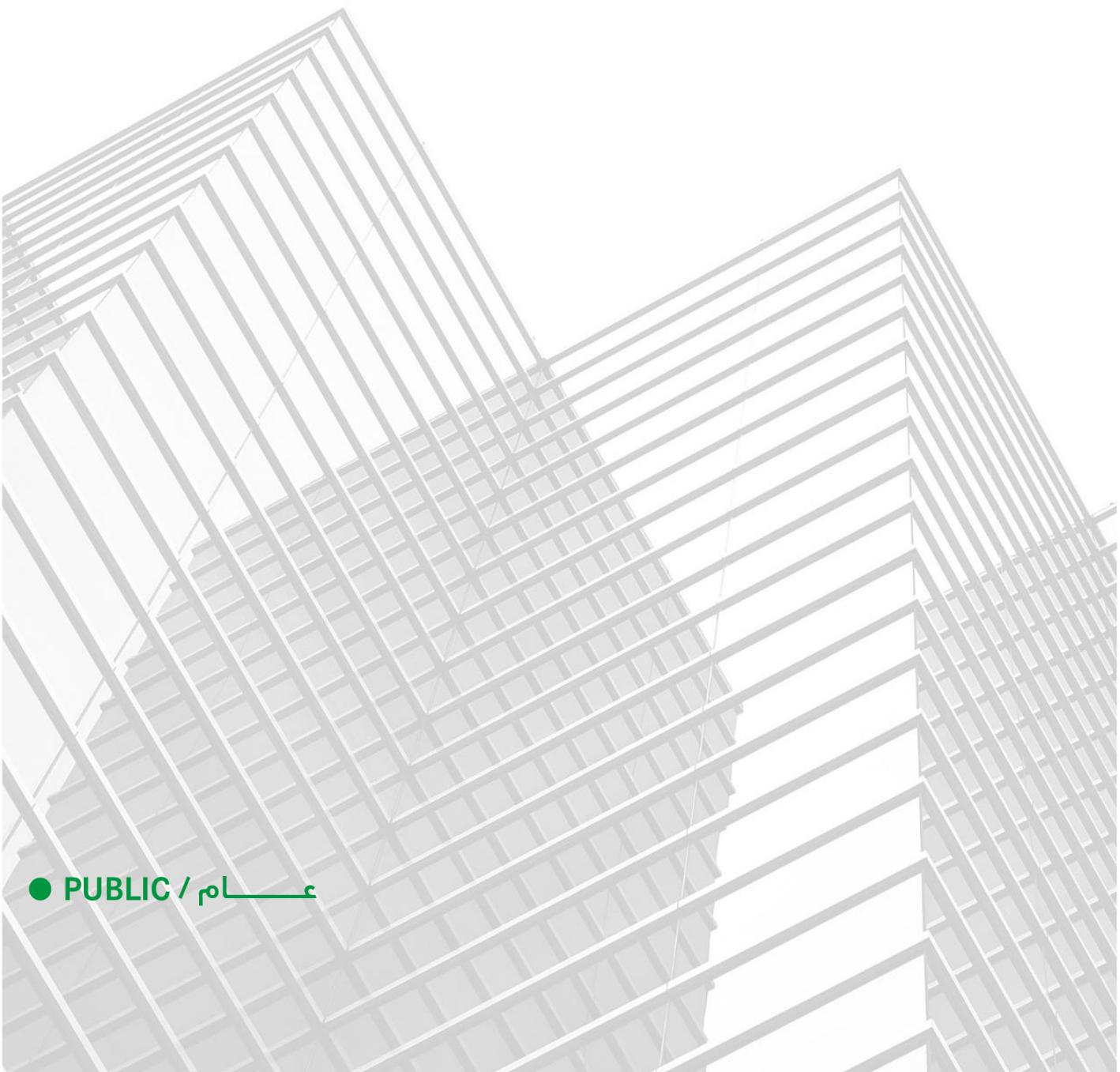




# Standard for Continuing Professional Development (CPD) for Healthcare Workforce



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Applies To:	<ul style="list-style-type: none"> <li>- All DOH licensed Healthcare Providers.</li> <li>- All Healthcare professionals seeking to advance their knowledge and acquire new skills and competencies</li> <li>- Education and training providers seeking to offer Continuing Professional Development (CPD) activities for health workforce.</li> </ul>	
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## 1. Standard Scope

