

# Continuing Professional Development (CPD) **Standards**

## **Continuing Professional Development (CPD) Standards**

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*We acknowledge the Traditional Custodians of the lands and seas on which we work and live, and pay our respects to Elders, past, present and future.*

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# Introduction

The Royal Australian College of General Practitioners (RACGP) *Continuing professional development (CPD) Standards* provide the basis for setting and maintaining the quality of the CPD Program of the RACGP CPD home.

There are two components:

1. RACGP CPD Activity Standards
2. RACGP CPD provider Standards.

## RACGP CPD Activity Standards

The RACGP CPD Activity Standards inform the development of continuing professional development (CPD) activities for the RACGP CPD home under the [Professional Performance Framework of the Medical Board of Australia \(MBA\)](#).

CPD activities are undertaken to meet the [MBA CPD registration standards](#). The MBA defines CPD activity types as:

- educational activities (EA)
- reviewing performance (RP)
- measuring outcomes (MO).

RACGP CPD activities use the same categorisation.

These standards can be used by individuals and organisations developing CPD activities to meet the RACGP CPD activity requirements. They also form the basis for adjudication of CPD activities by the RACGP CPD home.

## RACGP CPD Provider Standards

The RACGP CPD Provider Standards inform the organisational and CPD activity requirements of CPD providers within the RACGP CPD home under the [Professional Performance Framework of the MBA](#). In addition, the Provider Standards will be the basis for accreditation of CPD providers by the RACGP CPD home. RACGP CPD providers will also need to ensure that all CPD-approved activities meet the RACGP CPD Activity Standards.

As a CPD home, the RACGP is required to demonstrate that RACGP CPD approved activities meet the Australian Medical Council standards. This includes ensuring the standard of CPD activities produced by RACGP CPD providers is quality assured.

In addition, all RACGP CPD approved activities will need to meet:

- MBA CPD requirements
- RACGP CPD requirements.

Central to these requirements, RACGP CPD approved activities need to:

- meet or exceed minimum quality CPD activity standards
- be relevant to Australian general practice.

These standards are outcomes-based to reflect best contemporary educational practice, but also to promote the development of innovative CPD activities.

# RACGP CPD Activity Standards

## Overview

The RACGP CPD Activity Standards focus on ensuring a high quality of education is provided to RACGP members. Providers are required to offer high-quality education under the guidance of the RACGP, which measures and monitors the development and delivery of CPD activities.

These standards are broad and outcomes-focused to meet the requirements of the [MBA types of CPD](#) and to encourage innovation in how RACGP members can satisfy CPD requirements. CPD activities are mapped to the current RACGP curriculum and syllabus for Australian general practice and the MBA types of CPD.

There are four main standards relating to:

1. need for an activity and its relevance to general practice
2. learning outcomes
3. activity design
4. activity evaluation.

Each standard includes criteria and indicators to assist education providers. The indicators use the word 'must' to indicate what is mandatory, and 'could' to indicate what is optional though recommended. This will allow providers to be flexible in their approach to meeting the various types of activity requirements in ways that best suit their organisation's resources and expertise.

Guidance is also provided for each standard for added context and to explain its importance to GPs' CPD activity.

Links to policies and other documents have been included where relevant.

## CPD Activity Standards

Standard 1: CPD activities are based on identified needs relevant to Australian general practice.

Standard 2: CPD activity learning outcomes are informed by the needs assessment.

Standard 3: CPD activities are designed to achieve the learning outcomes.

Standard 4: Evaluation informs quality improvement of the CPD activity.

# Standard 1: CPD activities are based on identified needs relevant to Australian general practice

## Criterion 1.1 The needs assessment process involves a specialist GP

### Indicators for meeting this criterion

The CPD representative must provide information on how a specialist GP was involved in the needs assessment process. For example, a GP:

- conducted the needs assessment using RACGP publications and other evidence-based references as a source for assessing needs
- reviewed the needs assessment and confirmed its relevance to general practice.

## Criterion 1.2 A comprehensive evidence-based needs assessment informs the activity and is relevant to the RACGP curriculum and syllabus for Australian general practice and the MBA CPD Registration Standard

### Indicators for meeting this criterion

The CPD representative must provide references to information used in developing a needs assessment, including:

- recent (<10 years), predominantly Australian references
- the current RACGP curriculum and syllabus for Australian general practice
- MBA CPD Registration Standards.

The CPD representative could also use data from other current, reliable and reputable evidence-based sources.

## Criterion 1.3 The activity supports safe and responsible practice

### Indicators for meeting this criterion

The CPD representative must select the appropriate program-level requirement/s embedded within the activity:

- culturally safe practice
- health inequities
- professionalism and ethical practice.

## Standard 2: CPD activity learning outcomes are informed by the needs assessment

**Criterion 2.1 CPD activity learning outcomes are clear, measurable, relevant and feasible**

### Indicators for meeting this criterion

All CPD activity learning outcomes must be:

- clear – learning outcomes are specific, unambiguous and easy to understand
- measurable – learning outcomes can be objectively assessed so that GPs know if the learning outcomes have been achieved
- relevant – the learning outcome should be directly linked to the needs assessment and the context of general practice
- feasible – the learning outcomes are achievable considering the GP's current level of knowledge and skills and the learning activity design including resources and time frames.

