure of any conflicts of interest, including financial interests.	
Any sponsorship of a CME session is publicly acknowledged and is at 'arm's length' from the session content, with no influence on the speaker or topics.	

Presenters, members of CME-organising committees and organisational CME hosts must disclose to learners before the activity is held the following potential conflicts of interest:

If you are a commercial organisation, or are a member of an advisory committee or equivalent of a commercial organisation.

If you have received any payments, including gifts, grants, honorariums or payments in kind, from a commercial organisation.

If you have a commercial interest in a product referred to in the CME event.

If you are employed by or hold investments in a pharmaceutical organisation, medical devices company or communications firm.

For commercial entities, such as private clinics or any other for-profit entity, a statement of disclosure should be made in advance of the session of the fact that the session is being hosted by a commercial entity, and a statement that the intention of the session is not to promote products or solicit patient referrals in any way.

Appendix 2

The College's CME Quality Standard: Uploading Attendance Data

Registered and Regular Providers only

All Registered and Regular endorsed providers will be supplied with logon details to access the CME Provider Upload function via the College website. These details will be included in your endorsement letter.

Providers are required to upload the activity details and attendance data within 5 days of the CME activity.

Recording the CME activity:

1. Log in to the system using the credentials provided to you upon endorsement.
2. Select **Dashboard**.
3. Select **CME Provider Upload**. This is where you can record and upload attendance data for your CME activity. This page contains further instructions on how to complete this process.
4. **Record** CME activity by populating all text boxes for the activity.

Upload your attendance data for the CME activity:

1. Select **Choose file** and attach your saved attendance list (see required format below)
2. Select **Create activities**. The process is now complete.

CME Provider Upload Provider History

CME Provider Upload

Before you begin, please create and save one spreadsheet per event. Each spreadsheet should have a single column headed "MCNZ No" and will list the MCNZ numbers of all participants. The file name should not contain any special characters (\",:\",*).

Sample excel spreadsheet:

	A	B
1	MCNZ No	
2	12345	
3	67890	

1. Choose the type of activity from the drop down list below - the form will change based on your selection.
2. Enter information into the fields (* indicates the field is mandatory).
3. Click on the Choose file button and then select your file by clicking on the Select button and then click Upload.
4. Click on Create activities. This will automatically load the records, tell you the number successfully loaded and advise of any errors. Any MCNZ numbers not matched in our database will display as an error.

Type of activity:

* Date:

Title:

Topic:

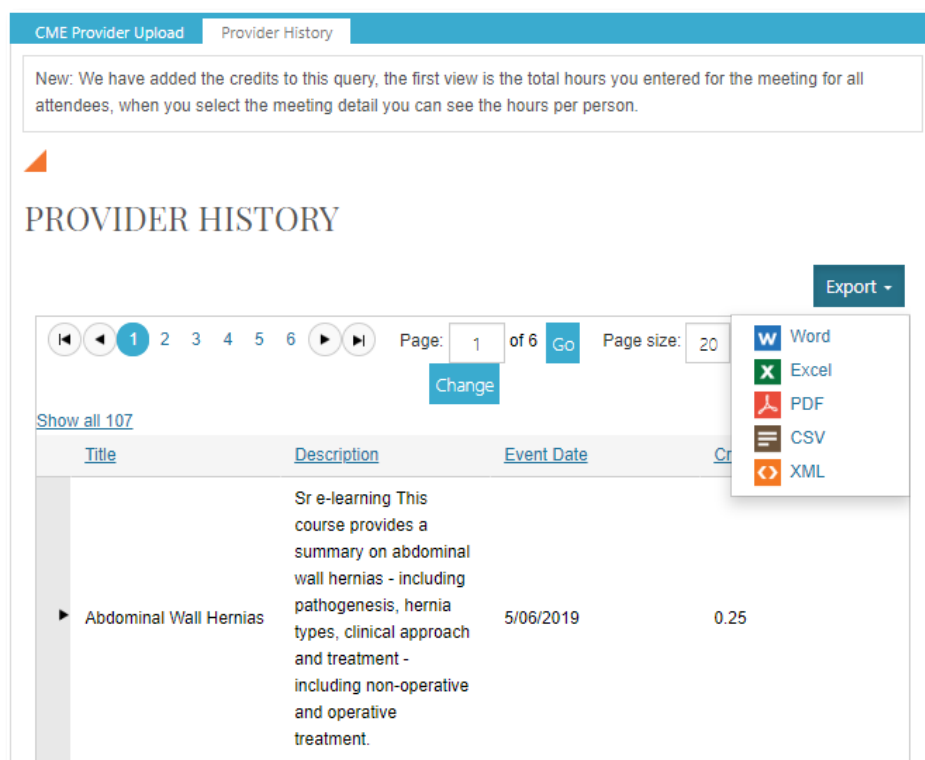
* Description of activity:

* Number of hours / credits:

* Excel spreadsheet:

Checking your recorded CME activities

You are able to check your previous CME activities by selecting **Provider History**. This information can also be exported.

