



ANZCA and FPM CPD program

A guide for choosing relevant and valuable CPD Activities

Purpose

This guide has been developed to support ANZCA and FPM CPD participants in determining the suitability of CPD activities. It aims to ensure that activities:

- align with the participant's learning and professional development objectives
- meet the regulatory and program level requirements outlined in the CPD Handbook
- are relevant to the participant's role and scope of practice
- deliver meaningful educational value.

Guidelines for assessing CPD activities

CPD activities should be evaluated using the following guidelines to determine their relevance and educational value:

Relevance

Consider clinical and professional relevance, applicability to everyday practice, and the potential impact on patient outcomes. You should also assess alignment with CPD requirements to ensure that completing the activity contributes to meeting these obligations.

- Does the CPD activity address current and relevant issues in your specialty, role or scope of practice?
- Is the activity relevant to the CPD requirements, and will completion of this activity support you towards meeting those requirements?
- Will the activity support development across the regulatory and program level requirements outlined in the CPD Handbook?

Educational value

Learning objectives

Taking the following factors into account will support an informed assessment of whether the activity adds value, contributes to your professional development, and achieves the intended learning outcomes.

- Are the learning objectives for the CPD activity clearly defined?
- Do the learning objectives outline what you will gain from the activity and how it will develop your knowledge and skills?
- Are the objectives aligned with your professional development needs and any priorities identified in your CPD Plan?

Evidence-based

Engage with evidence-based activities to ensure the information is accurate and reliable. When reviewing an activity, consider the credentials of the presenters or facilitators, the date of publication, the sources referenced, and feedback from peers.

- Does the CPD activity reflect credible evidence and current research?
- What potential biases could there be?

Educational design and methodology

Engaging CPD activities that include interactivity, case studies, and practical application can strengthen the learning experience.

- Does the CPD activity incorporate effective adult learning principles that align with your learning preferences and facilitate the development of medical knowledge and professional skills?

Applicability and implementation

Effective CPD activities support long term development of knowledge, skills, and professional competence, particularly when they have clear practical application.

- Will the CPD activity support the application of new knowledge and skills?
- How readily can the knowledge and skills gained be incorporated into your practice?

Reflection

Reflection on prior knowledge, new learning, and implementation plans contributes meaningfully to professional development.

- Does the CPD activity encourage critical reflection?
- How does the CPD activity support your ongoing professional growth and development?

Assessment of provider

The professional reputation and credibility of the CPD provider should be considered, as reputable providers are more likely to deliver high quality activities that reflect current practice and professional standards.

- Is the CPD activity developed or delivered by one of the following?
 - an ANZCA recommended resource
 - an AMC accredited CPD home
 - a recognised and reputable health education provider

Additional guidelines for assessing activities relating to specific requirements.

The following additional guidelines should assist CPD participants with assessing an activity's relevance and value against certain regulatory and program level requirements

Category 1, Practice evaluation: Reviewing performance

Reviewing performance involves activities that evaluate, assess, and monitor doctors' day-to-day work processes. Performance review, peer discussion, and constructive feedback support reflection on practice, identify areas for improvement, and reinforce learning.

- Does the CPD activity provide opportunities to review your performance and receive feedback, such as through peer discussion or patient input, to identify areas for improvement or change in practice?
- Are the peers or colleagues providing feedback appropriately skilled and experienced to support meaningful review of your performance and identify potential areas for improvement?

Category 1, Practice evaluation: Measuring outcomes

Measuring outcomes activities encompass a quality improvement approach that involves evaluating performance, recognising strengths, identifying areas for improvement, and implementing change.

- Does the CPD activity facilitate the measurement and analysis of patient or health outcomes to support identification of actions aimed at improving patient care and outcomes?

Category 1, Practice evaluation: Cultural safety

Culturally safe practice is the ongoing critical reflection of health practitioner knowledge, skills, attitudes, practicing behaviours and power differentials in delivering safe, accessible and responsive healthcare free of racism.

- Does the CPD activity provide opportunities to build knowledge and skills in cultural awareness, cultural competence, or cultural safety?
- Does the CPD activity support reflection on your interactions with First Nations patients, including awareness of your own power, assumptions, and biases, and how these may influence patient care?

Category 2 Knowledge and skills

Knowledge and skills are the understanding, expertise, and practical abilities developed through education, training, and experience that enable professionals to perform tasks effectively, make informed decisions, and deliver high quality care.

- Does the CPD activity build on and enhance your existing knowledge and skills?
- Does it introduce new knowledge, or skills relevant to your practice?
- Does it help you remain current with current evidence, guidelines, or practice?

Category 3 Emergency response

An emergency response activity involves participating in training that prepares you to recognise, manage, and respond effectively to clinical emergencies, supporting safe, timely care in high risk or acute situations.

- Is the emergency response activity aligned with the relevant guidelines?
- Does the emergency response activity have an approved activity code?

Addressing health inequities

Addressing health inequities is learning that focuses on recognising and addressing the social determinants of health that can lead to disparities in health outcomes for different population groups.

- Does the CPD activity address health equity issues such as equity, diversity, and inclusion, that are relevant to your practice and patient population?
- Does the activity facilitate critical reflection on your professional context and awareness of how systemic inequities influence health outcomes?

Ethical practice

Ethical practice is learning that encompasses the moral principles that guide healthcare practice, including issues like confidentiality, informed consent, and professional boundaries.

- Does the CPD activity explore ethical and professional issues relevant to your everyday practice?

Professionalism

Professionalism is learning that covers the expected standards of behaviour, conduct, and ethical decision-making for health practitioners.

- Does the activity encourage reflection and self-assessment of your ethical and professional practice, and support improvements in ethical decision making and professional conduct?

Supporting Resources

- [Continuing Professional Development Program Handbook](#)
- [CPD activity guide](#)
- [ANZCA & FPM CPD Program resources: Overview](#)
- [Learn@ANZCA](#)
- [Professional development resources hub](#)
- [CAPE framework](#)
- [CPD program guidelines and forms](#)
- [CPD emergency response category](#)
- [How can I meet CPD requirements for my type of practice?](#)