**Refer to** Appendix 4: A guide to writing learning outcomes.

## Standard 3: CPD activities are designed to achieve the learning outcomes

**Criterion 3.1 The CPD activity design is consistent with contemporary educational practice**

### Indicators for meeting this criterion

The CPD representative must detail:

- how educational practice has informed their activity design, for example, how opportunities for interaction and reflection have been included
- the use of CPD expertise in activity development.

**Criterion 3.2 The learning activities are designed to achieve the learning outcomes**

### Indicators for meeting this criterion

The CPD representative must:

- outline the most suitable category or categories described by the *MBA Registration Standard: Continuing professional development* for the activity design
- provide a rationale for why a particular design (eg workshop, eLearning, audit) has been selected for achievement of the learning outcomes
- provide evidence of how the delivery components of the learning activity are mapped to the learning outcomes
- provide evidence of a program plan or activity template – where relevant, this should include details of facilities, facilitators and participant numbers.

## Criterion 3.3 The content is evidence-based and relevant to Australian general practice

### Indicators for meeting this criterion

The CPD representative must:

- provide information on how a specialist GP was involved in the development, design and evaluation of the activity
- demonstrate that the content is not influenced by sponsorship or commercial interests
- provide a list of evidence-based resources, **predominantly Australian references**, used in the development of the activity content
- provide samples of activity content.

## Criterion 3.4 Assessments are fit for purpose

### Indicators for meeting this criterion

The CPD representative must:

- consider the role and justify any method of assessment that has been selected for the activity, including where assessment will occur
- describe how the method of assessment measures achievement of the learning outcomes.

## Standard 4: Evaluation strategy informs quality improvement of the CPD activity

### Criterion 4.1 An evaluation strategy reviews and documents all elements of the activity

#### Indicators for meeting this criterion

The CPD representative must:

- provide evidence and methodology used in an evaluation process
- incorporate a range of perspectives in the collection of data
- ensure that the four mandatory questions are included in their entirety in the activity's evaluation form
- describe how evaluation data will be provided to those involved in activity development and/or delivery.

### Criterion 4.2 CPD activity quality improvement is based on the evaluation strategy outcomes

#### Indicators for meeting this criterion

The CPD representative must:

- provide information about how evaluation data is used in a review of the activity and how this informs current and future CPD activities
- based on the evaluation data collected, create and submit an activity report, which should be used for quality improvement (QI).

# Guidance to the CPD Activity Standards

The RACGP has an approach to education for GPs at all stages of the learning continuum; this is described by the RACGP educational framework. This framework expresses the values, priorities, CPD philosophy and scope of education to which the RACGP is committed.

The guiding principles of RACGP education are as per Figure A1.1. These principles are important considerations and are a basis for the development of the CPD Activity Standards.