### The Standard in this document:

**1.1.** Must be read as part of the [DOH Set of Standards for Healthcare Education and Training](#)

**1.2.** Applies to:

**1.2.1.** Providers of Health Workforce Continuing Professional Development (CPD) activities

**1.2.2.** Individual health workforce members seeking to enroll in Continuing Professional Development (CPD) activities to fulfill their licensure / re-licensure requirements.

**1.2.3.** Healthcare Providers that hold a duty to support and facilitate the Continuing Professional Development (CPD) activities of their workforce.

**1.3.** Describes the requirements of:

**1.3.1.** CPD activities

**1.3.2.** CPD providers

## 2. Definitions and Abbreviations

No.	Term / Abbreviation	Definition
2.1	<b><u>Accreditation</u></b>	The official quality assurance process of recognizing CPD activities and CPD providers that meet a defined set of criteria issued by DOH or DOH approved accreditor.
2.2	<b><u>Accreditation organization (accreditor)</u></b>	Is a national, regional, or international entity that is authorized to accredit education and training providers or programs.
2.3	<b><u>Competency</u></b>	The capability of an individual to apply task-related knowledge, skills, and abilities required to successfully perform an assigned task in a defined work setting.
2.4	<b><u>Continuing Medical Education (CME)</u></b>	Refers to an educational activity that aims at maintaining, developing, or enhancing physician's knowledge, skills, and performance (AMA/ACCME, 2021:5) <sup>1</sup> .
2.5	<b><u>Continuing Professional Development (CPD)</u></b>	A term that refers to the training and education activities that enable healthcare professionals to <i>"maintain, develop, update and enhance their knowledge, skills and performance to ensure they deliver appropriate and safe care."</i> (Queensland Health, 2017) <sup>2</sup>  <b>Note:</b> Continuing Medical Education-CME and Continuing Professional Development-CPD are sometimes used interchangeably to refer to health professionals continuing education programs, however, this Standard adopts the term Continuing Professional Development (CPD).
2.6	<b><u>CPD Activity</u></b>	A learning opportunity for health workforce members to have their CPD learning goals or needs (e.g., maintaining

		their competence or acquiring new competencies) fulfilled, through structured and reliable andragogical approaches.
2.7	<b>Credit Bearing Micro Credentials (CBMCs)</b>	A small subset of learning that the learner achieves. The course(s)/unit(s) constituting the CBMC must correspond to a level in QFEmirates. CBMCs range between 1-12 credit hours. It is offered in all settings in which formal learning may occur, whether on-site, virtual, or blended <sup>3</sup> .
2.8	<b>CPD credit</b>	A unit of measurement that defines the amount of actual engagement in a CPD activity (adapted from The Commission for Academic Accreditation <sup>4</sup> , 2019). One hour of CPD engagement is equivalent to 1 CPD credit; 30 minutes of CPD is equivalent to 0.5 CPD credit; the smallest reported CPD is 15 minutes which is equivalent to 0.25 CPD credit.
2.9	<b>CPD Cycle</b>	A planning model that helps healthcare workforce members manage and evaluate their CPD activities. It also helps them to establish a common understanding with their employers about their CPD needs, achievements and impact.
2.10	<b>CPD Provider</b>	An entity approved to deliver CPD activities.
2.11	<b>Formal CPD Activity</b>	<p>A structured formal learning<sup>5</sup> activity that:</p> <ul style="list-style-type: none"> <li>1- Must be relevant to learner's field of specialty</li> <li>2- Supports the learner to achieve defined learning goals and outcomes that can be matched to specific standards of knowledge, practice, and performance criteria</li> <li>3- Utilizes fit-for-purpose training and education approaches (didactic, hands-on, observation, simulation, etc.)</li> <li>4- Grants learner credits/awards/ qualification / certificate that fit the purpose of enrolment in a CPD activity, upon completion.</li> </ul> <p><b>Note:</b> This type of activities is referred to as '<b>Category 1</b>'</p>
2.12	<b>Formal learning</b>	"Planned learning that derives from activities within a structural learning setting such as, school, college, or training institution" <sup>3</sup> as well as "other forms of approved formal learning media" <sup>5</sup> .
2.13	<b>Learning outcomes</b>	Means the "Knowledge, skill, and aspects of competence that a learner is expected to know and be able to do." <sup>5</sup> As a learning activity, CPD should have a positive impact on enhancing the value of healthcare.
2.14	<b>Non-credit bearing micro credentials.</b>	Is a small subset of learning that the learner achieves. No credit is awarded upon completion, and these credentials

