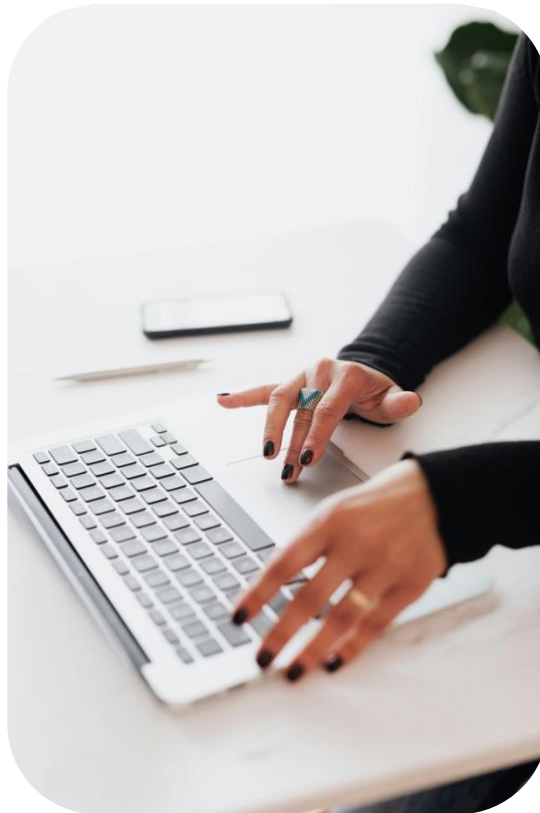# CPD ACTIVITY EVALUATION FRAMEWORK

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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PURPOSE

This framework is designed to assist practitioners 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.

- 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 Australia staff use the same *CPD Activity Evaluation Framework* to assess a sample of the activities uploaded to the web portal to verify their authenticity and quality.

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

Description of Educational Activity and Evidence Provided:

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 related to the practitioner's expertise?	☐ Yes	☐ Partially	☐ No
	Will participation improve skills, knowledge, or competence in their field of practice?	☐ Yes	☐ Partially	☐ No
	Can the content be applied practically to daily responsibilities?	☐ Yes	☐ Partially	☐ No
	Does the activity address current challenges in the field?	☐ Yes	☐ Partially	☐ No
Consistent with practitioner's development plan	Does the activity align 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 embedded within the practitioners' job roles that support learning and development, or have educational value relevant to the practitioner's job or developmental objectives?	☐ Yes	☐ Partially	☐ No
	For reviewing performance: Does it 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 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'.

Is the activity selected as meeting program level requirements?

☐ Yes   ☐ No

If so, 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

Is the activity selected as meeting specialist high-level requirements?

☐ Yes   ☐ No

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

If so, does the activity meet the selected requirement of that specialist?

☐ Yes ☐ No ☐ Not applicable

Determination of CPD Activity:

☐ Recognised as:
    ☐ Meeting minimum registration standard as a CPD activity
    ☐ Meeting program level requirement for Good Medical Practice
    ☐ Meeting specialist High-Level Requirements

It may be that an activity is recognised and may meet the minimum requirements of the registration standard but do not meet program level requirements.

☐ Not Recognised

Explanation (if applicable):

Please provide comments if the following apply:
- If the activity predominantly received "Partially Relating" responses, consider providing additional context or justification for recognition.
- If the activity should be recognised despite not completely meeting criteria, explain the rationale for acknowledgment.
- If the activity should be rejected despite meeting criteria, elaborate on the reasons for non-recognition.
- If the activity meets minimum registration requirements but does not meet the selected program-level or specialist high-level requirements, provide an explanation.

Name:

Role:

Signature:

Date:

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	☑	☑		

Category	Subtopic				
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			☑	☑

CPD Activity Evaluation Framework		
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Review and Approved	Tristan Dale, Chief Operations Officer	
Next Review Date	28 March 2026	

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