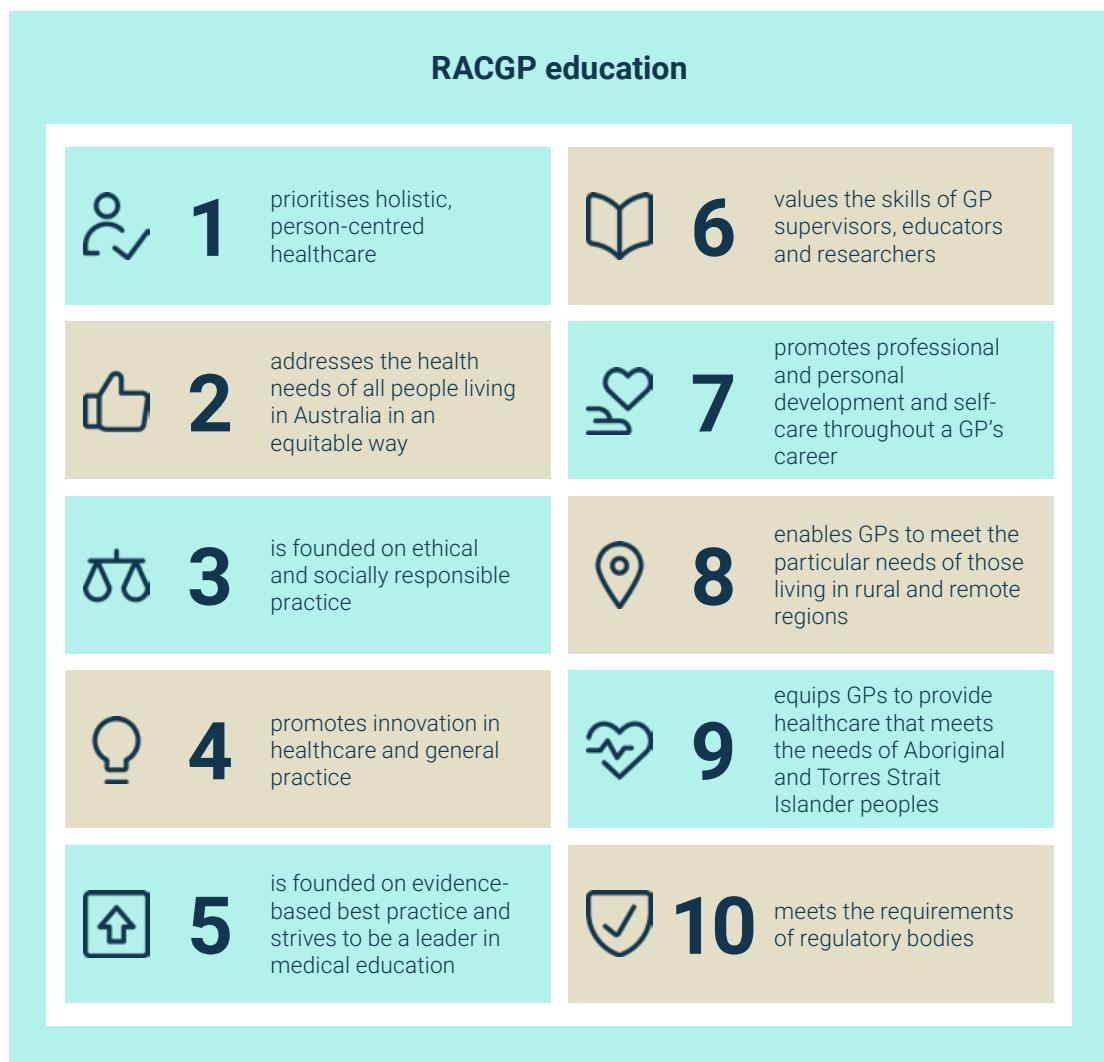


Figure A1.1. RACGP education guiding principles

## Guidance to CPD Activity Standard 1: CPD activities are based on identified needs relevant to Australian general practice

### Why this is important

The needs assessment summarises data about the CPD needs of GPs to guide the development of CPD activities. It should provide the evidence of need for the CPD activity and relevance to Australian general practice and the MBA CPD regulatory requirements.

The RACGP CPD Program activities are designed for GPs; therefore, it is important that specialist GPs are involved in identifying the needs of GPs in Australia.

### Guidance

The needs assessment helps to ensure the education is relevant in terms of meeting identified gaps in GP education in Australia. This includes new and emerging topics relevant to general practice, such as legislative changes or new guidelines. To ensure that the learning is relevant to GPs, the content should refer to the current RACGP curriculum and syllabus for Australian general practice and be reviewed by a specialist GP.

All medical practitioners need to meet the 2023 MBA Registration standard: Continuing professional development. Therefore, CPD activity planning should consider how the activity will fit within the types of CPD outlined in that standard, and this should be reflected in the needs assessment.

Several other sources can be used to provide information about CPD needs. These include (but are not limited to):

- Australian national or state/territory government health data, legislation or initiatives
- **National Health Priority Areas**
- RACGP educational framework
- RACGP publications
- data or information from **Primary Health Networks**
- peak bodies and other relevant medical specialties
- previously published surveys or literature.

When developing an activity, CPD providers are encouraged to conduct their own research into GP CPD needs. This might involve seeking the views of GPs using questionnaires or focus groups, or from evaluation data from a previous CPD activity.

As well as being involved in assessing learning needs, a specialist GP is also required in further planning, development and evaluation of an activity (Standard 3). This is to ensure that the activity is relevant and applicable to general practice.

The Australian Medical Council expects that CPD facilitates the development of medical practitioners across the breadth of practice and is not confined to narrow scopes. The areas specifically identified are:

- culturally safe practice in providing healthcare for Aboriginal and Torres Strait Islander peoples
- the role of doctors in addressing health inequities as they work within the health system
- professionalism and ethical practice.

These areas should be embedded in professional development activities where possible.

## Guidance to CPD Activity Standard 2: CPD activity learning outcomes are informed by the needs assessment

### Why is this important

Learning outcomes articulate what the GP will know or be able to do at the end of a CPD activity. The learning outcomes should be derived from the needs assessment and inform the activity design.

### Guidance

Effective learning outcomes are:

- clear and easy to understand
- measurable, so that achievement of outcomes can be assessed. They therefore need to use measurable or demonstrable terms such as 'describe', 'outline', 'identify', 'evaluate', 'develop', 'diagnose', 'assess'. Avoid using vague words such as 'understand', 'know', 'comprehend', 'learn', 'realise', which cannot be measured. For further guidance, Bloom's Taxonomy can also be used
- relevant – this is achieved by referencing the needs assessment and learning outcomes informed by the context of general practice
- feasible – the learning outcomes for an activity need to be achievable in the time allocated for that activity. Where an activity is practical (eg skills training), time for participant practice should be allocated to allow achievement of the outcome.

## Guidance to CPD Activity Standard 3: CPD activities are designed to achieve the learning outcomes

### Why is this important

CPD activities should be considered in terms of content and design. As outlined in principle 5 of the RACGP Educational Framework, activities should be founded on evidence-based best practice and contemporary educational practice to maximise opportunities for learning.