	are not stackable or applicable towards a full accredited qualification or degree <sup>3</sup> .
<b>2.15 Non-Formal CPD Activity</b>	Means an education or training that takes place through a structured and/or unstructured activity and does not lead to the attainment of a formally recognized qualification (adapted from Qualifications Framework for the Emirates Handbook <sup>5</sup> ).
	<b>Note:</b> This type of activities is referred to as 'Category 2'

<b>2.16 Proof of Completion of CPD activity</b>	Valid documentation for CPD activity that verifies and supports the claim of CPD credits.
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### 3. Standard Requirements and Specifications

#### 3.1. CPD activities

Health workforce members are morally and professionally obliged<sup>6</sup> to maintain their competence and capabilities, and acquire the knowledge, skills, and competencies through commitment to self-motivated, self-directed lifelong learning and continuing professional development. This will enable them to perform their roles and responsibilities to the highest standards of quality and safety while upholding the rules of law and regulations, and the principles of professional conduct and code of ethics.

Toward that end, health workforce members must undertake CPD activities that are related to their specialty, scope of practice, roles and responsibilities, work requirements, professional aspirations, and emerging population health needs. Such activities can either be formal or non-formal.

##### 3.1.1. Formal CPD activities

Formal CPD activities must fulfill the following requirements:

**3.1.1.1.** The activity must be:

**3.1.1.1.1.** Accredited by DOH, Or

**3.1.1.1.2.** Accredited by a national accreditation body, Or.

**3.1.1.1.3.** Accredited to a relevant international standard by a DOH-approved international accreditation organization. The accreditor must be recognized in the country of incorporation by a governmental or non-governmental higher quality-assurance authority, e.g., an education council, education department, a higher commission or a committee that accredits the accreditor.

**Note:** Evidence of completion of this type of activities must be verified by DOH before it is approved

**3.1.1.2.** The activity must be a conduit to achieving specific learning objectives, outcomes, and CPD credits.

**3.1.1.3.** The content must be ethically planned, designed, announced, and delivered in an environment that is free from any form of commercial influence or bias (see ACCME<sup>7</sup>, 2020), and based on the state-of-the-art knowledge, authoritative standards, and guidelines, with the main goal of enhancing patient experience and the value of healthcare services.

**3.1.1.4.** The learning can take place through:

**3.1.1.4.1.** on-campus (live) activity

**3.1.1.4.2.** e-learning activity: synchronous or asynchronous

**3.1.1.4.3.** blended (Hybrid) learning activity.

**3.1.1.4.4.** other learning routes or formats (read, write, teach, research).

**3.1.1.5.** The activity utilizes a fit-for-purpose combination of training and education approaches (e.g., didactic, hands-on/ practical training, preceptorship, observation, simulation, role play, clinical supervision, etc.).

**3.1.1.6.** The duration of time dedicated to each teaching / training component of the course must be fit to the learning objectives and outcomes of the activity.

**3.1.1.7.** The activity must include an assessment (e.g., quiz, observation, self-assessment, etc.) of the extent to which the learning objectives and targeted outcomes were met. Self-assessment should focus on improvements to practice (current or future), or benefits to healthcare institutions and service users.

