

A GUIDE TO PLANNING AN ACCREDITED CPD ACTIVITY

A summary of the process for planning an accredited CPD activity, including a list of the key elements of an accredited activity and how to achieve 'traceability' across these elements.

All Royal College accredited CPD activities must

- (A) Incorporate the key elements listed below, and
- (B) Demonstrate clear links between each of these ("traceability").

1. Needs Assessment
2. Analysis of Needs Assessment Results
3. Learning Objectives
4. Effective Learning Format
5. CanMEDS Roles
6. Activity Evaluation

Resources, including guides and templates, are available on the [CPD Accreditation Office](#) website to help you incorporate each of these critical elements into your CPD activity.

USING THE TRACEABILITY MATRIX

Once a needs assessment strategy has been executed (to identify perceived and/or unperceived needs), the results of the assessment should be shared with the Scientific Planning Committee (SPC). The SPC should then use the results to develop the program, including the selection of topics, learning objectives, learning formats, and speakers. CPD activity organizers (e.g. Scientific Planning Committee members) are encouraged to use the traceability matrix provided on page 2 to record key decisions throughout this planning process.

Once completed by the CPD activity organizer, the matrix demonstrates that all key elements have been included in the activity. It also demonstrates the traceability between the key elements of the CPD activity. For example: it illustrates how the identified learning needs have been integrated into the CPD activity.

TRACEABILITY MATRIX

1. Identify the need	2. Session Title	3. Learning Objectives	4. Learning Format	5. CanMEDS Roles	6. Evaluation

ADDITIONAL CONSIDERATIONS

SPC members will sometimes need to prioritize identified learning needs when it is not possible to address all identified needs. This prioritization can be determined based on:

- (a) Urgency of identified learning needs: Are some learning needs immediate whereas others are long-term? Immediate needs can be prioritized. Future CPD activities can be developed to address the long-term needs.
- (b) Variety of CanMEDS roles: Which CanMEDS roles do the identified learning needs fall under? Accredited activities should address learning needs that go beyond the ‘Medical Expert’ role (e.g. clinical skills, technical expertise).

The six elements are termed ‘elements’, as opposed to ‘stages’. Although these key elements are numbered, they are closely intertwined and do not occur as distinct phases. For example: although evaluation is the last step, it should be planned for beginning in the earlier stages. The CanMEDS framework should also be incorporated into all phases.