### Guidance

There are many CPD theories of learning but, in general, adults learn best when the content is relevant and they are actively engaged in the process. Application to practice, opportunities for feedback and interaction are important considerations in designing a CPD activity. An activity developer should have CPD experience and/or qualifications to ensure that the activity is based on contemporary educational practice.

The activity content should be relevant to Australian general practice and based on current evidence. Evidence may be in the form of resources such as reputable evidence-based references or guidelines relevant to Australian general practice. It is expected that the content will be consistent with the 2022 RACGP curriculum and syllabus for Australian general practice and that a specialist GP is involved in the design of the activity to ensure relevance to general practice.

The RACGP reviews activities, for which samples of the content are required. Samples will depend on the nature of the activity. For example, PowerPoints or access to online modules may be provided. The amount needs to be sufficient for an adequate assessment of the relevance to the learning outcomes and general practice.

CPD activities vary in type. They may be online or face to face, in the form of workshops or lectures, and may consist of an individual participant, or groups of variable size. The design should best facilitate the achievement of the learning outcomes that have been developed based on the needs assessment. For example, an update of knowledge may be undertaken online or in a lecture, while a discussion about application of knowledge to practice could take the form of case-based discussion with a colleague or group.

The activity design must be aligned to the **MBA types of activities** for CPD.

In some cases, an activity may be composed of a mix of MBA types; therefore, the time allocated to each type should be indicated in the program plan or activity template.

The design can be developed and recorded in a program plan or activity template. A variety of different learning strategies can be used in an activity to engage learners. Some examples are (but not limited to):

- group, pair or individual learner activities
- practical skills training
- case discussions
- role-plays
- panel discussions
- Q&A sessions.

Additional activities, such as reflective questions or multiple-choice questions, may be included before or on completion of an activity. These can be used to orientate learners and provide content relevant to the activity, or to allow reflection about the application of learning or for assessment.

For workshops or face-to-face activities, there are additional considerations related to the delivery of the activity. These include the use of technology (especially for remote activities), number of participants in relation to facilitators and the qualifications of any facilitators involved.

In planning an activity, consider opportunities to provide learners with feedback about their progress towards achievement of the learning outcomes. Examples of feedback activities include personal discussion, such as through pairs or groups, reflective questions or quizzes, and questions with answers.

It is recommended that all activities should consider incorporating some form of assessment. The method and timing of any assessment will vary but should be feasible and matched to the learning outcomes.

Assessment may be informal or formal. Informal assessments may be as simple as self-reflection using questions or audit results. Formal assessments might include:

- written work such as essays that are assessed
- multiple-choice or short-answer questions
- observed assessment such as oral exams, demonstration of skills, workplace-based assessment.

The form of assessment should reflect the stakes of the activity. Where activity results in the award of a certificate or qualification, the methods require a higher level of rigour in terms of assessment validity and reliability.

## Guidance to CPD Activity Standard 4: Evaluation strategy informs quality improvement of the CPD activity

### Why is this important

An evaluation strategy is an approach to the collection and analysis of data about an activity to see if it is meeting its intended outcomes and to identify opportunities for improvement. QI is an approach to the analysis of data with the purpose of improving the activity. Data can also assist in identifying areas for the development of future activities.

## Guidance

An evaluation strategy should be part of the planning process. The strategy should involve collection of data from a variety of perspectives (eg participants, facilitators and developers) and detail how the data will be shared with all those involved in the activity.

Evaluation methods may include collecting responses to questionnaires, individual or focus group interviews, or obtaining other data such as results of assessments. The results of evaluation may be shared with the developers of an activity, or facilitators or presenters involved in the delivery. They may also be shared with the RACGP.

Where high-stakes assessment is involved, evaluation is essential to determine whether the activity is meeting its aims and assessments are suitable for the purpose.

There are four mandatory questions required by the RACGP in evaluating a CPD activity. These will need to be part of the evaluation in addition to any questions the provider wishes to include.

The QI cycle involves reviewing and reflecting on data collected, identifying opportunities for improvement, followed by implementation of any changes. Evaluation and QI are a continuous cycle of review and change.

# RACGP CPD Provider Standards

## Overview

The RACGP CPD Provider Standards focus on ensuring that providers offer high-quality education to GPs. To achieve this, the RACGP provides guidance to all providers and monitors the development and delivery of their CPD activities.

These standards are both broad and outcomes-focused to meet the requirements of the MBA types of CPD and to encourage innovation in how RACGP members can satisfy CPD requirements.

There are three main standards relating to:

1. the governance of the CPD provider
2. the quality of the education offered by the CPD provider
3. collaboration between the RACGP and the CPD provider.

Each standard includes criteria and indicators to assist CPD providers. The indicators use the word 'must' to indicate what is mandatory, and 'could' to indicate what is optional though recommended. This will allow providers to be flexible in their approach in meeting the various types of CPD activities in ways that best suit their organisations' resources and expertise.

