

# CPD Activity Options

by your scope of practice

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## CPD ACTIVITY OPTIONS BY YOUR SCOPE OF PRACTICE

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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.*

# SUMMARY

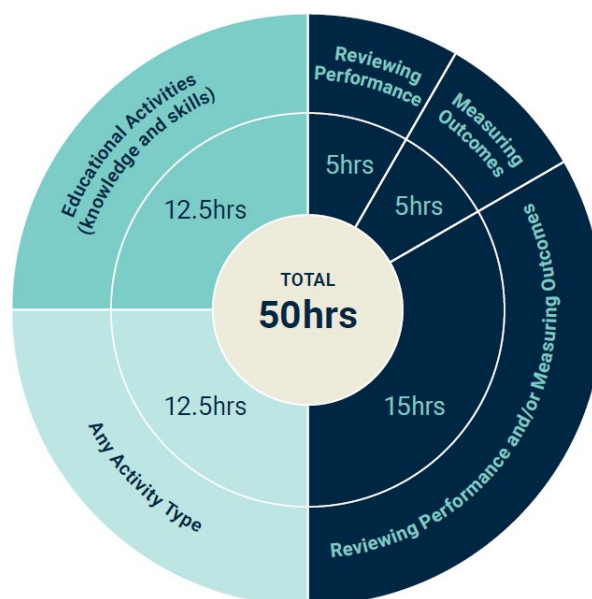
## CONTEXT

The Medical Board of Australia (MBA) has introduced new standards for Continuing Professional Development (CPD) that'll come into place from 2023 onward.

The RACGP knows that many GPs are concerned with what these changes will mean for them, so we're here to help you get started.

We've developed a list of potential activity options you can record as CPD in the new triennium.

Activity options have been broken down into the MBA's three CPD activity types, *Educational activities (Knowledge and Skills)*, *Measuring outcomes* and *Reviewing performance*.



## PURPOSE

Use this document as a guide to prompt your thinking on what CPD activities you're currently doing, what activities you could undertake and which MBA CPD activity type they fit into. This isn't an exhaustive list however it is lengthy, providing you with the choice to select the activities you want to undertake.

## WORKING ACROSS MULTIPLE SCOPES OF PRACTICE

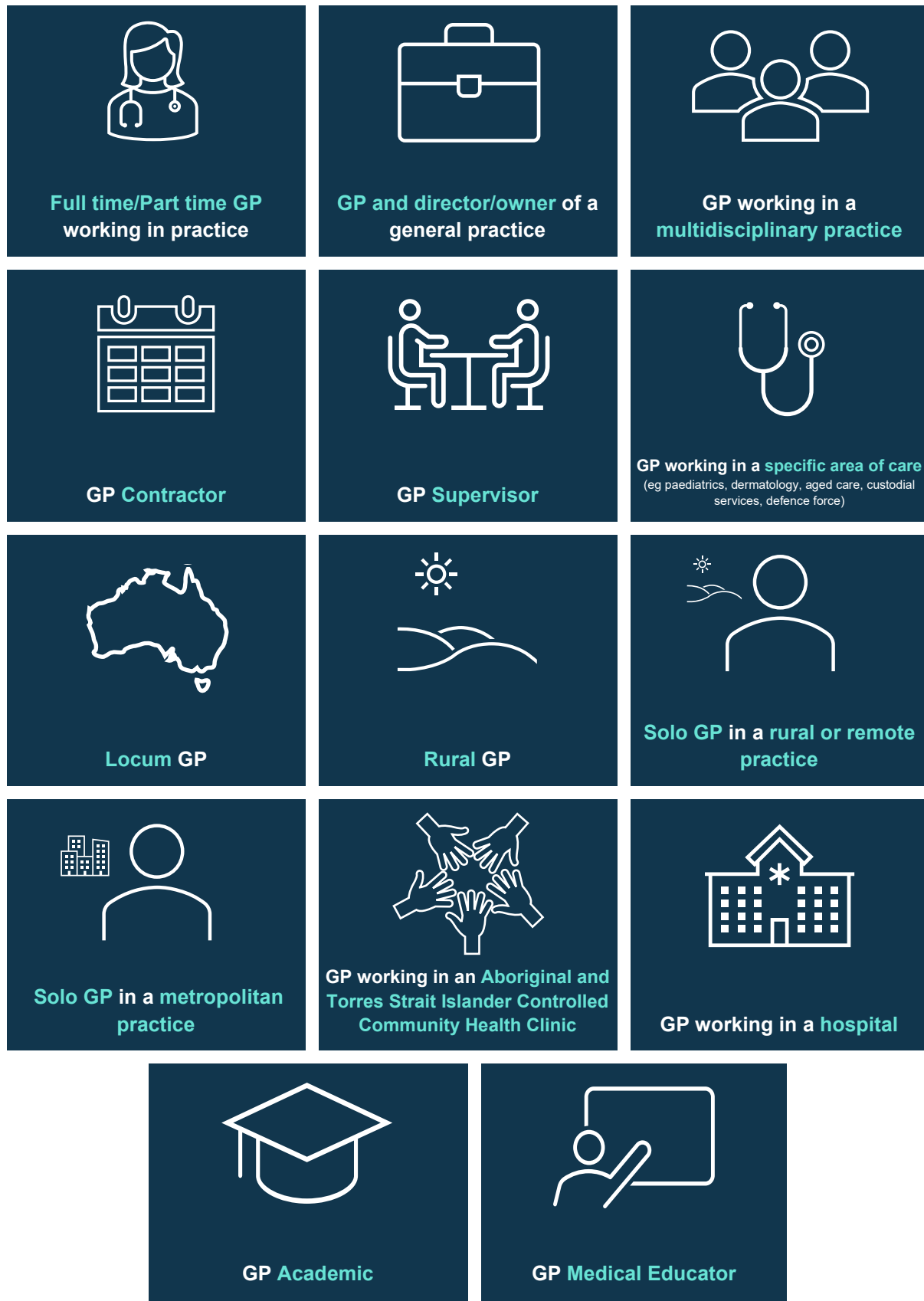
To personalise your experience, we've mapped the activities that most align to your main scope of practice. However, you can undertake any activity within this document regardless of the scope of practice it's listed under.