**3.1.1.8.** CPD activity's content, lecturer or presenter, and delivery mode or platform must be evaluated by attendees. The provider must have in place a reliable evaluation approach.

**3.1.1.9.** The quality of CPD activity must be assured and continuously improved by the CPD provider.

**3.1.1.10.** CPD provider shall ensure maintaining a supportive environment for the professional facilitator, the trainer, and attendees.

**3.1.1.11.** CPD provider, CPD activity, the professional facilitator, and the trainer shall disclose to DOH and attendees any educational grants or any forms of commercial support from business, industry, or other entities.

**3.1.1.12.** The delivery of CPD activity must be free from promotional activities or materials.

**3.1.1.13.** The content must comply with ethical principles.

**3.1.1.14.** The content must comply with UAE's culture, tradition, and norms.

**Note:** A minimum of 50% of the total CPD credit requirements for each licensure cycle of health professionals must be earned through formal CPD activities that cover attendees' scope of practice, roles, and responsibilities. See **Appendix (1)** for a list of CPD activities and related credits.

### **3.1.2. Non-Formal CPD activities**

Health Workforce members may decide to pursue CPD activities that do not fulfill the previous requirements. Such activities will be considered non-formal activities and will be recognized by DOH if they fulfill the criteria below.

**3.1.2.1.** The activity must:

**3.1.2.1.1.** Be relevant to the workforce member's aspirations, practice requirements, and roles and responsibilities.

**3.1.2.1.2.** Add value to the knowledge, skills, and competence of health workforce members.

**3.1.2.1.3.** Disclose any educational grants or any forms of commercial support from business, industry, or other entities. The same applies to providers, facilitators, and trainers.

**Note:** A maximum of 50% of the total CPD credit requirements for each licensure cycle of health professionals, can be earned through non-formal CPD activities.

See **Appendix (1)** for a list of CPD activities and related credits.

### **3.2. CPD Activity provider**

CPD providers must be approved by DOH after fulfilling the following criteria:

**3.2.1.** The provider must have a legal status and holds a valid license from pertinent authorities in the Emirate of Abu Dhabi or UAE

**3.2.2. The provider must:**

- 3.2.2.1.** Have an institutional policy for its CPD programs, affirming the organization's leadership commitment to support excellent healthcare CPD.
- 3.2.2.2.** Develop its CPD programs based on an educational needs assessment of the targeted learners and emerging population health needs.
- 3.2.2.3.** Develop evidence based CPD programs based on state-of-the-art knowledge, valid and reliable research findings, authoritative standards, and guidelines, with the main goal of enhancing patient experience and the value of healthcare services.
- 3.2.2.4.** Define and apply eligibility criteria that learners must meet to be able to participate in the CPD activities.
- 3.2.2.5.** Ensure the delivery of CPD topics by qualified, skilled, and competent team of facilitators and trainers.
- 3.2.2.6.** Ensure that CPD activities are delivered in a safe, ethical, and supportive environment for learners, lecturers, and trainers.
- 3.2.2.7.** Dedicate education and training resources to support the scope and the requirements of the activity (e.g., lecture rooms, library, conference halls, meeting rooms, audio-visual aids, computers, simulation labs, supplies, equipment, online platforms, etc.).
- 3.2.2.8.** Have a system of policies and procedures for the management of CPD activities.
- 3.2.2.9.** Adopt best practices or methods for the assessment of learners' knowledge, skills, competencies pre-activity (if applicable) and post-activity.
- 3.2.2.10.** Adopt a systematic evaluation process to identify areas for improvement in relation to the outcomes of CPD activities and its impact on the quality and safety of care.
- 3.2.2.11.** Disclose to DOH and attendees any educational grants or any forms of commercial support from business, industry, or other entities. The same applies to activity, lecturer, and trainer.
- 3.2.2.12.** Involve all the concerned stakeholders, including workforce members, and healthcare providers in the development of CPD activities.
- 3.2.2.13.** Ensure that learners' personal data are protected according to the applicable UAE laws and regulations (see pertinent laws<sup>8-9</sup>)