Guidance is also provided for each standard for added context and to explain its importance to Australian general practice.

Providers will have access to the relevant policies and documents to support the RACGP CPD provider Standards.

### CPD Provider Standards

Standard 1: A sound governance structure supports the delivery of quality CPD activities.

Standard 2: The CPD provider offers quality CPD activities relevant to Australian general practice.

Standard 3: There is collaboration between the RACGP and the CPD provider to ensure quality CPD activities.

## Standard 1: A sound guidance structure supports the delivery of high-quality CPD activities

### Criterion 1.1 The CPD provider has sufficient capacity and appropriate governance structures to deliver quality education

#### Indicators for meeting this criterion

The CPD provider must:

- have sufficient human and educational resources to manage, develop and evaluate the RACGP approved CPD activities, and to provide support to GPs
- identify a process to manage potential conflicts of interest without undue influence from external stakeholders
- include a GP and other relevant representation in the development of education as detailed in the CPD Activity Standards.

## Criterion 1.2 CPD providers maintain up-to-date and secure record management

### Indicators for meeting this criterion

The CPD provider must consistently apply policies related to the storage, retention, disposal, privacy and access to CPD participants' information.

Retain all CPD relevant records, eg completion of activity submissions, pre and post activities, etc, for three years after each CPD calendar year cycle. For more information see the 2023 MBA CPD Registration Standard.

## Criterion 1.3 CPD provider communicates effectively with participants

### Indicators for meeting this criterion

The CPD provider must:

- publish detailed descriptions of the requirements and content of activities including the MBA activity types and expected hours
- publish any fees associated with providing any learning activities.

## Criterion 1.4 CPD provider embeds continuous quality improvement in all activities

### Indicators for meeting this criterion

The CPD provider must demonstrate QI processes as detailed in the CPD Activity Standards in approving CPD activities.

# Standard 2: The CPD provider offers high-quality CPD activities

## Criterion 2.1 The CPD provider develops high-quality CPD activities relevant to Australian general practice

### Indicators for meeting this criterion

The CPD provider must:

- align all learning activities to the current RACGP curriculum **and** syllabus for Australian general practice and the MBA's *Good medical practice: A code of conduct for doctors in Australia*
- follow the CPD Activity Standards in developing CPD activities and delivering CPD approved activities
- ensure content is consistent with any relevant RACGP policy, requirement, position statement or guideline
- meet the high-level requirements of other specialist colleges where relevant.

## Criterion 2.2 Ensure that CPD activity records assist participants to meet their CPD requirements

### Indicators for meeting this criterion

The CPD provider must:

- detail the length and type of any CPD approved activity for each participant in accordance with the MBA CPD Registration Standard, or any additional RACGP or other relevant specialist high-level requirements
- record and report each participant's CPD approved activity participation to the RACGP within an appropriate time frame.

## Standard 3: There is collaboration between the RACGP and the CPD provider to ensure quality CPD activities

### Criterion 3.1 CPD providers are accredited by the RACGP to the relevant standard

#### Indicators for meeting this criterion

The CPD provider must:

- follow RACGP accreditation processes for CPD providers
- meet the RACGP CPD Provider Standards.

### Criterion 3.2 RACGP support and guidance is accessed

#### Indicators for meeting this criterion

The CPD provider must demonstrate access and use of RACGP CPD support and guidance resources in the development of CPD activities.

### Criterion 3.3 CPD provider participates in RACGP quality assurance and reporting processes

#### Indicators for meeting this criterion

The CPD provider must demonstrate a process for the results of quality assurance being included in future improvement and development.

The CPD provider could demonstrate previous participation in the RACGP quality assurance processes.

# Guidance to the CPD Provider Standards

These standards:

- are used to assess, monitor and evaluate the quality of CPD providers. The Australian Medical Council CPD home criteria (2.2) require the CPD home to assess and recognise external CPD activities
  - these standards support meeting that standard in conjunction with the CPD Activity Standards
- apply to all RACGP CPD providers
- draw on the RACGP CPD Activity Standards.

This document focuses on all CPD activities that have been mapped to the relevant [Criteria for Australian Medical Council Accreditation of CPD Homes](#) as the RACGP will need to demonstrate that CPD activities from external providers meet these standards.

## Guidance to CPD Provider Standard 1: A sound governance structure supports the delivery of high-quality CPD activities

### Why this is important

Governance relates to the provider's structure and processes that are essential in developing and delivering quality CPD activities. The areas of governance that are relevant under this standard include those related to human and educational resources, policies, communication, privacy, conflicts and QI.

### Guidance

The provider needs to have adequate personnel to provide the education. This includes administrative as well as educational staff. A specialist GP also needs to be involved in the CPD activity, as outlined in the RACGP CPD Activity Standards.

The provider must also nominate at least one person to be the CPD representative (formerly Education Activity Representative or EAR) and undertake the CPD representative training. The training allows the CPD representative to act as a central point of contact and to be responsible for accrediting and evaluating the provider's CPD approved activities. Training for CPD representatives is undertaken on successful provider approval and then as required to update skills and knowledge.

