



Royal Australasian College
of Dental Surgeons
Let knowledge conquer disease

OMS CPD STANDARD 2022 - 2024

JANUARY 2022

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Purpose

This standard provides an overview to facilitate participants' planning, monitoring, and recording of continuing medical and dental education activities. It incorporates the concepts of continual learning and encourages participants to consider their learning needs, connect their learning needs to suitable education activities, obtain credit for the activities, and contemplate their progress and activities to change current practice and guide future development.

Background

The Royal Australasian College of Dental Surgeons (RACDS) is the specialist medical and dental college accredited by the Australian Medical Council, the Australian Dental Council, the Medical Council of New Zealand, and the Dental Council of New Zealand to set the Continuing Professional Development (CPD) standard for Oral Maxillofacial Surgery (OMS).

Definitions

RACDS / the College	The Royal Australasian College of Dental Surgeons
Continuing professional development (CPD)	How health practitioners maintain, improve and broaden their knowledge, expertise and competence, and develop the personal and professional qualities required throughout their professional lives.
OMS Fellow	OMS specialists that have been admitted to Fellowship of the RACDS (OMS).
OMS Specialist	For the purposes of this policy, OMS specialists are non-OMS Fellows registered to participate in the OMS CPD program.

Policy Statement

1. PARTICIPATION AND REPORTING

- 1.1. All practicing OMS Fellows and specialists are responsible for complying with regulatory requirements that apply individually for medical and dental specialist registration purposes in Australia and New Zealand. The CPD requirements remain the same regardless of whether OMS specialists practice part-time or otherwise.
- 1.2. From 1 January 2022 to 31 December 2024, all participants must complete 50 hours of CPD activities each year (i.e., 150 hours total per triennium) made up of 12.5 hours of educational activities (Category 1); 25 hours in outcome measurements and performance review (Category 2 and 3) with five hours minimum of each type; and 12.5 hours from any category. The CPD activities must align with the RACDS CPD Framework (Appendix 1).

- 1.3. All participants must log completed CPD activities and upload an annual CPD learning plan in the RACDS CPD Tracker by 28 February of the following year to receive an Annual Statement of Participation or the Certificate of CPD Compliance after the triennium. New Zealand practitioners must also engage in peer conversations. Unless selected for verification (i.e., audit), participants are not required to submit additional supporting documentation.
- 1.4. All participants need to maintain a CPD portfolio, which facilitates the documentation of the CPD learning plan, a record of professional peer interactions, completed learning activities, personal evaluation of CPD and provides a record of CPD participation for audit purposes. Participants should maintain evidence of their involvement in CPD for the first five years after the triennium and may be subject to additional periods of record retention requirements from regulatory bodies.
- 1.5. The CPD Committee will randomly select 10% of OMS Fellows and specialists annually to verify their CPD activities. Fellows who successfully verify their CPD activities will not be randomly selected for verification for the next three years.
- 1.6. OMS Fellows and specialists who do not meet the annual CPD requirements by 28 February of the following year or who do not successfully verify their CPD data if selected to do so will be considered non-compliant.

2. CPD LEARNING PLAN

- 2.1. The CPD Learning Plan forms the basis for planning, structuring, and monitoring of continuing medical and dental education activities. It is a requirement to have an active CPD learning plan for the CPD triennium, which can subsequently be updated over the period as required.
- 2.2. The RACDS CPD Program supports the tenet of continual learning. It encourages participants to *consider* their learning needs, *connect* their learning needs to suitable education activities, obtain *credit* for the activities, and *contemplate* their progress and the activities in a way that may change current practice and guide future development.
- 2.3. OMS Fellows should apply these concepts to the development of their CPD Learning Plan for each triennium:
 - 2.3.1. Consider learning needs
 - a) Participants should consider their current learning needs and create a plan for future involvement. Giving careful consideration to the style of learning to which the participant is most receptive is helpful (for example, auditory – lectures, interactive - group discussion, tactile – workshops, and hands on activities).

2.3.2. Connect needs with activities

- a) Participants should actively seek appropriate professional development activities and participate in those which fulfil identified learning needs.

2.3.3. Credit activities online

- a) Participants must use the online RACDS CPD Tracker to keep a current log of all activities completed. The web page allows participants to record the number of hours of their activities.

2.3.4. Contemplate learning experiences

- a) Research suggests that effective continuing professional development involves a participant critically examining learning experiences and consciously determining how the experience can strengthen the quality and effectiveness of their work.

3. RELATED DOCUMENTS

3.1. This standard must be read in conjunction with the RACDS CPD Mandatory Compliance Policy and the following regulatory documents:

- a) Medical Board of Australia CPD Registration Standard
- b) Medical Board of Australia Professional Performance Framework Strengthening CPD
- c) Medical Council of New Zealand Recertification and CPD Guide
- d) Medical Council of New Zealand Recertification Requirements for Vocationally Registered Doctors in New Zealand
- e) Dental Board of Australia Guidelines on CPD
- f) Dental Council of New Zealand Recertification of Oral Health Practitioners Policy
- g) Dental Council of New Zealand CPD Activities Policy

Appendix 1: OMS CPD Framework

Each year all participants must complete a minimum of 12.5 hours of educational activities (Category 1); 25 hours in outcome measurements and performance review (Category 2 and 3) with five hours minimum of each type; and 12.5 hours from any category.

Category 1: Educational Activities

Include participation in independent learning, College activities, and educational events.

Examples:

- **Self-directed learning** by participating in journal clubs; professional reading; online courses
- **Group learning** such as lectures, meetings, and conferences; seminars, small group discussion, and workshops; presentations at conferences, workshops, or meetings
- **Teaching, assessing, and research** including supervision and mentoring; RACDS SST and Final examiner; research supervisor; clinical Training Assessments (CTA); clinical research projects and publications; further formal education through research
- **Committee work** in RACDS working groups, committees, and boards; external medical and dental committees and advisory bodies
- **Cultural competency and cultural safety programs**

Category 2: Outcome Measurement

Includes a systematic analysis of outcomes of care and reflection on patient outcomes.

Examples:

- **Audits and data review** including clinical and surgical audits; comparison of processes and health outcomes with best practice; analysis of patient outcomes
- **Review of medical records** such as medico-legal work and clinical case reviews.
- **Review of data or measurement of outcomes** in educational resources, publications, reports, and quality programs.
- **Participation in OMS accreditation** site visits, progress reviews, and reporting.

Category 3: Performance Review

Includes self-evaluation and peer-review of work processes.

Examples:

- **Self-evaluation and reflection for any activity**
- **Peer conversations** (mandatory for New Zealand practitioners) with a peer, colleague, or employer to reflect on development goals for learning and professional activities.
- **Peer review and feedback** including practice peer review as participant or reviewer; peer groups; teaching or supervision related feedback (feedback from trainees)
- **Clinical meetings** such as case review; morbidity and mortality meetings; multidisciplinary grand rounds