#### **4. Key stakeholder Roles and Responsibilities**

**4.1. DOH:**

- 4.1.1.** Must Develop CPD strategies to address relevant public health needs.
- 4.1.2.** May identify and require a list of priority CPD topics to be undertaken by health workforce members within a specific timeframe (e.g., licensure cycle) based on identified needs (e.g., emerging population health needs; public health emergency response, etc.). rationale for the prioritized CPD topics must be made transparent.
- 4.1.3.** Must ensure this Standard remains current with the latest advances in the field of healthcare education and training through periodic evaluation and reviews.
- 4.1.4.** Must monitor and enforce the compliance of all concerned stakeholders with this Standard through audit and inspection.

**4.2. Healthcare Providers:**

- 4.2.1.** Must encourage and support their workforce to develop and maintain a personal professional development plan and portfolio to continuously gain the necessary knowledge and skills, maintain their competencies and fulfil their development aspirations.
- 4.2.2.** Must facilitate the enrolment of their workforce in CPD activities through a range of measures including incentives and financial support for CPD and flexible rostering arrangements.
- 4.2.3.** Must Monitor the progress of their workforce toward achieving their CPD goals.
- 4.2.4.** Must evaluate the outcomes and impact of the CPD activities undertaken by their staff on their competence, performance and quality and safety of care.

#### **4.3. Providers of CPD activities:**

- 4.3.1.** Must identify and prioritize a list of health workforce CPD needs as well as population health needs.
- 4.3.2.** Must strive to deliver CPD activities that add value to learners by helping them to improve their practice and enhance the safety and outcome of care.
- 4.3.3.** Must utilize the latest evidence based CPD teaching, learning and delivery methods.

#### **4.4. Health Workforce**

It is incumbent upon health workforce members to strive to:

- 4.4.1.** Maintain, assess, and develop their professional knowledge and skills.
- 4.4.2.** Remain up to date with the latest knowledge and advancement in their field of practice, to sustain the capability of delivering effective, safe, and high-quality healthcare.
- 4.4.3.** Pursue CPD by obtaining the required quota of CPD credits during every year of professional practice in Abu Dhabi.
- 4.4.4.** Reflect on the impact of formal and non-formal CPD activities on their practice, skills, and competencies and define their training needs accordingly. See **Appendix (2)** CPD model.
- 4.4.5.** Maintain a portfolio of their CPD journey, starting from phase (01) to phase (04) of the CPD Cycle including evidence of all the activities undertaken. This portfolio should include an up-to-date, accurate record of all CPD activities, and be available upon request for audit or monitoring purpose.

### **5. Monitoring and Evaluation**

DOH monitoring and evaluation framework is applied to evaluate the effectiveness, quality outcomes, and impact of this Standard, and where necessary revise the Standard to ensure it remains fit for purpose and responsive to the new developments in healthcare sciences, emerging technologies, medical practices, models of care, research, and healthcare education and training.

### **6. Enforcement and Sanctions**

DOH may impose sanctions in relation to any breach of the requirements under this standard in accordance with the disciplinary regulation of the healthcare sector.