All partnerships and representative organisations involved in the design and delivery of CPD activities need to be clearly stated and documented.

Conflicts of interest can arise in the context of sponsorship of activities or advertising of products. CPD activities should not promote goods, services, medical devices or pharmaceutical products. The [RACGP Advertising and Sponsorship policy](#) and specific CPD sponsorship guidelines are included in the CPD provider handbook.

GPs are encouraged to provide feedback about CPD approved activities. Where there is concern about an activity, the provider should have a policy for managing complaints. If the activity results in certification, there should also be an appeals policy.

Records held by the provider need to be held securely to ensure privacy. A policy in relation to record storage, retention, disposal, privacy and access of records is required.

Good communication with participants is important. GPs need to know the details of the CPD activity offered, including:

- the content and expected learning outcomes
- any assessment, especially where this leads to certification
- the MBA activity type, expected hours and any relevant specialist medical college requirements
- any specific regulatory or maintenance of professional standards requirements (refer to CPD provider Standard 2)
- time allowance
- costs
- details of those involved in the development of the activity, and of presenters or facilitators, especially where there may be a perceived conflict of interest.

These details should be available on the CPD provider's website.

QI of individual activities is outlined in the RACGP CPD Activity Standards, but the provider should have an overall policy and procedural approach to QI that includes measuring outcomes and reviewing complaints and concerns.

Evidence that could be provided in meeting this standard includes:

- an organisational chart relevant to provision of education
- details of the educational experience of staff
- evidence of completion and/or intention to complete the CPD representative training
- evidence of previous delivery of education with a minimum of 12 months of experience preferred
- policies and procedures related to managing conflicts of interest, complaints and appeals
- policies and procedures related to managing records
- details of how relationships with external stakeholders are managed
- documented processes related to communication, including website information
- details of QI processes
- completion of application forms that indicate the RACGP CPD Provider and CPD Activity Standards have been understood and there is agreement to comply.

## Guidance to CPD Provider Standard 2: The CPD provider offers high-quality CPD activities

### Why this is important

The RACGP CPD Program supports GPs in maintaining their professional knowledge and skills through their ongoing education. The RACGP requires that activities are of high quality.

### Guidance

The RACGP CPD Activity Standards relate to the standard of activities relevant to general practice and must be met by providers. The content of the activity must be relevant to general practice and consistent with accepted evidence-based general practice. This includes being consistent with accepted Australian general practice guidelines, RACGP policies, requirements and position statements. CPD activity content outside the scope of general practice will not be approved. Where there is uncertainty, the RACGP may conduct a review of the content of the CPD activity before it is approved. This could apply to new or emerging products and/or services.

The MBA defines the CPD requirements of all doctors and must therefore be met by all GPs. In addition, specialist colleges may also have high-level requirements that must be met by their members.

The specialist high-level requirement for general practice is a cardiopulmonary resuscitation (CPR) course (HLTAID009 Provide Cardiopulmonary Resuscitation). Specialist GPs must complete a CPR course once each triennium – for example, once in the 2026–28 triennium. The RACGP will also accept basic life support (BLS) and advanced life support (ALS) courses that include CPR and meets the Australian Resuscitation Council guidelines. The MBA has determined that all CPR courses will only be eligible for hours under the educational activities (EA) CPD type.

There are some situations where GPs may provide services that require them to meet the requirements of other specialist colleges or other legislative requirements. Some examples include:

- women's health hours as required by the Royal Australian and New Zealand College of Obstetricians and Gynaecologists
- accreditation as a shared care provider with relevant health services
- General Practice Mental Health Standards Collaboration (Mental Health Skills Training, Focussed Psychological Skills Training)
- diagnostic radiology
- medical acupuncture
- anaesthetic skills.

The provider must assist the GP in recording their professional development by providing them with a statement of completion or attendance that details the total hours for activity completion, the MBA type of activity and any high-level requirements. The provider also needs to submit participant completion to the RACGP in a timely manner.

Evidence that could be provided in meeting this standard includes:

- activity details and content as provided under the RACGP CPD Activity standards
- reference to relevant current policies, guidelines, requirements and/or position statements
- reference to the RACGP educational framework.

## Guidance to CPD Provider Standard 3: There is collaboration between the RACGP and the CPD provider to ensure high-quality CPD activities

### Why this is important

The Australian Medical Council may require CPD homes to assess and recognise external CPD activities, and the RACGP accreditation process ensures that this occurs. The RACGP acknowledges the important role CPD providers have in providing quality CPD activities. The role of the RACGP is to ensure activities are of high quality and to assist providers to meet the RACGP CPD Activity Standards by providing support, guidance and resources.

### Guidance

The RACGP accreditation processes and CPD provider Standards assist providers in developing quality education. Training for CPD representative/s is provided by the CPD program coordinators based on the CPD Activity Standards. Resources such as the CPD provider handbook, activity guides, templates and exemplars are also available. Accreditation allows the provider to use the relevant RACGP CPD logo and promote CPD activities to RACGP members through the CPD platform.

