



Continual Professional Development Guide to CPD Activity Approval

Purpose of Guide

This guide is for providers of education activities, including Fellows of RANZCOG, who wish to have their educational activity approved by The Royal Australian and New Zealand College of Obstetricians and Gynaecologists for inclusion in the RANZCOG Continuing Professional Development (CPD) Program.

The guide will help education providers:

- To plan CPD activities that incorporate adult learning principles that meet the educational needs of Obstetricians and Gynaecologists as well as Subspecialists.
- To complete the online application process.

CPD Department
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Contents

Overview of the RANZCOG Continuing Professional Development (CPD) Program.....	3
Introduction	3
The RANZCOG CPD Framework	3
CPD Program requirements from July 2022 to December 2023	4
Education Standards to guide development of CPD activities	5
Fees.....	12
Advertising Fee	12
Approval of CPD Activities.....	12
Use of RANZCOG CPD Logo/Strapline	12
Terms and conditions of use.....	13
Certificate of attendance	13
Helping RANZCOG Fellows to record their attendance.....	13
How to apply for CPD approval.....	14
Online application process.....	14
Application information	15
Help and support	15

Reference Documents

Documents

[CPD Framework \(PDF\)](#)

[CPD Education Standards \(PDF\)](#)

[Tips for developing educational activities for webinars \(PDF\)](#)

[Audit preparation and planning form \(DOC\)](#)

Templates

[Template Program Outline \(DOC\)](#)

[Template Webinar/eLearning Template \(DOC\)](#)

[Template Evaluation Tool \(DOC\)](#)

[RANZCOG CPD Activities Bulk Upload Template \(XLSX\)](#)

[Template Certificate of Attendance \(DOC\)](#)

eLearning

[RANZCOG eLearning module review \(DOC\)](#)

[eLearning module review checklist for SMEs \(DOC\)](#)

Overview of the RANZCOG Continuing Professional Development (CPD) Program

Introduction

The College aims to facilitate safe, comprehensive Obstetric and Gynaecological care of the highest standard to the community. All College training and development programs aspire to assist Fellows and members to engage in continual learning and development.

The RANZCOG CPD program aligns with the Medical Board of Australia’s Professional [Performance Framework \(PPF\)](#) and the [Medical Council of New Zealand's recertification programme requirements](#) that support the strengthening of CPD programs:

Ensuring medical practitioners in clinical practice participate in three core types of CPD, with activities prioritised to strengthen individual performance. All recognized CPD activities would be evidence-based and involve performance review, patient outcome measurement and validated education activities. CPD would be broadly based, to improve all aspects of practice

The CPD July 2022 to December 2023 program will therefore continue to see a focus on the quality of educational activities that are approved.

The RANZCOG CPD Framework

To help recognise the core types of CPD as described in the [PPF](#), and in the [MCNZ Recertification Requirements](#), CPD Framework has been developed where activities are categorised under the three domains as follows:

Educational Activities	Outcome Measurement	Performance Review
Includes participation in structured learning, self-directed learning, education events, involvement in leadership roles and College activities.	Includes measurement of outcomes of care, benchmarking of performance with peers and reflecting on patient outcomes.	Includes reviewing and reflecting on actual work process and can include feedback from peers, colleagues and patients.

CPD Program requirements from July 2022 to December 2023

Fellows and members practising on either a part-time or full-time basis must accrue a **minimum of 50 CPD hours within the 3-year period**. Fellows who participate in approved activities can count these CPD hours towards their CPD Program totals. Approved activities are awarded in hours as follows:

The CPD cycle commencing 1 July 2022 has been extended to 18 months and conclude on 31st December 2023.

This cycle is considered “transitional” to enable Fellows and members to understand the new requirements and bring the CPD program into a calendar year cycle that is now required by the MBA.

Please note the number of hours will not be increased during this “transitional” 18-month period and will remain as a minimum 50 hours a year.