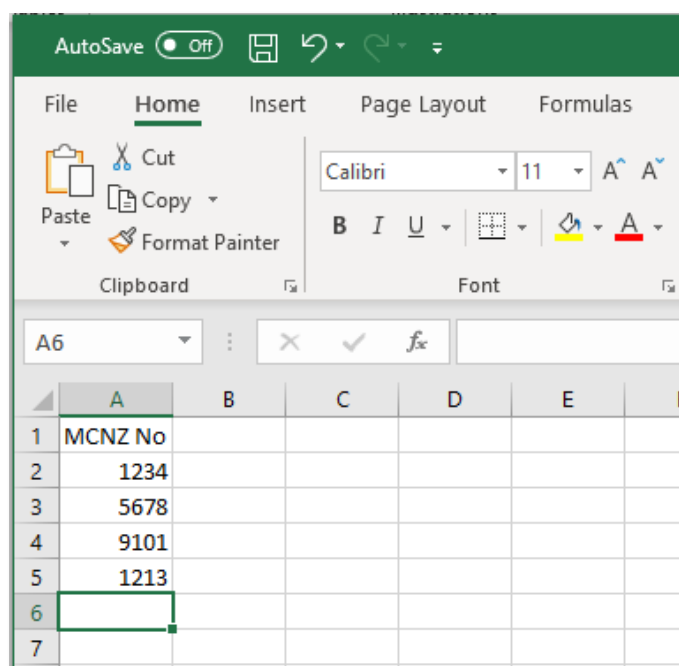


The screenshot shows the 'CME Provider History' page. At the top, there is a notification: 'New: We have added the credits to this query, the first view is the total hours you entered for the meeting for all attendees, when you select the meeting detail you can see the hours per person.' Below this is the title 'PROVIDER HISTORY' and an 'Export' button. A navigation bar includes page numbers (1-6), 'Page: 1 of 6', 'Go', 'Page size: 20', and a 'Change' button. An 'Export' dropdown menu is open, showing options for Word, Excel, PDF, CSV, and XML. Below the navigation is a table with columns 'Title', 'Description', 'Event Date', and 'Credits'. One entry is visible: 'Abdominal Wall Hernias' with a description, date '5/06/2019', and '0.25' credits.

Title	Description	Event Date	Credits
▶ Abdominal Wall Hernias	Sr e-learning This course provides a summary on abdominal wall hernias - including pathogenesis, hernia types, clinical approach and treatment - including non-operative and operative treatment.	5/06/2019	0.25

The Attendance List that you attach to your activity entry must look like this:

You can find the template on the College [website](#).



The screenshot shows an Excel spreadsheet template. The 'Home' tab is active. The spreadsheet has columns A through F and rows 1 through 7. Column A is labeled 'MCNZ No'. The values in column A are: 1234, 5678, 9101, 1213, and an empty cell in row 6. The cell A6 is selected.

	A	B	C	D	E	F
1	MCNZ No					
2	1234					
3	5678					
4	9101					
5	1213					
6						
7						

If you have any questions about this process or using the online system please contact the team at CPD@mzcgp.org.nz.

Appendix 3

The College's CME Endorsement Fee Structure

Please note this fee structure is subject to change. All fees are GST exclusive.

ENDORSEMENT FEE	
Single event / activity - For providers offering a one-off CME activity or conference. This can include an e-learning activity.	
Single CME activity on a single topic	150.00
Conference	
½ day	400.00
Full day	750.00
2 day	1,300.00
2+days	1,750.00
Regular events / activities - For providers offering CME activities on one learning topic, multiple times throughout a year. This can include e-learning activities.	
1-4 events/activities (p.a.)	400.00
5-8 events/activities (p.a.)	750.00
9+ events/activities (p.a.)	1,000.00
Registered provider - For providers offering (and/or able to offer) a range of CME activities on a variety of topics on a regular basis, either nationwide or in a specific geographic area or field of practice. This can include e-learning activities	
Registered (unlimited events/activities)	1,750.00

ADMINISTRATION FEE	
A non-refundable administration fee applies to all applications, including if the application is unsuccessful	150.00

Explanatory Notes

- > The endorsement fee is waived if you are providing a free event to GPs.
- > If you are providing both free and chargeable activities your endorsement will be split into two separate endorsements – an endorsement for your free activities and a further endorsement for your chargeable activities.
- > Complimentary advertising is included in your endorsement package. For any advertising queries please contact the Communications Team at communications@rnzcgp.org.nz.
- > The above fee structure applies to domestic providers. If you are an international provider seeking to deliver education to NZ GPs please contact the CPD Team.

If you have any questions concerning the endorsement fees, please contact the CPD Team at CPD@rnzcgp.org.nz.