The RACGP has a quality assurance process that ensures CPD activities meet the CPD Activity Standards. All providers must participate at least once in a triennium in the quality assurance process. An up-to-date attendance upload and activity reporting from providers is essential to ensure current data are available for quality assurance purposes.

# Resources

- Australian Government Department of Health and Aged Care. Medical doctors and specialists. [www.health.gov.au/health-topics/doctors-and-specialists/about](http://www.health.gov.au/health-topics/doctors-and-specialists/about)
- Australian Government Department of Health and Aged Care. Primary health networks. [www.health.gov.au/initiatives-and-programs/phn](http://www.health.gov.au/initiatives-and-programs/phn)
- Australian Institute of Health and Welfare. Australia's health 2024: In brief [www.aihw.gov.au/reports/australias-health/australias-health-2024-in-brief/summary](http://www.aihw.gov.au/reports/australias-health/australias-health-2024-in-brief/summary)
- Australian Medical Council [www.amc.org.au/](http://www.amc.org.au/)
- Australian Resuscitation Council [resus.org.au/](http://resus.org.au/)
- Medical Board of Australia. *Good medical practice: A code of conduct for doctors in Australia.* [www.medicalboard.gov.au/codes-guidelines-policies/code-of-conduct.aspx](http://www.medicalboard.gov.au/codes-guidelines-policies/code-of-conduct.aspx)
- Medical Board of Australia. Registration standard: Continuing professional development [www.medicalboard.gov.au/registration-standards.aspx](http://www.medicalboard.gov.au/registration-standards.aspx)
- Medical Board of Australia. Continuing professional development: Professional performance framework [www.medicalboard.gov.au/Professional-Performance-Framework/Strengthening-CPD.aspx](http://www.medicalboard.gov.au/Professional-Performance-Framework/Strengthening-CPD.aspx)
- The Royal Australian College of General Practitioners. RACGP curriculum and syllabus for Australian general practice. [www.racgp.org.au/education/education-providers/curriculum/curriculum-and-syllabus/home](http://www.racgp.org.au/education/education-providers/curriculum/curriculum-and-syllabus/home)
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# Glossary

Term	Definition
<b>Activity design</b>	The overall framework of a CPD activity that supports learning experiences. This includes decisions about content, structure, pedagogical strategies, sequence of learning and assessment that best facilitate the achievement of learning outcomes.
<b>Australian Medical Council</b>	An independent national standards body for Australian medical education and training.
<b>Australian Resuscitation Council</b>	A voluntary organisation that acts as the peak body representing all major groups involved in the teaching and practice of resuscitation in Australia. It is part of the Australian and New Zealand Committee on Resuscitation, which is the regional representative in the International Liaison Committee on Resuscitation.
<b>cardiopulmonary resuscitation (CPR)</b>	The RACGP's CPD Program's only high-level requirement for 2023–25 triennium. The content and assessment components of a course must meet the Australian Resuscitation Council guidelines.
<b>continuing professional development (CPD)</b>	RACGP CPD describes the learning activities that GPs engage in to develop, maintain and enhance their professional skills
<b>CPD activity</b>	A CPD activity that is undertaken to meet the CPD registration standard of the Medical Board of Australia (MBA). The MBA defines CPD activity types as educational activities (knowledge and skills), reviewing performance and measuring outcomes. RACGP CPD activities use the same categorisation.
<b>CPD home</b>	An organisation that is accredited by the Medical Board of Australia's (the Board) accreditation authority, the Australian Medical Council (the AMC), to provide a CPD program(s) for medical practitioners. This organisation may be an education provider, another organisation with a primary educational purpose or an organisation with a primary purpose other than education.
<b>CPD representative (formerly Education Activity Representative)</b>	The nominated representative of the CPD provider who manages the administrative and operational requirements of RACGP CPD approved activities and may also develop and design activities.

**culturally safe practice** The National Scheme's *Aboriginal and Torres Strait Islander Health and Cultural Safety Strategy 2020–2025* provides the following definition:

Cultural safety is determined by Aboriginal and Torres Strait Islander individuals, families and communities. Culturally safe practice is the ongoing critical reflection of health practitioner knowledge, skills, attitudes, practising behaviours and power differentials in delivering safe, accessible and responsive healthcare free of racism.'

Consistent with the Strategy 2020–2025, it is expected that CPD activities allow critical reflection to improve clinical practice in relation to:

- Aboriginal and Torres Strait Islander approaches to health
- the continuing impact of colonisation, racism and bias on health outcomes on Aboriginal and Torres Strait Islander peoples
- rights-based approaches to improving health outcomes of and access to health services.

**educational expertise** Experience and skills in designing CPD activities and/or education and training.

**evaluation** The process of collecting and analysing data or information to measure the effectiveness of an activity in meeting its learning outcomes, and to identify opportunities for improvement.

**Good medical practice: A code of conduct for doctors in Australia** The code that describes what is expected of all doctors registered to practise medicine in Australia. It sets out the principles that characterise good medical practice and makes explicit the standards of ethical and professional conduct expected of doctors by their professional peers and the community.