Table: CPD Domains and Annual Hourly Requirements

Total Annual (hours)	Educational Activities (EA)	Outcome Measurement (OM)	Performance Review (PR)	Remaining OM/PR	Remaining Hours
50	13	5	5	16	11

Mandatory annual CPD requirements

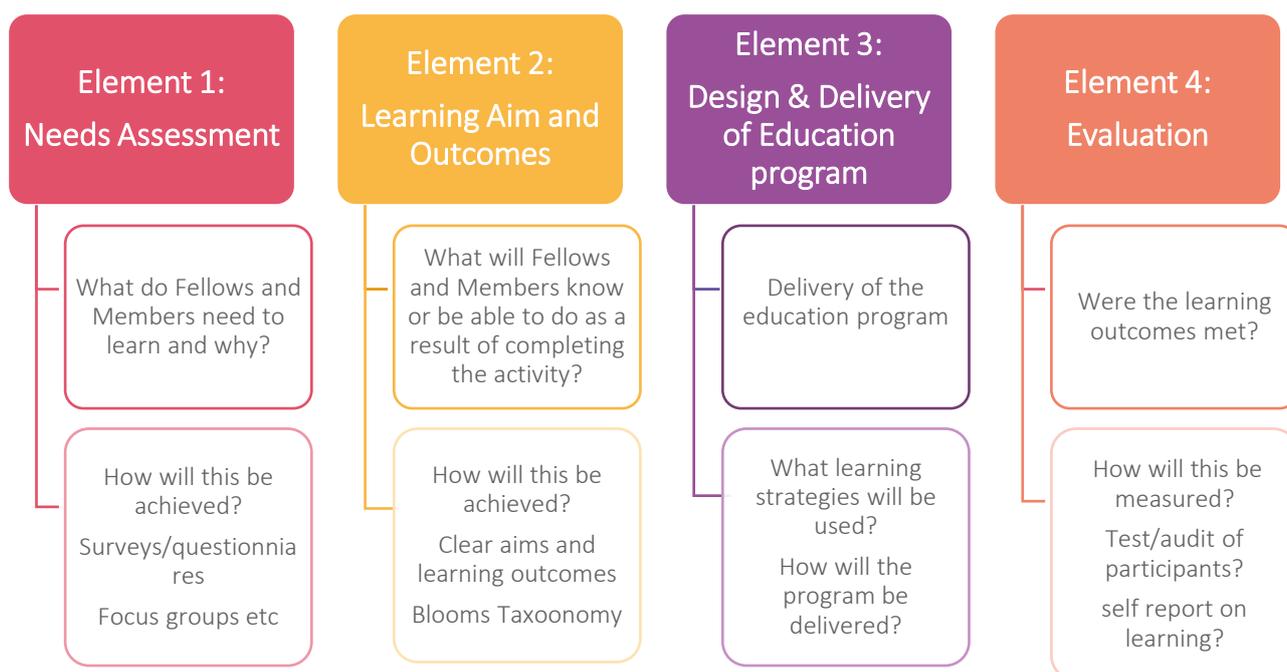
For Subspecialists: Minimum of 35 hours must be related to your subspecialty scope of practice.
 All CPD participants: Professional Development Plan (PDP)
 New Zealand CPD participants: Structured Annual Conversation

Education Standards to guide development of CPD activities

The Education Standards have been prepared as a guide to assist Providers in developing activities that are based on principles of adult learning and describe four key elements for quality educational design, delivery, implementation and evaluation as follows.

Education Provides are strongly encouraged to review the [Educational Standards](#) to ensure activities meet with RANZCOG requirements.

Table: Summary of Educational Standards



Element 1: Needs Assessment

Needs assessment

The purpose of a needs assessment is to discover what Obstetricians and Gynaecologists need to learn. That is, what knowledge, skills or changes in practice behaviour do Obstetricians and Gynaecologists need? A quality needs assessment establishes the learning needs of Obstetricians and Gynaecologists from a number of different perspectives and may also address different types of need.

Why is conducting a needs assessment important?

Research has shown that education activities based on learning needs are more effective in delivering sustainable education outcomes for participants.

