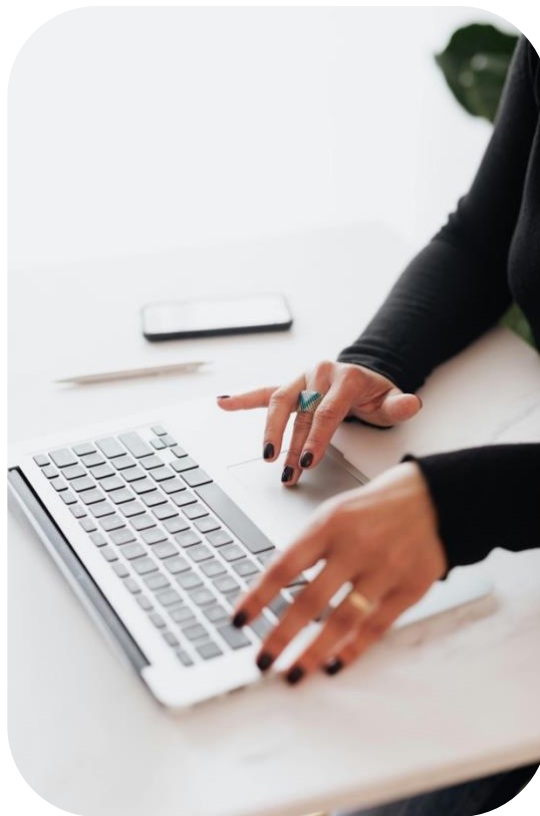


CPD ACTIVITY EVALUATION FRAMEWORK

CPD Australia



At CPD Australia, we uphold values of inclusivity, diversity, and respect for all individuals, paying homage to the rich cultural heritage of Aboriginal and Torres Strait Islander peoples, as well as honouring the diverse backgrounds and experiences of every member of our community. With a commitment to fostering a culturally safe and inclusive learning environment, our CPD Home embraces the principles of equity and cultural responsiveness, ensuring that every participant feels valued and supported on their educational path.

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PROGRAM REQUIREMENTS FOR CPD ACTIVITIES

Refer directly to the *Program Requirements* Policy for an overview of the requirements of CPD activities. A high-level overview is summarised below:

1. Minimum registration standard for CPD activities

All CPD activities must meet the four mandatory criteria relating to the requirements outlined in the Registration standard: CPD, to be considered a valuable and worthwhile CPD Activity:

- **Quality** – with respect to both content and duration.
- **Relevance** – to the practitioner’s field of practice.
- **Aligned** – with the selected CPD category (educational activity, reviewing performance and measuring outcomes).
- **Consistent** – with the practitioner’s annual development plan.

2. Program Level Requirements for Good Medical Practice

Additionally, an activity may be selected to contribute towards **program level requirements relating to good medical practice**, where it must specifically address one of the following objectives

- encourage and promote culturally safe practice,
- address health inequities,
- maintain and develop professionalism
- maintain and develop ethical practice.

3. Specialist High-Level Requirements (If Applicable)

Similarly, if applicable, an activity may been selected by a specialist practitioner to contribute towards **specialist high-level requirements**, it must therefore meet the requirements as directed by the respective specialty college.

CPD ACTIVITY EVALUATION FRAMEWORK

OVERVIEW

This framework is designed to assist practitioners, education providers and CPD Australia Organisational Leadership and Educational Board members to evaluate the quality of CPD activities. It provides a structured approach to assess whether activities provide the necessary educational value and are relevant to the registration requirements, program requirements or specialist high-level requirements of the practitioner.

DETAILS OF PERSON COMPLETING THIS FORM

Name:

Role and Organisation:

Email:

Date:

REGISTRATION REQUIREMENTS

Activity Title:

Total Activity Duration (Hours):

Activity Type (mandatory, typically one though can select multiple if relevant):

- ☐ Educational Activity – if selected: time allocated to Educational Activity component only: _____ hours
- ☐ Reviewing Performance – if selected: time allocated to Reviewing Performance component only: _____ hours
- ☐ Measuring Outcomes – if selected: time allocated to Measuring Outcomes component only: _____ hours

*Note: total hours allocated to individual activity types must sum to the total activity duration above.

Activity Category (mandatory – list available in table 1, 2 and 3 of [Program Requirements Policy](#)):

URL/Link to Activity *(if unable to provide link, please attach further explanation/evidence of the activity when returning this form):*

Description of Activity:

Proposed Learning Outcomes:

Description of Evidence Provided: *Not mandatory for education providers*

Table 1. Minimum Registration Standard Criteria Evaluation Rubric

Mandatory Criteria	Scoping Questions	Select one response:		
Relevant to practitioner's field of practice	Is the activity likely to be relevant to the intended practitioner/audience?	☐ Yes	☐ Partially	☐ No
	Will participation improve skills, knowledge, or competence in a field of practice?	☐ Yes	☐ Partially	☐ No
	Can the content be applied practically to a practitioner's responsibilities?	☐ Yes	☐ Partially	☐ No
	Does the activity address current challenges in the field?	☐ Yes	☐ Partially	☐ No
Consistent with practitioner's development plan <i>Note: not mandatory for education providers</i>	Is the activity aligned with professional goals?	☐ Yes	☐ Partially	☐ No
	Will participation address identified skill gaps?	☐ Yes	☐ Partially	☐ No
	Is the activity complementary or build on previous development plans?	☐ Yes	☐ Partially	☐ No
	Does the activity support long-term career objectives?	☐ Yes	☐ Partially	☐ No
Aligned with selected CPD category	For education: Is the activity likely to support the practitioners' learning and development, or have relevant educational value?	☐ Yes	☐ Partially	☐ No
	For reviewing performance: Does the activity involve reflective practices or an assessment of one's own practice?	☐ Yes	☐ Partially	☐ No
	For measuring outcomes: Does the activity assess the impact on or provide a measure of healthcare outcomes?	☐ Yes	☐ Partially	☐ No
Quality with respect to content and duration	Is content credible, evidence-based, and high quality?	☐ Yes	☐ Partially	☐ No
	Does the activity provide sufficient educational value?	☐ Yes	☐ Partially	☐ No
	Is duration sufficient and appropriate for meaningful engagement?	☐ Yes	☐ Partially	☐ No

All minimum registration standard criteria are:

☐ Met ☐ Not met

Note, all mandatory criteria must be met. Mandatory criteria may be considered met if responses consist of 'partially', or 'yes' only, with at least one response being 'yes'.

PROGRAM LEVEL REQUIREMENTS

Does this activity relate to any Program Level Requirements (*not mandatory, can select multiple*):

- ☐ Culturally Safe Practice
- ☐ Addressing Health Inequities
- ☐ Professionalism
- ☐ Ethical Practice

If any selected above, explain the link between the activity and the specific Program Level Requirement:

If selected as relating to a Program Level Requirement, the following mandatory criteria must both be met:

Table 2. Mandatory Criteria for Program Level Requirements Activities

Mandatory Criteria	Select one response:	
Does the activity meet requirements of the minimum registration standard set out in the rubric above?	☐ Yes	☐ No
Does the activity relate sufficiently to a relevant area of the Good Medical Practice: Code of Conduct that maps to one of the following selected program-level requirements? ¹ - Culturally safe practice - Ethical practice - Professionalism - Addressing health inequities	☐ Yes	☐ No

¹See Table 3. Good Medical Practice: Code of Conduct elements are mapped to corresponding program-level requirements

SPECIALIST HIGH LEVEL REQUIREMENTS

Does the activity meet a specific Specialist High Level Requirement as published by AHPRA? *Not mandatory - list available [here](#):*

- ☐ Yes
- ☐ No
- ☐ Not applicable

If selected as meeting a Specialist High Level Requirement selected above, list the specialty:

If selected as meeting a Specialist High Level Requirement selected above, list the specific Specialist High Level Requirement:

CPD AUSTRALIA DETERMINATION – OFFICE USE ONLY

CPD Activity Determination – Registration Requirements

- ☐ **Verified as:**
 Total ____ hours
☐ Educational Activity – *if selected: time allocated to Educational Activity component only: ____ hours*
☐ Reviewing Performance – *if selected: time allocated to Reviewing Performance component only: ____ hours*
☐ Measuring Outcomes – *if selected: time allocated to Measuring Outcomes component only: ____ hours*
Note: total hours allocated to individual activity types must sum to the total activity duration above.
- ☐ **Not Verified**

CPD Activity Determination – Program Level Requirements

- ☐ **Verified as:**
☐ Culturally Safe Practice
☐ Addressing Health Inequities
☐ Professionalism
☐ Ethical Practice
- ☐ **Not Verified / Not Applicable**

CPD Activity Determination – Specialist High Level Requirements

- ☐ **Verified as:**
 Specialty: _____
 Specialist High Level Requirement: _____

- ☐ **Not Verified / Not Applicable**

Explanation / Comments / Notes (if applicable):

For example, use this section to justify recognition if the activity received mostly "Partially Relating" responses or does not fully meet criteria but should still be accepted. If rejecting an activity despite meeting criteria, explain why. Additionally, clarify if it meets minimum registration requirements but not program-level or specialist high-level requirements.

CPD AUSTRALIA REPRESENTATIVE – OFFICE USE ONLY

Name of CPD Australia Representative:

Role:

Email:

Date:

APPLICATION IN PRACTICE

CPD Australia staff and education providers use a shared *CPD Activity Evaluation Framework* to assess the authenticity and quality of activities throughout the CPD Year. Practitioners are encouraged to use this *CPD Activity Evaluation Framework* to guide selection of high quality CPD activities, however it is not mandatory that this form is completed.