**governance** The systems and processes by which an organisation operates to ensure its overall structure, including that its employees function according to organisational goals and maintain accountability.

**GP** A general practitioner with an active Australian general medical registration.

**health inequities** Different access and outcomes for different groups of people may present differently depending on the specialty and location of a practitioner's practice. Good medical practice recognises the role of the practitioner as a champion in the system and also the specialty responsibilities in securing equitable health experiences and outcomes for Aboriginal and Torres Strait Islander patients.

**learning outcome** What the GP will know or be able to do at the end of a CPD activity. The learning outcome should be derived from the needs assessment and inform the activity design.

**MBA Registration Standard: Continuing professional development** The registration standard set by the Medical Board of Australia (MBA) regarding the minimum CPD requirements for medical practitioners.

**Medical Board of Australia (MBA)** Regulates the medical profession in Australia, including setting medical practitioner CPD requirements.

<b>National Health Priority Areas</b>	An initiative that seeks to focus public attention and health policy on areas that contribute most to the burden of illness in the community, particularly if the burden can be significantly reduced.
<b>needs assessment</b>	Summarises current and evidence-based data or information about the educational needs of GPs to guide the development of a CPD activity as relevant to Australian general practice and the MBA CPD regulatory requirements.
<b>outcomes-based standards</b>	Standards that focus on the outcome to be achieved rather than how it is achieved. The CPD Activity Standards include guidance through criteria, indicators and suggestions for supporting evidence.
<b>Primary Health Networks</b>	Independent Australian Government-funded organisation aimed to streamline health services. They assess the needs of their community and commission health services so that people in their region can get coordinated care where and when needed.
<b>professionalism and ethical practice</b>	A GP's social contract with the community, which involves trust between the GP and the patient, observing patient–doctor boundaries, commitment to scientific and clinical excellence, promotion of health, and interests of patients before other interests.
<b>provider</b>	An organisation that meets the RACGP CPD provider Standards and RACGP CPD Activity Standards and has a current CPD provider Agreement with the RACGP CPD home for providing CPD approved activities for GPs.
<b>quality improvement (QI)</b>	The systematic process of improving the quality of CPD activities through reviewing data or information, identifying opportunities for improvement, followed by implementation of any changes to achieve better outcomes.
<b>RACGP Advertising and Sponsorship Policy</b>	A policy that determines the rules and procedures for which the RACGP will accept sponsorship of its products or events or advertising of third-party products.
<b>RACGP CPD approved activity</b>	A CPD activity that meets the RACGP CPD Activity Standards.
<b>RACGP CPD Activity Standards</b>	The standards that provide the basis for the development, delivery and evaluation of high-quality general practice CPD activities that meet RACGP CPD requirements. Activities developed by CPD providers must meet the RACGP CPD Activity standards.
<b>RACGP CPD Program</b>	The continuing professional development program offered by the RACGP to GPs.
<b>RACGP CPD Provider handbook</b>	The handbook in which this appendix is reproduced. It outlines the requirements and support available for RACGP CPD providers. It also includes information on RACGP CPD services and processes such as the RACGP Quality Assurance process, and how to approve activities or become an RACGP CPD provider, as well as a guide to sponsorship.
<b>RACGP CPD Provider Standards</b>	Detail the provider requirements for RACGP CPD approved activities for GPs.

<b>Sponsorship and activity guidelines for RACGP CPD approved activities</b>	Outlines sponsorship guidelines specific to the CPD Program and CPD approved activities. Included in this handbook as Appendix 6: Sponsorship and activity guidelines for RACGP CPD approved activities.
<b>RACGP CPD Standards</b>	Standards that provide the basis for setting and maintaining the quality of the CPD Program of the RACGP CPD home. There are two components of the RACGP CPD Standards: <ul style="list-style-type: none"><li>• CPD Activity Standards</li><li>• CPD Provider Standards.</li></ul>
<b>RACGP curriculum and syllabus for Australian general practice</b>	Describes the key competencies and learning outcomes of GP education including CPD.
<b>RACGP educational framework</b>	Provides a conceptual representation of the RACGP's approach to education across the learning continuum of the Australian GP. The interrelated components of RACGP education are the educational imperatives, guiding principles, guiding instruments and educational programs. The framework is intended to guide RACGP educational development and orient learners, educators and institutions.
<b>specialist GP</b>	GPs who have passed the examinations and/or training program of an accredited general practice college, such as Fellowship of the Royal Australian College of General Practitioners (FRACGP) or are vocationally recognised and registered with the Australian Health Practitioner Regulation Agency (AHPRA). GPs being medical specialists is recognised under the <i>Health Practitioner Regulation National Law Act 2009</i> . The term 'specialist GP' is a protected title.
<b>stakes</b>	Refers to the risk associated with a learning activity where there may be a loss or gain. For example, an examination resulting in the award of a major qualification would be a high-stakes learning activity. High-stakes learning activities are often associated with assessment of competency and need to ensure a high level of rigour in terms of validity and reliability.



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