## Quick Log YOUR CPD

Use the RACGP's **Quick log** function on your *myCPD* dashboard to log any activity outlined within this document. The hours you log will count towards meeting your yearly CPD requirements.

To explore Quick log, please click [here](#)

## CLICK ON A SCOPE OF PRACTICE TO FIND OUT MORE





## FULL TIME/ PART TIME GP WORKING IN PRACTICE

Educational activities (Knowledge and Skills) <i>Activities that expand your General Practice knowledge, skills and attitudes</i>		Measuring outcomes <i>Activities that use your work data to ensure quality results</i>		Reviewing performance <i>Activities that require reflection on feedback about your work</i>	
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## GP AND DIRECTOR/ OWNER OF A GENERAL PRACTICE

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## GP WORKING IN A SPECIFIC AREA OF CARE (eg PAEDIATRICS, DERMATOLOGY, AGED CARE, CUSTODIAL SERVICES, DEFENCE FORCE)

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<ul style="list-style-type: none"> <li>• Reading educational material eg journals, articles</li> <li>• Workshops</li> <li>• Conferences</li> <li>• Lectures</li> <li>• Webinars</li> <li>• Podcasts</li> <li>• Short courses</li> <li>• Case based discussions</li> <li>• Random Case Analysis (RCA)</li> </ul>	<ul style="list-style-type: none"> <li>• Developing clinical guidelines</li> <li>• Developing patient materials</li> <li>• Developing courses and workshops</li> <li>• Development of educational materials</li> <li>• Conference presentations</li> <li>• Presentation/ facilitation of education activities to peers and/or other health professionals</li> <li>• Social media writing including blog posts</li> <li>• General Practice Research</li> <li>• Education development/ case writing</li> <li>• Exam question writing</li> <li>• Committee/ Board/ Council or other related organisation representation</li> </ul>	<ul style="list-style-type: none"> <li>• Audit</li> <li>• Mini audits</li> <li>• Plan, Do, Study, Act (PDSA)</li> <li>• Practice Accreditation</li> <li>• Critical Event Analysis (CEA)</li> <li>• Patient feedback</li> <li>• Virtual/ face-to-face Peer Group Learning (PGL)</li> <li>• General Practice Research (individual GP or GP group)</li> <li>• Evaluation of presentation</li> <li>• Facilitation of education activities to peers and/or other health professionals</li> <li>• Practice meetings that involve review of practice processes and services</li> <li>• Participating in trials (as an investigator) to improve patient outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Development of clinical guidelines (with evidence of research)</li> <li>• Development of patient materials (with evidence of research)</li> <li>• Quality Assurance (QA) reviews/ Committees or QI project</li> <li>• Involvement in healthcare, education, and/or training outcomes reports</li> <li>• Higher education/ Professional certification</li> <li>• Participating in trials (as an investigator) to improve patient outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and maintaining a Professional Development Plan (PDP)</li> <li>• Patient feedback</li> <li>• Case based discussions</li> <li>• Random case analysis (RCA)</li> <li>• Chart review</li> <li>• Practice Accreditation</li> <li>• Practice meetings</li> <li>• Virtual/ face-to-face Peer Group Learning (PGL)</li> <li>• Critical Event Analysis (CEA)</li> <li>• Morbidity and mortality meetings</li> <li>• Multi Source Feedback (MSF)</li> <li>• Educator/ Supervisor/ Examiner</li> <li>• Multidisciplinary Team (MDT) case conferences</li> <li>• Evidence Based Medicine Journal Club (EBMJC)</li> <li>• Any assessed competency-based skills training, eg ALS, BLS, CPR, First Aid</li> <li>• Any Nationally recognised training as per Australian Skills Quality Authority (ASQA) eg Diploma of Breastfeeding Management</li> <li>• Coaching and mentoring</li> <li>• Direct observation (eg External Clinical Teaching Visit (ECTV) for the doctor being