## 8. Relevant Reference Documents

No.	Reference Retrieval Date	Reference Name	Relation Explanation / Coding / Publication Links
1	21-Jul-2022	Accreditation Council for Continuing Medical Education (ACCME) and American Medical Association (AMA) (2021)- <i>Glossary of Terms and Definitions</i>	<a href="https://www.accme.org/sites/default/files/2021-08/11_20210826_revised%20AMA_ACCME%20Glossary_of_Terms%20%281%29.pdf">https://www.accme.org/sites/default/files/2021-08/11_20210826_revised%20AMA_ACCME%20Glossary_of_Terms%20%281%29.pdf</a>
2	4-Nov-2021	Queensland Health (2017) Credentialing and defining the scope of clinical practice for medical practitioners and dentists: a best practice guideline	<a href="https://www.health.qld.gov.au/_data/assets/pdf_file/0035/670976/qh-gdl-390-1-1.pdf">https://www.health.qld.gov.au/_data/assets/pdf_file/0035/670976/qh-gdl-390-1-1.pdf</a>
3	10-Nov-2023	NQC/CAA (2022) Credit Bearing Micro Credentials (CBMCs) Policy - United Arab Emirates; Dec 2022	<a href="https://www.nqc.gov.ae/assets/download/2023/CBMC%20Policy%20-%201%20DEC%202022%20-%20UAE.pdf.aspx">https://www.nqc.gov.ae/assets/download/2023/CBMC%20Policy%20-%201%20DEC%202022%20-%20UAE.pdf.aspx</a>
4	5-Jul-2023	The Commission for Academic Accreditation (2019): Standards for Institutional Licensure and Program Accreditation	<a href="https://www.caa.ae/PORTALGUIDELINES/Standards%202019%20-%20Dec%202019%20v2.docx.pdf">https://www.caa.ae/PORTALGUIDELINES/Standards%202019%20-%20Dec%202019%20v2.docx.pdf</a>
5	31-May-2023	Qualifications Framework for the Emirates Handbook, National Qualifications Authority-NQA- (2012)	<a href="https://www.nqc.gov.ae/assets/download/4dc3b81c/qf-emirates-handbook.aspx">https://www.nqc.gov.ae/assets/download/4dc3b81c/qf-emirates-handbook.aspx</a>
6	18-Sep-2023	Ministerial Resolution No. (1448) of 2017 on Adoption of Code of Ethics and Professional Conduct for Health Professionals	Arabic version <a href="https://mohap.gov.ae/app_content/legislations/php-law-ar-64/mobile/index.html">https://mohap.gov.ae/app_content/legislations/php-law-ar-64/mobile/index.html</a>  English version <a href="https://mohap.gov.ae/app_content/legislations/php-law-en-64/mobile/index.html">https://mohap.gov.ae/app_content/legislations/php-law-en-64/mobile/index.html</a>
7	10-Feb-23	Accreditation Council for Continuing Medical Education (ACCME) (2020)- Standards for Integrity and Independence in Accredited Continuing Education	<a href="https://accme.org/sites/default/files/2021-06/884_20210624_New%20Standards%20Standalone%20Package.pdf">https://accme.org/sites/default/files/2021-06/884_20210624_New%20Standards%20Standalone%20Package.pdf</a>
8	14-Nov-2023	Federal Decree Law No. 45 of 2021 Regarding the Protection of Personal Data	<a href="https://u.ae/-/media/Documents-2023/ArFederal-Decree-Law-No-45-of-2021-regarding-the-Protection-of-Personal-Data.pdf">https://u.ae/-/media/Documents-2023/ArFederal-Decree-Law-No-45-of-2021-regarding-the-Protection-of-Personal-Data.pdf</a>

