ROYAL COLLEGE
OF PHYSICIANS AND SURGEONS OF CANADA
COLLÈGE ROYAL
DES MÉDECINS ET CHIRURGIENS DU CANADA

Maintenance of
Certification Program

Refreshed MOC framework

Section 1: Group learning	Knowledge, skills and abilities acquired through group or team learning activities, including collaborative interprofessional and patient partner activities. Activities must be interactive through opportunities for discussion and can be in-person or virtual.
Section 2: Individual learning	Knowledge, skills and abilities acquired through independent, self-directed learning activities.
Section 3: Feedback and improvement	**Feedback received:** Feedback received on your knowledge, skills or performance that enables you to identify opportunities for future learning or Quality Improvement (QI) activities or both. **Feedback delivered:** Feedback delivered to individuals, groups, teams or systems. **Improvement initiatives:** Activities carried out to improve patient care; physician well-being; professional practice; medical education; health systems; equity, diversity and inclusion; planetary health; and other areas. Improvement initiatives include QI initiatives and systems improvement initiatives.

Section 1: Group learning
- No minimum credit requirements
- Maximum of 50 credits for unaccredited activities in Section 1 per five-year cycle

Knowledge, skills, and abilities acquired through group or team learning activities, including collaborative interprofessional and patient partner activities. Activities must be interactive through opportunities for discussion and can be in-person or virtual.

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
Conferences	1 credit per hour	0.5 credits per hour	
Journal clubs	1 credit per hour	0.5 credits per hour	
Rounds* (e.g., grand, morbidity and mortality) * Does not include ward rounds.	1 credit per hour	0.5 credits per hour	
Other group learning † These include • courses; • seminars; • webinars (live); • workshops; • small group sessions; • resuscitation courses (e.g., ATLS, ACLS, BLS).‡ † Viewing a recorded session or sessions with no opportunity for discussion must be entered as an activity under Section 2: Individual learning. ‡ If you received direct performance feedback during this activity, you should record the time spent receiving, reviewing, and reflecting on the feedback under Section 3.	1 credit per hour	0.5 credits per hour	Please include • activity title, • one key message learned, and • your responses to reflection questions (optional).
Social media for knowledge translation Participation in online discussions with colleagues (including interprofessional peers) to exchange **evidence-informed** ideas about new research, data and guidelines. The source of information must be from credible journals, professional societies or trusted experts in accordance with the CMA's Code of Ethics and Professionalism and Guidelines for Interacting with Industry.	N/A	0.5 credits per hour to a max of 5 credits per year	

Section 1: Group learning

- No minimum credit requirements
- Maximum of 50 credits for unaccredited activities in Section 1 per five-year cycle

Knowledge, skills, and abilities acquired through group or team learning activities, including collaborative interprofessional and patient partner activities. Activities must be interactive through opportunities for discussion and can be in-person or virtual.

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
Case-based discussions to exchange **evidence-informed** ideas about new research, data and guidelines. These include • collaborative discussions with interprofessional health care teams and patients; and • **informal** discussions and structured team meetings. * Does not include routine rounding on patients.	N/A	0.5 credits per hour	
Patient-partnered learning Learning about patient needs, lived experiences and social determinants of health to provide a holistic health care plan through patient-focused activities.	1 credit per hour	0.5 credits per hour	

Section 2: Individual learning
- No minimum credit requirements

Knowledge, skills and abilities acquired through independent, self-directed learning activities.

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
Educational content review [†] This includes • reading (e.g., digital clinical resources such as UpToDate, Medscape, books, journals); • listening (e.g., podcasts); and • watching (e.g., videos, recorded webinars). [†] With no opportunities for discussion.	N/A	0.5 credits per hour to a maximum of 30 credits per year	
Courses (asynchronous) Individual learning with little or no opportunity for discussion.	N/A	0.5 credits per hour	
Individual task training Training to develop or improve your technical skills.	N/A	0.5 credits per hour	Please include • an activity title, • one key message learned, and • your responses to reflection questions (optional).
Activity preparation (previously Personal Learning Project) This includes knowledge acquisition for activities, such as • addressing a clinical or academic question; • preparing to deliver a teaching session or presentation; • preparing education for patients, families or communities; • preparing a manuscript (book, chapter, article); • preparing a grant application; • addressing an administrative or systems-related question; and • creating an oral or written exam question for submission.	N/A	2 credits per hour	
Postgraduate Studies (Fellowships, Masters, PhD) • Postgraduate academic studies such as Masters, Doctorate, or	N/A	50 credits per year, per initiative	

Section 2: Individual learning

- No minimum credit requirements

Knowledge, skills and abilities acquired through independent, self-directed learning activities.

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
• Formal subspecialty training obtained in an established, structured fellowship program.			
Traineeships Structured learning activities designed to meet an identified professional need, conducted under direct supervision. **Requirements**: Creation of a learning objective, development of a learning plan in collaboration with a mentor or supervisor, receipt of feedback on the achievement of learning objectives, and verification of activity completion.	N/A	20 credits per year	

Section 3: Feedback and improvement
- Minimum of 25 credits, per five-year cycle
- Must include one Feedback received activity, per five-year cycle

Feedback received
Feedback received on your knowledge, skills or performance that enables you to identify opportunities for future learning or Quality Improvement (QI) activities or both.