CPD ACCREDITATION PROCESS

Education providers may use the *CPD Activity Evaluation Framework* to assess their educational content. If an education provider wishes to seek confirmation or display that an activity meets the educational standards of CPD Australia, they must provide sufficient information to allow CPD Australia to make this determination, including:

- Title of the CPD activity
- Expected duration (in hours)
- Detailed description of the CPD activity content and format
- Intended learning outcomes
- Proposed CPD activity type(s): (i.e. *Educational Activities, Reviewing Performance, Measuring Outcomes*)
- Proposed CPD category (e.g. *Active learning modules, Courses and workshops* etc)
- Whether the activity is seeking approval to meet any Program-Level Requirement(s) (i.e. *Culturally Safe Practice, Addressing Health Inequities, Professionalism, Ethical Practice*)
- Whether the activity is intended to satisfy any Specialist High-Level Requirements, and if so, which specialty and requirement it applies to
- Supporting documentation or evidence relevant to content quality, delivery method, accreditation from other bodies (if applicable), or evaluation/validation tools

Assessment

All applications are assessed by the Educationalist using the *CPD Activity Evaluation Framework*, in the same manner as that applied as during the audit process of assessing CPD Activities by their quality, relevance, alignment and consistency.

Outcome and Notification

Following assessment, education providers will be notified if an activity can be considered an Approved CPD Activity for that CPD Year which meets CPD Australia's standards. Providers may display an "Approved CPD Activity" badge on the relevant activity's resources, which is valid for one year from the time of assessment.

To ensure that accreditation of CPD activities is conducted sustainably, an application fee of \$150 + GST may be imposed to support administrative and assessment costs. This fee is scheduled to be reviewed regularly and is subject to change proportionate to workload involved in assessment and communicated to prospective education providers prior to any assessment.

All personnel involved in accreditation decisions are required to declare any potential conflicts of interest in line with information outlined in *Conflict of Interest Policy and Conflict of Interest Guideline*.

ANNEXURE

MAPPING OF PROGRAM REQUIREMENTS TO GOOD MEDICAL PRACTICE

To meet program level requirements, practitioners must upload activities related to:

- Culturally safe practice
- Ethical practice
- Professionalism
- Addressing health inequities

Activities uploaded as program-level requirements must be able to be mapped to the Good Medical Practice: Code of Conduct as per the table below:

Table 3. Good Medical Practice: Code of Conduct Mapped to the Program-Level Requirements

Good Medical Practice		Program-Level Requirements			
		Culturally Safe Practice	Addressing Health Inequities	Professionalism	Ethical Practice
2. Professionalism	2.1 Professional values and qualities of doctors	✓		✓	✓
	2.2 Public comment and trust in the profession			✓	✓
3. Providing good care	3.2 Good patient care	✓	✓	✓	✓
	3.3 Shared decision-making	✓		✓	
	3.4 Decisions about access to medical care	✓	✓	✓	✓
	3.5 Treatment in emergencies			✓	
4. Working with patients	4.2 Doctor-patient partnership			✓	✓
	4.3 Effective Communication	✓		✓	✓
	4.4 Confidentiality and privacy			✓	✓
	4.5 Informed consent			✓	✓

	4.6 Children and young people			☒	☒
	4.7 Aboriginal and Torres Strait Islander health and cultural safety	☒	☒	☒	☒
	4.8 Cultural safety for all communities	☒	☒	☒	☒
	4.9 Patients who may have additional needs	☒	☒	☒	☒
	4.10 Relatives, carers and partners	☒	☒	☒	☒
	4.11 Adverse events				☒
	4.12 When a complaint is made			☒	☒
	4.13 End-of-life care	☒		☒	☒
	4.14 Ending a professional relationship			☒	
	4.15 Providing care to those close to you			☒	☒
	4.16 Closing or relocating your practice		☒	☒	
5. Respectful Cultures	5.2 Respect for medical colleagues and other healthcare professionals			☒	
	5.3 Teamwork			☒	
	5.4 Discrimination, bullying and sexual harassment	☒		☒	☒
6. Working with healthcare professionals	6.2 Coordinating care			☒	
	6.3 Delegation, referral and handover			☒	
7. Working within the healthcare system	7.2 Wise use of healthcare resources		☒	☒	☒
	7.3 Health advocacy	☒	☒	☒	☒

	7.4 Public health	☒	☒		
8. Patient safety and minimising risk	8.2 Risk management			☒	
	8.3 Doctors' performance – you and your colleagues			☒	
9. Maintaining professional performance	9.2 Continuing professional development			☒	
	9.3 Career transitions			☒	
10. Professional behaviour	10.2 Professional boundaries			☒	☒
	10.3 Reporting obligations			☒	☒
	10.4 Vexatious complaints			☒	
	10.6 Insurance			☒	
	10.7 Advertising			☒	☒
	10.8 Medico-legal, insurance and other assessments			☒	
	10.9 Medical reports, certificates and giving evidence			☒	
	10.10 Curriculum vitae			☒	
11. Ensuring doctors' health	11.2 Your health			☒	
	11.3 Other doctors' health			☒	
12. Teaching, supervising and assessing	12.2 Teaching and supervising			☒	☒
	12.3 Assessing colleagues			☒	☒

	12.4 Medical students			☒	☒
13. Undertaking research	13.2 Research ethics			☒	☒
	13.3 Treating doctors and research			☒	☒