An effective needs assessment can identify various learning needs such as:

- topics relevant to Obstetricians and Gynaecologists and their patients
- determining the specific aspects of these topics that need addressing
- identifying the learning needs of individual participants

How do you conduct a needs assessment?

There are many methods for conducting a needs assessment and in

identifying a topic(s) relevant to Obstetricians and Gynaecologists, e.g.

- questionnaires
- surveys
- focus groups
- interviews

This allows Obstetricians and Gynaecologists, other health professionals and consumer group to 'have a say' through this process.

Other sources may include:

- RANZCOG publications
- publications of research results in medical journals and reports
- State and Territory government data
- other medical specialties
- the National Health and Medical Research Council (NHMRC)
- other health practitioners (midwives)

Following the identification of a topic, consideration to the aspects of the topic should be given. Consider, what knowledge; skills, attitudes and behaviour are relevant to the topic and use your needs assessment to tell you which areas you will need to concentrate on.

Element 2: Learning Aim and Outcomes

Learning Aims and Outcomes

What is a learning aim?

The learning aim is a broad statement of what the activity is trying to achieve, and summarises its overall purpose.

What are learning outcomes?

Learning outcomes describe what participants will be able to do at the end of the activity, that is, what knowledge/skills they will gain and/or what change in attitudes/behavior may occur. They should state what the education activity will teach in specific, achievable, observable and measurable terms. It is important that participants know what they will gain from attending an education activity.

Learning outcomes also serve as a guide to learning instruction and evaluation and link with education activities as they:

- Are informed by the needs assessment
- Determine the content and design of an activity
- Are measured by activities/assessment

How do you write learning outcomes?

The information from your needs assessment will lead you to set clear, realistic and timely outcomes for learning. Try to be as specific as possible when setting down learning outcomes. They should be written from the perspective of the participant not the teacher. Consider the **SMART** approach to writing learning outcomes.

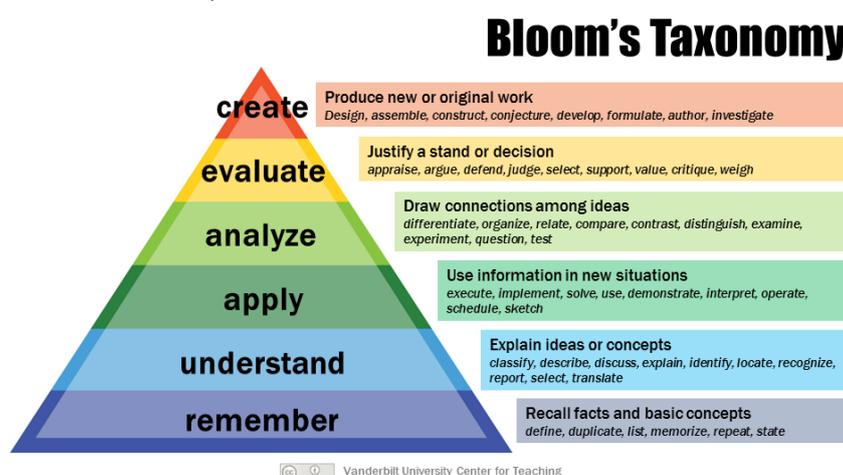
S	Specific	Is the purpose of the learning clear – state what you will do.
M	Measurable	Can the learning be measured – provide a way to evaluate.
A	Achievable	Is the learning attainable?
R	Relevant	Is the learning realistic?
T	Time Limited	Can the learning be completed within a specific timeframe?

When developing learning outcomes it is useful to think of the following term:

“By the end of this activity participants will be able to

Bloom’s taxonomy

[Blooms Taxonomy](#) is a framework for educational achievement. It is a classification of the different objectives and action verbs that describes levels of learning useful for writing learning outcomes. The following diagram illustrates Bloom’s taxonomy:



With kind permission from Vanderbilt University Center for Teaching, “Bloom’s Taxonomy”, graphic can be viewed at <https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>

**Element 3:
Design & Delivery
of Education
program**

Design and Delivery

Learning design

When designing an activity consider:

Evidenced-based research: all content should be supported by evidence-based research and referenced appropriately. If relevant, make sure there are links to the most current guidelines and standards.