observed)</li> <li>• Direct observation (eg supervisor, ECTV) – for the observer where feedback has been provided about their performance</li> <li>• Supervised clinical attachment (SCA)</li> <li>• Higher education/ Professional certification</li> <li>• Peer reviewed journal article (Publications)</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and maintaining a Professional Development Plan (PDP)</li> <li>• Self-care and wellbeing education focused on maintaining physical and/ or mental wellness, burn out prevention and maintaining work life balance/ workload</li> <li>• Workplace performance reviews</li> <li>• Conference presentations (with feedback/ evaluation)</li> <li>• Reviewing ethics and grant proposals</li> <li>• Higher education/ Professional certification</li> <li>• Medico-legal work including review of incident reports (eg, clinical if in practice or nonclinical if in training incidents)</li> <li>• Committee/ Board/ Council or other related organisation representation</li> <li>• Accrediting practices, training posts</li> <li>• Peer review eg University colleagues</li> <li>• Social media writing including blog posts</li> <li>• Review of educational materials</li> </ul>



## LOCUM GP

Educational activities (Knowledge and Skills) <i>Activities that expand your General Practice knowledge, skills and attitudes</i>		Measuring outcomes <i>Activities that use your work data to ensure quality results</i>		Reviewing performance <i>Activities that require reflection on feedback about your work</i>	
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## RURAL GP

Educational activities (Knowledge and Skills) <i>Activities that expand your General Practice knowledge, skills and attitudes</i>		Measuring outcomes <i>Activities that use your work data to ensure quality results</i>		Reviewing performance <i>Activities that require reflection on feedback about your work</i>	
Direct patient care	Supporting patient care	Direct patient care (with evidence of outcomes)	Supporting patient care (with evidence of outcomes)	Direct patient care (with evidence of feedback)	Supporting patient care (with evidence of feedback)
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## SOLO GP IN A RURAL OR REMOTE PRACTICE

Educational activities (Knowledge and Skills) <i>Activities that expand your General Practice knowledge, skills and attitudes</i>		Measuring outcomes <i>Activities that use your work data to ensure quality results</i>		Reviewing performance <i>Activities that require reflection on feedback about your work</i>	
Direct patient care	Supporting patient care	Direct patient care (with evidence of outcomes)	Supporting patient care (with evidence of outcomes)	Direct patient care (with evidence of feedback)	Supporting patient care (with evidence of feedback)
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## SOLO GP IN A METROPOLITAN PRACTICE

Educational activities (Knowledge and Skills) <i>Activities that expand your General Practice knowledge, skills and attitudes</i>		Measuring outcomes <i>Activities that use your work data to ensure quality results</i>		Reviewing performance <i>Activities that require reflection on feedback about your work</i>	
Direct patient care	Supporting patient care	Direct patient care (with evidence of outcomes)	Supporting patient care (with evidence of outcomes)	Direct patient care (with evidence of feedback)	Supporting patient care (with evidence of feedback)
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## GP WORKING IN AN ABORIGINAL AND TORRES STRAIT ISLANDER CONTROLLED COMMUNITY HEALTH CLINIC

Educational activities (Knowledge and Skills) <i>Activities that expand your General Practice knowledge, skills and attitudes</i>		Measuring outcomes <i>Activities that use your work data to ensure quality results</i>		Reviewing performance <i>Activities that require reflection on feedback about your work</i>	
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## GP WORKING IN A HOSPITAL