<b>9</b>	15-Feb-2021	Federal Law No. 15 of 2020 on Consumer Protection	<a href="https://elaws.moj.gov.ae/Arabic.aspx?v al=AL1">https://elaws.moj.gov.ae/Arabic.aspx?v al=AL1</a>
<b>10</b>	18-Sep-2023	Unified Healthcare Professional Qualification Requirements-PQR	<a href="https://www.doh.gov.ae/en/pqr">https://www.doh.gov.ae/en/pqr</a>
<b>11</b>	14-Nov-2023	Law No. (23) of 2005 Concerning Health Insurance in the Emirate of Abu Dhabi and its Executive Regulations	<a href="https://www.doh.gov.ae/-/media/AFAD86A6E3FF447DA030ED194F31CFB6.ashx">https://www.doh.gov.ae/-/media/AFAD86A6E3FF447DA030ED194F31CFB6.ashx</a>
<b>12</b>	14-Nov-2023	Federal Decree Law No. 45 of 2021 Regarding the Protection of Personal Data	<a href="https://u.ae/-/media/Documents-2023/ArFederal-Decree-Law-No-45-of-2021-regarding-the-Protection-of-Personal-Data.ashx">https://u.ae/-/media/Documents-2023/ArFederal-Decree-Law-No-45-of-2021-regarding-the-Protection-of-Personal-Data.ashx</a>
<b>13</b>	14-Nov-2023	Federal Law No. 15 of 2020 on Consumer Protection	<a href="https://laws.uaecabinet.ae/ar/group/1037">https://laws.uaecabinet.ae/ar/group/1037</a>
<b>14</b>	14-Nov-2023	Friedman, A., Woodhead, S. (2008) Approaches to CPD measurement. PARN	<a href="https://www.ifac.org/system/files/meetings/files/3653.pdf">https://www.ifac.org/system/files/meetings/files/3653.pdf</a>
<b>15</b>	14-Nov-2023	Royal Pharmaceutical Society of Great Britain, (RPSGB) (undated)? 'Continuing Professional Development: A Guide to Getting Started- A Journey Round the CPD cycle.'	<a href="https://www.i-develop-cld.org.uk/mod/resource/view.php?id=206">https://www.i-develop-cld.org.uk/mod/resource/view.php?id=206</a>
<b>16</b>	14-Nov-2023	Friedman, A., and S. Woodhead. "Approaches to continuing professional development (CPD) measurement." Information Paper (2008).	<a href="https://www.ifac.org/system/files/publications/files/approaches-to-continuing-pr.pdf">https://www.ifac.org/system/files/publications/files/approaches-to-continuing-pr.pdf</a>
<b>17</b>	14-Nov-2023	Accreditation Council for Pharmacy Education -ACPE (2014) Components of the CPD cycle	<a href="https://www.acpe-accredit.org/pdf/CPDConceptsACPEWebsiteFeb2015.pdf">https://www.acpe-accredit.org/pdf/CPDConceptsACPEWebsiteFeb2015.pdf</a>

**Appendix (1): Example of CPD activities and credits**

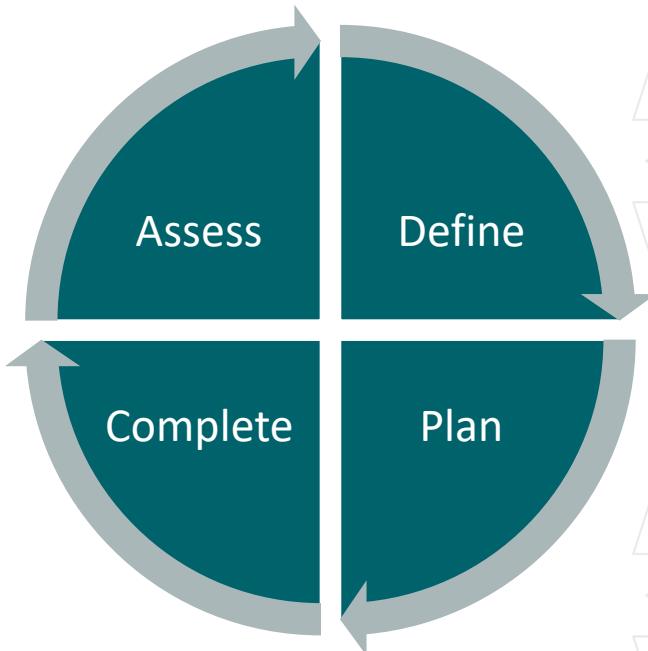
CPD Activity Options				
S.N	Credit Way to earn CPD credits	Category	CPD Credit rule	Proof of Completion of CPD activity
1	Taking an education course or training with a passing exam or course outcome evaluation	Formal / Non-Formal	1.0 credit hour for each 1 contact / attendance hour, or as awarded by the provider	Certificate of completion
2	Completing academic or college coursework related to scope of practice, health sciences or healthcare	Formal	The number of credit hours must be specified by the academic institution	Certificate of completion or a copy of the degree or transcript
3	Attending a professional or technical session including meetings; practice related conferences, symposiums, or seminars, workshops	Formal / Non-Formal	1.0 credit hour for each 1 contact / attendance hour	Certificate of attendance
4	Authoring and publication of a peer-reviewed academic or professional journal article, a chapter in a book, and case studies.	Non-Formal	10 credit hours per publication	<p><b>1</b>-A journal DOI (Digital Object Identifier), or equivalent identifier  <b>Or</b>  <b>2</b>-A copy of the book, or evidence of authorship  <b>Note:</b> A maximum of 20 credit hours can be earned through authoring and publication.</p>
5	Enrolling in an accredited residency, or fellowship program	Formal	40 credit hours per year	<p><b>1</b>-A Letter from program director  <b>Or</b>  <b>2</b>-A copy of applicant license</p>
6	Teaching, lecturing, instructing, or presenting in Formal CPD activity	Formal	2.0 credit hours for each 1 contact hour	Letter from the program director or CPD provider confirming the number of contact hours