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
Accredited self-assessment programs (SAPs) Assessments (e.g., multiple-choice or short-answer questions) that identify knowledge gaps.	3 credits per hour	N/A	Please include • an activity title, • one key message learned, • a brief description of what will be changed in your practice, and • your responses to reflection questions (optional).
Receiving, reviewing and reflecting on feedback † Feedback may be provided by • interprofessional team members, • patients and care partner, • colleagues and peers, or • multiple sources (e.g., 360 feedback). Feedback received includes comments or information obtained through • annual performance reviews (annual workplace assessments); • chart audits; • direct observation; • reviews of journal article submissions and grant applications; • teaching reviews; • reviews of clinical data; • practice-based assessments; • oral exam practice sessions (for licensing or certification examinations); • resuscitation courses (e.g., ATLS, ACLS, BLS);* • other performance assessments, such as multisource (e.g., 360) reviews; and • reviews conducted on behalf of an MRA. * If you did not receive direct performance feedback during this activity, you should record the activity under Section 1. **† This activity is eligible for credits** for time spent reviewing and reflecting on feedback.	N/A	3 credits per hour	

Section 3: Feedback and improvement
- Minimum of 25 credits, per five-year cycle
- Must include one Feedback received activity, per five-year cycle

Feedback received
Feedback received on your knowledge, skills or performance that enables you to identify opportunities for future learning or Quality Improvement (QI) activities or both.

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
Simulation activities Participation in a simulation activity in which you are part of the debriefing for individual and/or team improvement. Simulation activities take place in a simulated or actual practice environment (e.g., hospital mock codes, translational simulations, task or skill trainers or mannequins, tabletop exercises, virtual reality) after which participants are debriefed by observers.	3 credits per hour	1.5 credits per hour	
Coaching or mentoring (as a recipient) An opportunity to improve specific areas of professional practice and personal well-being through guided interactions with a peer or certified coach and, where needed, planned actions. Coaching activities include setting the agenda (intention and goals) with the coach, being observed when needed, engaging in a coaching conversation, listening, asking questions, seeking feedback, feedforwarding (focusing on the future instead of the past) and planning.	N/A	3 credits per hour	

Feedback delivered			
Feedback delivered to individuals, groups, teams or systems			
Eligible activities	**Accredited activities**	**Unaccredited activities**	**Data reporting requirements for credit entry**
Review of feedback delivered [†] Feedback delivered which includes comments or information shared through • annual performance reviews (annual workplace assessments); • chart audits; • direct observation; • reviews of journal article submissions and grant applications; • teaching reviews; • reviews of clinical data; • practice-based assessments; • oral exam practice sessions (for licensing or certification examinations); • resuscitation courses (e.g., ATLS, ACLS, BLS); • other performance assessments, such as multisource (e.g., 360) reviews; and • reviews conducted on behalf of an MRA. [†] This activity is eligible for credits for time spent on preparing, delivering, and reflecting on the delivery of your feedback.	N/A	3 credits per hour to a maximum of 15 credits per year	Please include • an activity title, • one key message learned, • a brief description of how this impacted your approach to this activity, • your responses to reflection questions (optional).
Coaching or mentoring (as a provider) An opportunity for peer or certified coaches to give feedback, reflect and improve their skills as needed. This activity may involve asking for feedback (oral or written) on coaching or mentorship skills and reflecting or changing as needed for further interactions.	N/A	3 credits per hour to a maximum of 15 credits per year	

Improvement initiatives			
Activities carried out to improve patient care; physician well-being; professional practice; medical education; health systems; equity, diversity and inclusion; planetary health; and other areas.			

Quality improvement‡			
Quality improvement (QI) is an action-oriented, problem-solving framework that can help you enhance your practice and your personal or professional development. ‡ Includes MRA QI activities.			

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
Individual improvement: Self-directed improvement activities † † Credits can be claimed each year that you are working on the QI initiative.	N/A	25 credits per QI initiative per year	Please include • an activity title, • one key message learned, • a brief description of the QI project and why it was undertaken, • a brief description of what was changed in your practice, • a request to receive a reminder 12 months after the implementation of the QI project to help you reflect on the results of the change intervention (optional).
Group improvement activities: Includes departmental and interprofessional initiatives † † Credits can be claimed each year that you are working on the QI initiative.			
Group member of a QI activity † † Credits can be claimed each year that you are working on the QI initiative.	N/A	15 credits per QI initiative per year	
Leading role for a group QI activity † † Credits can be claimed each year that you are working on the QI initiative.	N/A	35 credits per QI initiative per year	

Improvement initiatives
Activities carried out to improve patient care; physician well-being; professional practice; medical education; health systems; equity, diversity and inclusion; planetary health; and other areas.
Systems improvement

Eligible activities	Accredited activities	Unaccredited activities	Data reporting requirements for credit entry
Committee participation[§] Committee participation focuses on improvements in various areas, such as • patient care; • physician well-being; • professional practice; • medical education; • health systems; • interprofessional practice; • equity, diversity and inclusion; and • planetary health. § Requirements: A formal structure, appointment process, defined terms of reference and minimum of two meetings per year.	N/A	15 credits per year (chair), per committee or 10 credits per year (member), per committee	Please include • an activity title, • one key message learned, and • your responses to reflection questions (optional).
Curriculum development Developing or updating undergraduate, postgraduate or professional development curricula.	N/A	15 credits per year, per initiative	
Examination development Developing or updating examinations or assessment strategies.	N/A	15 credits per year, per initiative	
Clinical practice guideline development Setting care standards for your department, hospital, specialty or other area of focus.	N/A	15 credits per year, per initiative	
Adverse event investigation, reporting and analysis Investigating an adverse event and recommending improvements, this can include clinical care review.	N/A	5 credits per initiative	