Educational activities (Knowledge and Skills) <i>Activities that expand your General Practice knowledge, skills and attitudes</i>		Measuring outcomes <i>Activities that use your work data to ensure quality results</i>		Reviewing performance <i>Activities that require reflection on feedback about your work</i>	
Direct patient care	Supporting patient care	Direct patient care (with evidence of outcomes)	Supporting patient care (with evidence of outcomes)	Direct patient care (with evidence of feedback)	Supporting patient care (with evidence of feedback)
<ul style="list-style-type: none"> <li>• Reading educational material eg journals, articles</li> <li>• Workshops</li> <li>• Conferences</li> <li>• Lectures</li> <li>• Webinars</li> <li>• Podcasts</li> <li>• Short courses</li> <li>• Case based discussions</li> <li>• Random Case Analysis (RCA)</li> </ul>	<ul style="list-style-type: none"> <li>• Developing clinical guidelines</li> <li>• Developing patient materials</li> <li>• Developing courses and workshops</li> <li>• Development of educational materials</li> <li>• Conference presentations</li> <li>• Presentation/ facilitation of education activities to peers and/or other health professionals</li> <li>• Social media writing including blog posts</li> <li>• General Practice Research</li> <li>• Education development/ case writing</li> <li>• Exam question writing</li> <li>• Committee/ Board/ Council or other related organisation representation</li> </ul>	<ul style="list-style-type: none"> <li>• Audit</li> <li>• Mini audits</li> <li>• Plan, Do, Study, Act (PDSA)</li> <li>• Hospital Accreditation</li> <li>• Critical Event Analysis (CEA)</li> <li>• Patient feedback</li> <li>• Virtual/ face-to-face Peer Group Learning (PGL)</li> <li>• General Practice Research (individual GP or GP group)</li> <li>• Evaluation of presentation</li> <li>• Facilitation of education activities to peers and/or other health professionals</li> <li>• Hospital/ department meetings that involve review of practice processes and services</li> <li>• Participating in trials (as an investigator) to improve patient outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Development of clinical guidelines (with evidence of research)</li> <li>• Development of patient materials (with evidence of research)</li> <li>• Quality Assurance (QA) reviews/ Committees or QI project</li> <li>• Involvement in healthcare, education, and/or training outcomes reports</li> <li>• Higher education/ Professional certification</li> <li>• Participating in trials (as an investigator) to improve patient outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and maintaining a Professional Development Plan (PDP)</li> <li>• Patient feedback</li> <li>• Case based discussions</li> <li>• Random case analysis (RCA)</li> <li>• Chart review</li> <li>• Hospital Accreditation</li> <li>• Hospital/department meetings</li> <li>• Multidisciplinary Team (MDT) case conferences</li> <li>• Virtual/ face-to-face Peer Group Learning (PGL)</li> <li>• Critical Event Analysis (CEA)</li> <li>• Morbidity and mortality meetings</li> <li>• Multi Source Feedback (MSF)</li> <li>• Educator/ Supervisor/ Examiner</li> <li>• Evidence Based Medicine Journal Club (EBMJC)</li> <li>• Any assessed competency-based skills training, eg ALS, BLS, CPR, First Aid</li> <li>• Any Nationally recognised training as per Australian Skills Quality Authority (ASQA) eg Diploma of Breastfeeding Management</li> <li>• Coaching and mentoring</li> <li>• Direct observation (eg External Clinical Teaching Visit (ECTV) for the doctor being observed)</li> <li>• Direct observation (eg supervisor, ECTV) – for the observer where feedback has been provided about their performance</li> <li>• Supervised clinical attachment (SCA)</li> <li>• Higher education/ Professional certification</li> <li>• Peer reviewed journal article (Publications)</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and maintaining a Professional Development Plan (PDP)</li> <li>• Self-care and wellbeing education focused on maintaining physical and/ or mental wellness, burn out prevention and maintaining work life balance/ workload</li> <li>• Grand Round presentations</li> <li>• Workplace performance reviews</li> <li>• Conference presentations (with feedback/ evaluation)</li> <li>• Reviewing ethics and grant proposals</li> <li>• Higher education/ Professional certification</li> <li>• Medico-legal work including review of incident reports (eg, clinical if in practice or nonclinical if in training incidents)</li> <li>• Committee/ Board/ Council or other related organisation representation</li> <li>• Accrediting training posts</li> <li>• Peer review eg University colleagues</li> <li>• Social media writing including blog posts</li> <li>• Review of educational materials</li> </ul>