Opportunities for participant interaction (session not purely didactic) and reflection (questions about prior knowledge, individual reflections etc.) that can be achieved through activities such as:

- workshops
- case studies
- group discussions
- practice opportunities

- questioning

Opportunities for feedback: there are a number of ways participants can receive feedback:

- verbal
- written
- individual reflection
- formal assessments (MCQs, written tests etc)
- peer review

Learning strategies

Consider a range of learning strategies that will help you achieve the learning outcomes that have been developed as a result of the needs assessment, such as:

- interactive discussion
- role play
- simulation
- lectures
- small group work
- deliberate practice

When timing an activity, allow for logical sequencing of activities, sufficient time for all elements of the activity to be delivered, and that sufficient break times are allocated to reduce learning fatigue.

A program outline detailing session titles that link to the learning outcomes, timings, resources etc is required to be submitted with your application.

eLearning

If submitting an eLearning module for approval, the eLearning must include opportunities for active learning. Active learning is about engaging students in doing more than taking notes, reading, and following instructions. It centres around writing, reflecting, applying knowledge and problem solving, and has the potential to:

- Improve critical thinking through activities requiring justification of position/conclusions
- Consolidate application of new information/skills through contextualisation such as case studies and scenarios
- Provide a safe context for all students to actively practice their new knowledge and skills.

For example, your module may include:

- An introductory activity that prepare learners to engage with new material by activating prior knowledge
- Activities and tasks that allow participants to use new knowledge, practice skills and achieve the learning outcomes (evaluation/analysis of content, quizzes, case studies, self-reflection, creating objects/products, discussion, audits, or critical thinking tasks)
- A closing activity to consolidate or reflect on learning

Interactive elements could also be present. There are many formats available, for example:

- Drag and Drop (sorting, ordering, labelling)
- Quizzes (great for quick knowledge checks)
- Case studies/branching scenarios
- Interactive videos

If you are submitting an application to approve eLearning module(s), the educational elements described above should still apply, e.g. clear aim, learning outcomes, evaluation etc.

See **Appendix 4** for an Webinar/eLearning Template

Use **Appendix 9** as an eLearning module review checklist

Webinars

Webinars are an online engaging event where a facilitator(s) delivers a presentation to a large audience and where participants can interact by submitting questions, responding to polls and using other available interactive tools.

If you are submitting an application to approve a webinar, the educational elements described above should still apply, eg clear aim, learning outcomes, evaluation etc.

See **Appendix 4** for an example Webinar/eLearning Template

Use **Appendix 9** as an eLearning module review checklist for SMEs

Sponsorship & Advertising

Sponsorship and advertising must be considered against the [RANZCOG Advertising and Sponsorship Policy](#) and the following requirements:

- Activity design is developed independently, free of any sponsorship influence, to avoid conflict of interest.
- Facilitators and speakers are independent and not influenced by the sponsor.
 - however, if conflict of interest is declared, a representative of the sponsor may present a portion of the education activity.
- Approved activities must not at any stage, either directly or indirectly, promote:
 - use of sponsor brand or trade names.
 - products or methods of treatment not authorised by the Therapeutic Goods Administration (TGA) for use in Australia. and MEDSAFE, New Zealand Medicines and Medical Devices Safety Authority
 - when there is uncertainty about an approved activity's clinical, scientific or ethical standards, RANZCOG reserves the right to seek clarification on the program design and evidence-based methodology. RANZCOG may then decline (or withdraw, as appropriate) approval of that activity if it fails to meet the approval standards.
- Sponsor promotion in connection with an approved activity may include:
 - A sponsor delivering a presentation concerning a therapeutic good, whether or not it is related to the content of that activity, only if;

- it is as an addendum and clearly separated from the approved activity being delivered,
- it is announced or introduced in such a way so as to ensure attendees are aware that the presentation does not relate to the educational content,
- it is not considered when determining the duration of an approved activity in calculating the number of allocated CPD hours,
- sponsor logos and branding are shown on either the first or last presentation slide,
- it is accompanied by trade displays, either preceding or following an accredited activity, or during meal or break times. These displays must not be integrated within the approved activity and must be kept separate in all aspects, including by not incorporating trade materials into any approved activity's take-away content,
- acknowledgment that RANZCOG does not in any way endorse any product.