CPD Activity Options				
Credit			CPD Credit rule	Proof of Completion of CPD activity
S.N	Way to earn CPD credits	Category		
7	Engagement or volunteering in healthcare related tasks including for example: ➤ Participating in an outreach health promotion campaign ➤ Reviewing a DOH standard or other types of governing documents ➤ membership in DOH taskforces	Non-Formal	1.0 credit hour for each 1 hour of engagement or volunteering	<b>1</b> -A letter from event's sponsor, task requestor, taskforce formation decree confirming the number of engagement or volunteering hours <b>Or</b> <b>2</b> -A letter from the concerned DOH department head confirming the number of engagement or volunteering hours
8	Participation in DOH approved observership	Formal	1.0 credit hour for each 1 contact hour	A letter from a healthcare institution administrator <b>Note:</b> A maximum of 20 Credit hours can be earned through this observership.
9	Reading a CPD-journal article or education material. The article or material must be relevant to the scope of profession	Non-Formal	As awarded by the CPD-journal	<b>1</b> - A certificate of completion <b>Or</b> <b>2</b> -Journal quiz score
10	Peer review of journal article manuscript	Non-Formal	2.0 credit hour for each 1 reviewed article	A letter from the journal editor for each completed manuscript review <b>Note:</b> A maximum of 10 credit hours can be earned through this route
11	Completing Credit Bearing Micro Credentials (CBMC) course	Formal	As awarded by the course providers	A certificate of completion
12	Completing Non-credit bearing Micro Credentials course	Non-Formal	As awarded by the course providers	A certificate of completion

CPD Activity Options				
Credit			CPD Credit rule	Proof of Completion of CPD activity
S.N	Way to earn CPD credits	Category		
<b>13</b>	Earning a specialty board certification	Non-Formal	10 credit hours	A board certificate

## Appendix (2): CPD Cycle

The CPD cycle is a model that helps health workforce members manage and discuss their CPD needs and aspirations with their employer and modify their CPD Plan accordingly. It is a 4-phase approach that should consist of 4 main iterative steps:



**Define:** In this phase, healthcare professional explores and identify his / her training needs considering several factors including:

- Reflecting on, and self-assessment of own's capabilities and competencies, and the impact previous training have had on own practice
- Feedback on professional practice received from patients, colleagues, peers, managers
- Professional development aspirations
- Workplace requirements (adding new services, adopting new procedures, acquiring new technology, etc.)
- Privileging requirements
- Licensure / re-licensure requirements

**Plan:** In this phase, the healthcare professional develops a portfolio or plan to pursue training that fulfills his/her needs through reliable training providers. The plan should identify learning objectives for the CPD cycle.

**Complete:** In this phase, the healthcare professional undertakes the planned CPD activities. Records and evidence of the completion of each activity must be maintained.

**Assess:** In this phase, the healthcare professional assesses the impact of CPD activities on his /her learning objectives. The output of the assessment should inform the identification of CPD needs in the next CPD cycle.