## GP ACADEMIC

Educational activities (Knowledge and Skills) <i>Activities that expand your General Practice knowledge, skills and attitudes</i>		Measuring outcomes <i>Activities that use your work data to ensure quality results</i>		Reviewing performance <i>Activities that require reflection on feedback about your work</i>	
Direct patient care	Supporting patient care	Direct patient care (with evidence of outcomes)	Supporting patient care (with evidence of outcomes)	Direct patient care (with evidence of feedback)	Supporting patient care (with evidence of feedback)
<ul style="list-style-type: none"> <li>• Reading educational material eg journals, articles</li> <li>• Workshops</li> <li>• Conferences</li> <li>• Lectures</li> <li>• Webinars</li> <li>• Podcasts</li> <li>• Short courses</li> <li>• Case based discussions</li> <li>• Random Case Analysis (RCA)</li> </ul>	<ul style="list-style-type: none"> <li>• Developing clinical guidelines</li> <li>• Developing patient materials</li> <li>• Developing courses and workshops</li> <li>• Development of educational materials</li> <li>• Conference presentations</li> <li>• Presentation/ facilitation of education activities to peers and/or other health professionals</li> <li>• Social media writing including blog posts</li> <li>• General Practice Research</li> <li>• Education development/ case writing</li> <li>• Exam question writing</li> <li>• Committee/ Board/ Council or other related organisation representation</li> </ul>	<ul style="list-style-type: none"> <li>• Audit</li> <li>• Mini audits</li> <li>• Plan, Do, Study, Act (PDSA)</li> <li>• Practice Accreditation</li> <li>• Critical Event Analysis (CEA)</li> <li>• Patient feedback</li> <li>• Virtual/ face-to-face Peer Group Learning (PGL)</li> <li>• General Practice Research (individual GP or GP group)</li> <li>• Evaluation of presentation</li> <li>• Facilitation of education activities to peers and/or other health professionals</li> <li>• Practice meetings that involve review of practice processes and services</li> <li>• Participating in trials (as an investigator) to improve patient outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Development of clinical guidelines (with evidence of research)</li> <li>• Supervising research students (with evidence of evaluation)</li> <li>• Development of patient materials (with evidence of research)</li> <li>• Quality Assurance (QA) reviews/ Committees or QI project</li> <li>• Involvement in healthcare, education, and/or training outcomes reports</li> <li>• Higher education/ Professional certification</li> <li>• Participating in trials (as an investigator) to improve patient outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and maintaining a Professional Development Plan (PDP)</li> <li>• Patient feedback</li> <li>• Case based discussions</li> <li>• Random case analysis (RCA)</li> <li>• Chart review</li> <li>• Practice Accreditation</li> <li>• Practice meetings</li> <li>• Virtual/ face-to-face Peer Group Learning (PGL)</li> <li>• Critical Event Analysis (CEA)</li> <li>• Morbidity and mortality meetings</li> <li>• Multi Source Feedback (MSF)</li> <li>• Educator/ Supervisor/ Examiner</li> <li>• Multidisciplinary Team (MDT) case conferences</li> <li>• Evidence Based Medicine Journal Club (EBMJC)</li> <li>• Any assessed competency-based skills training, eg ALS, BLS, CPR, First Aid</li> <li>• Any Nationally recognised training as per Australian Skills Quality Authority (ASQA) eg Diploma of Breastfeeding Management</li> <li>• Coaching and mentoring</li> <li>• Direct observation (eg External Clinical Teaching Visit (ECTV) for the doctor being observed)</li> <li>• Direct observation (eg supervisor, ECTV) – for the observer where feedback has been provided about their performance</li> <li>• Supervised clinical attachment (SCA)</li> <li>• Higher education/ Professional certification</li> <li>• Peer reviewed journal article (Publications)</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and maintaining a Professional Development Plan (PDP)</li> <li>• Self-care and wellbeing education focused on maintaining physical and/ or mental wellness, burn out prevention and maintaining work life balance/ workload</li> <li>• Workplace performance reviews</li> <li>• Conference presentations (with feedback/ evaluation)</li> <li>• Reviewing ethics and grant proposals</li> <li>• Higher education/ Professional certification</li> <li>• Medico-legal work including review of incident reports (eg, clinical if in practice or nonclinical if in training incidents)</li> <li>• Committee/ Board/ Council or other related organisation representation</li> <li>• Accrediting practices, training posts</li> <li>• Peer review eg University colleagues</li> <li>• Social media writing including blog posts</li> <li>• Review of educational materials</li> </ul>



