



**Accredited Activity Standards for the  
Maintenance of Certification (MOC) Program**  
Simulation-based activities



## Part A: Administrative Standards

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**Administrative Standard 1:** All accredited simulation-based activities must be developed or co-developed by a physician organization as defined by the Royal College.

A **physician organization** is a not-for-profit group of health professionals with a formal governance structure, accountable to and serving, among others, its specialist physician members through continuing professional development, provision of health care and/or research.



All activities must be developed by a planning committee that is representative of the target audience.

*See Part C - Ethical Standards for additional requirements for the planning committee*

**Administrative Standard 2:** All accredited simulation-based activities must have a scientific planning committee (SPC) that is representative of the target audience.

All CPD activities must be developed by a scientific planning committee (SPC) that is representative of the target audience. The target audience is defined as the specific group of physicians, specialist or other healthcare professionals for whom the CPD activity will be aimed. Therefore, the target audience must be determined from the inception of the CPD activity so that the SPC can be chosen accordingly.

There is no minimum or maximum number of members required to sit on the SPC. Best practice would suggest that if the CPD activity is aimed at only one specialty, representatives with other demographic factors g8.5 (h)-5d6gnddt\$foro thC86 (f)-14.5 (or)-1o6 (a)-18.4 (rg)1p21.422-I

## Part B: Educational Standards

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**Educational Standard 1:** Simulation-based activities must be planned to address the identified needs of the target audience within a specific subject area, topic or problem. This information will assist in identifying learning objectives, selecting appropriate educational content and format, and developing evaluation and assessment strategies.

Simulation-based activities must be based on an assessment of need including but not limited to changes to the scientific evidence base, established variation in the management or application of knowledge or skills by physicians or teams, variation in the quality of care or health care outcomes experienced by patients.

The needs should be determined by considering the identified needs of the target audience or other health professionals. The needs assessments can identify either perceived or unperceived needs and should be used to inform:

- x the development of learning objectives
- x the identification of appropriate educational or delivery methods
- x the selection of relevant educational content
- x the development of evaluation strategies.

**Educational Standard 2:** Learning obje

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**Educational Standard 4:** The simulation-based activity must provide detailed feedback to participants on their performance to enable the identification of any area(s) requiring improvement through the development of a future learning plan.

Providing specific feedback on the performance of the individual or team in achieving the learning objectives and demonstrating the competencies embedded within the simulation scenario(s) enables participants to identify areas for improvement and the creation of a future learning plan.

Feedback must be provided based on an assessment of performance as measured against the learning objectives, competencies, and practice standards supported by published evidence. The feedback provided for participants can be completed at the end of the scenario or at a later time. The provision of tools to structure the reflection on performance and time for personal reflection is encouraged.

For online simulation-based activities:

1. There must be an established process for how participants will provide responses to online scenarios. E.g., online response sheet or other web-based assessment tools.
2. Participants must be able to receive feedback after the completion of the scenario. Feedback must include references justifying the appropriate answer.

For live simulation-based activities:

1. There must be an established process for how participants will receive feedback on their performance. E.g., verbally, through the evaluation sheet, etc.
2. Participants must be able to receive feedback after the completion of the scenario. Feedback must include references justifying the appropriate answer.

**Educational Standard 5:** The simulation-based activity must provide participants with an opportunity to evaluate the overall program and each individual module (if applicable).

Accredited simulation-based activities must provide participants with an opportunity to evaluate each individual module(s), if applicable, and the overall CPD activity. The evaluation system must:

- x Allow participants to identify whether the individual session and overall CPD activity learning objectives were met;
- x

## Part C: Ethical standards

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**Note:**









**Element 5: Recognizing Financial and in-kind Support**

This section provides a description of the requirements for the SPC in recognizing financial and in-



# Additional Resources

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## ACCREDITATION PROCESS

1. Review the CPD accreditation standards.
2. Contact a Royal College accredited CPD provider to obtain the appropriate forms, policies and procedures or applicable fees for having the program reviewed and accredited (*See Directory of Accredited CPD Providers below under Useful Web Links*).
3. Once the activity is accredited, certificates of participation and activity promotional materials can be updated to include the