Delivery of the activity

The Provider must ensure that sufficient resources (venue and staffing) are available to support a face to face activity and that appropriate online platforms are used to support online delivery of an activity, e.g. webinar, eLearning etc.

Element 4: Evaluation

Evaluation

There are two aspects of evaluation:

1. Evaluation of learning (i.e. assessment of the learning outcomes)
2. Evaluation of the education activity (i.e. participant satisfaction)

Evaluation of learning

All education activities should include some form of assessment which allows learners to demonstrate how they have achieved the learning outcomes.

Examples of assessment types include:

- Multiple-choice quiz
- Long answer questions
- Case study/Branching scenario
- Simulation or role-play (if F2F)

Additionally, self-reflection task can evaluate:

- What additional learning insights have been experienced?
- How will this new learning change their day-to-day practice?
- What else does the participant need to know in relation to this topic?

Evaluation of education activity

All education activities should be evaluated to ensure participants are given the opportunity to reflect on the usefulness of the task, and for providers to reflect on how effective the activity is, for ongoing quality improvement. These evaluations can ask:

- Was the activity interesting and engaging?
- Was the activity practical and relevant?
- What were the most useful and least useful aspects of the activity?
- Were there ongoing opportunities for feedback?

Examples of evaluation methods include:

- hard copy questionnaire
- post course electronic survey
- self-reflection
- focus group

Fees

Application Fee

A non-refundable application fee of \$160 plus GST is payable at the time of submitting the form

Advertising Fee

Providers may choose to have their activity advertised in the [Events](#) section of the RANZCOG website. An additional one off fee per activity of \$150 plus GST may be applicable to advertise the activity for the duration it has CPD approval

Approval of CPD Activities

- Applications will be reviewed within six weeks from the submission receipt date; however, this time may vary if further information is required by the CPD department.
- If your application is successful you will receive an email from the RANZCOG CPD department informing you that your activity has been approved together with the number of CPD hours Fellows can claim for attending your activity. You will also be permitted to use the RANZCOG CPD logo and strapline.
- Educational activities are valid for up to 2 years (approved period), from date of activity approval occurs.
- If your application is unsuccessful you will receive feedback from the RANZCOG CPD department clearly stating the reasons for non-approval.

Use of RANZCOG CPD Logo/Strapline

- Following approval Providers may use the following logo and/or strapline in accordance with the terms and conditions below:

| **Approved for RANZCOG CPD** |
July 2022 to December 2023



Terms and conditions of use

- The provider must not use the RANZCOG logo or strapline to advertise an activity that is not approved for inclusion in the RANZCOG CPD Program.
- The provider can include the RANZCOG CPD logo or strapline on a promotional material, their website and certificate of attendance following completion of an education activity.
- Activities approved for RANZCOG CPD hours will be allowed to use the strapline, “**Approved for RANZCOG CPD, July 2022 to December 2023**”.

Certificate of attendance

All RANZCOG participants must be provided with a certificate of attendance, detailing:

- Provider logo (if available)
- Participants full name
- Activity title
- Number of CPD points allocated
- Conducted by (provider name) On (date)

Helping RANZCOG Fellows to record their attendance

To support Fellows attending your event you may wish to notify RANZCOG CPD of their attendance by completing an excel data sheet which includes details of the activity as well as RANZCOG Fellow ID numbers. This document is being updated and will be provided as an option when an activity has been approved.

It is important to note that, if you advise participants that you will notify RANZCOG of attendance that they do not self-record their CPD.

How to apply for CPD approval

Activities approved for the CPD program are recognised for quality education and training to help Fellows and members meet their CPD requirements and Providers are strongly encouraged to review the RANZCOG Education Standards for CPD activities before proceeding with an application.