## GP MEDICAL EDUCATOR

Educational activities (Knowledge and Skills) <i>Activities that expand your General Practice knowledge, skills and attitudes</i>		Measuring outcomes <i>Activities that use your work data to ensure quality results</i>		Reviewing performance <i>Activities that require reflection on feedback about your work</i>	
Direct patient care	Supporting patient care	Direct patient care (with evidence of outcomes)	Supporting patient care (with evidence of outcomes)	Direct patient care (with evidence of feedback)	Supporting patient care (with evidence of feedback)
<ul style="list-style-type: none"> <li>• Reading educational material eg journals, articles</li> <li>• Workshops</li> <li>• Conferences</li> <li>• Lectures</li> <li>• Webinars</li> <li>• Podcasts</li> <li>• Short courses</li> <li>• Case based discussions</li> <li>• Random Case Analysis (RCA)</li> </ul>	<ul style="list-style-type: none"> <li>• Developing clinical guidelines</li> <li>• Developing patient materials</li> <li>• Developing courses and workshops</li> <li>• Development of educational materials</li> <li>• Conference presentations</li> <li>• Presentation/ facilitation of education activities to peers and/or other health professionals</li> <li>• Social media writing including blog posts</li> <li>• General Practice Research</li> <li>• Education development/ case writing</li> <li>• Exam question writing</li> <li>• Committee/ Board/ Council or other related organisation representation</li> </ul>	<ul style="list-style-type: none"> <li>• Audit</li> <li>• Mini audits</li> <li>• Plan, Do, Study, Act (PDSA)</li> <li>• Practice Accreditation</li> <li>• Critical Event Analysis (CEA)</li> <li>• Patient feedback</li> <li>• Virtual/ face-to-face Peer Group Learning (PGL)</li> <li>• General Practice Research (individual GP or GP group)</li> <li>• Evaluation of presentation</li> <li>• Facilitation of education activities to peers and/or other health professionals</li> <li>• Practice meetings that involve review of practice processes and services</li> <li>• Participating in trials (as an investigator) to improve patient outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Development of clinical guidelines (with evidence of research)</li> <li>• Development of patient materials (with evidence of research)</li> <li>• Quality Assurance (QA) reviews/ Committees or QI project</li> <li>• Involvement in healthcare, education, and/or training outcomes reports</li> <li>• Higher education/ Professional certification</li> <li>• Participating in trials (as an investigator) to improve patient outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and maintaining a Professional Development Plan (PDP)</li> <li>• Educator/ Supervisor/ Examiner</li> <li>• Coaching and mentoring</li> <li>• Reverse direct observation of supervisor by trainee with feedback</li> <li>• Direct observation (eg supervisor, ECTV) – for the observer where feedback has been provided about their performance</li> <li>• Patient feedback</li> <li>• Case based discussions</li> <li>• Random case analysis (RCA)</li> <li>• Chart review</li> <li>• Practice Accreditation</li> <li>• Practice meetings</li> <li>• Virtual/ face-to-face Peer Group Learning (PGL)</li> <li>• Critical Event Analysis (CEA)</li> <li>• Morbidity and mortality meetings</li> <li>• Multi Source Feedback (MSF)</li> <li>• Multidisciplinary Team (MDT) case conferences</li> <li>• Evidence Based Medicine Journal Club (EBMJJC)</li> <li>• Any assessed competency-based skills training, eg ALS, BLS, CPR, First Aid</li> <li>• Any Nationally recognised training as per Australian Skills Quality Authority (ASQA) eg Diploma of Breastfeeding Management</li> <li>• Supervised clinical attachment (SCA)</li> <li>• Higher education/ Professional certification</li> <li>• Peer reviewed journal article (Publications)</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and maintaining a Professional Development Plan (PDP)</li> <li>• Self-care and wellbeing education focused on maintaining physical and/ or mental wellness, burn out prevention and maintaining work life balance/ workload</li> <li>• Workplace performance reviews</li> <li>• Conference presentations (with feedback/ evaluation)</li> <li>• Reviewing ethics and grant proposals</li> <li>• Higher education/ Professional certification</li> <li>• Medico-legal work including review of incident reports (eg, clinical if in practice or nonclinical if in training incidents)</li> <li>• Committee/ Board/ Council or other related organisation representation</li> <li>• Accrediting practices, training posts</li> <li>• Peer review eg University colleagues</li> <li>• Review of educational materials</li> </ul>