Applicants are required to complete the online [CPD activity approval application form](#) and where requested attach appropriate documentation/information from the list below before submitting for approval:

- Program outline for educational activities (session topics, timings)
- Copy of Audit plan for audit activities
- Evaluation tool
- Certificate of attendance

Note: These documents are available for download and on the [RANZCOG CPD Activity Approval](#) webpage.

Online application process includes providing the following information:

A. Applicant details

B. Education Provider information

C. Event/Activity information

- Relevance to RANZCOG Fellows
Describe the relevance of your activity to RANZCOG Fellows and Members, (in the field of Obstetrics, Gynaecology and or a Subspecialty (CGO, CMFM, COGU, CREI and CU).
- Title of activity/event
- If activity has been previously approved.
 - Previous activity approval number.
 - Summary of evaluation findings from when the activity was last run.
- RANZCOG Fellows involved in creating and or delivering the activity
- For New Zealand based activities,
 - Please describe how your activity ensures cultural safety and a focus on health equity.
- CPD Domain the activity
- Program documentation
- For audits, a detailed audit plan
- Scheduling and location of activity

D. Activity Design and Delivery

- Needs Assessment
 - What is the relevance of this activity to Fellows?
 - How did you identify the need for this activity?

E. Learning Aim/Learning Outcomes

- Describe the aim of the activity
- List Learning outcomes
 - Refer to the [Educational Standards](#) and [Bloom's Taxonomy](#).
 - Use the [Learning Aims and Outcomes Tool](#). This will send you a PDF of your written learning outcomes, which can then be used in the online application.

F. Assessment

- What type of assessment does the activity include to assess learning?

- This may include tests or reflective exercises.
- G. Evaluation
 - Describe the evaluation process is incorporated in the activity to obtain feedback from participants of their experience in the activity.
 - Provide a sample document of the evaluation questions.
- H. Sponsorship information
 - Provide details relating to sponsorship and sponsorship involvement in the activity
- I. Advertising on the RANZCOG Events webpage
 - Additional information may be required to advertise an approved activity on the RANZCOG Website Events section.
 - This may include an advertising fee.

Application information

- A non-refundable application fee of \$160 (plus GST) is payable at the time of submitting the application.
- Providers may choose to have their activity advertised by RANZCOG without applying for CPD Activity approval. Information can be located on the
- The [RANZCOG CPD Activity Approval FAQs](#) webpage provides additional information relating to fee scheduling.
- The RANZCOG [Commercial Opportunities](#) webpage provides additional information on other avenues to advertise an activity other than the RANZCOG [Events](#) section of the website.
- An application will be reviewed within six weeks from the submission receipt date.
- Application to be submitted a minimum of six weeks before the activity commences. Approval will not be provided retrospectively.
- For recurring events a list of dates and locations must be provided.
- Duration of event: all scheduled welcomes, breaks, and social events will be excluded from the total amount of hours accredited.
- Activities must be a minimum of one hour in duration.
- Educational activities are valid for up to 2 years (approved period), from date of activity approval occurs.

Help and support

We are here to help, if you have any questions, please call the RANZCOG Continual Professional Department on +61 3 9417 1699 or email the team at cpdactivityapproval@ranzcof.edu.au.

Version	Date of Version	Pages revised / Brief Explanation of Revision
V3.1	July 2022	Updated reference to CPD and cycle July 2022 to Dec 2023. Appendix is replaced by direct links to documents downloadable from the Web.
v2.1	September 2021	Updated to College new branding. Change to CPD requirements August 2021.
v1.1	October 2020	Initial publication.



The Royal Australian and
New Zealand College of
Obstetricians and Gynaecologists

AUSTRALIA

College Place
1 Bowen Crescent
Melbourne
Victoria 3004
Australia
t: +61 3 9417 1699
f: +61 3 9419 0672
e: ranzcog@ranzcog.edu.au

NEW ZEALAND

Level 6 Featherston Tower
23 Waring Taylor Street
Wellington 6011
New Zealand
t: +64 4 472 4608
e: ranzcog@ranzcog.org.nz

ranzcog.edu.au