Education Standards

For the design and development of Continuing Professional Development (CPD) activities

The Education Standards (The Standards) are a guide to assist Providers in developing activities that are based on principles of adult learning. The Standards describe key elements for quality education design, delivery, and evaluation.

RANZCOG Learning & CPD Department

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Contents

Developing activities for the RANZCOG CPD program

When developing education activities for the RANZCOG CPD program, they should be:

- at least 1 hour in duration
- based on principles of adult learning
- address the learning needs of Fellows and members in Australia and New Zealand

Program level requirements

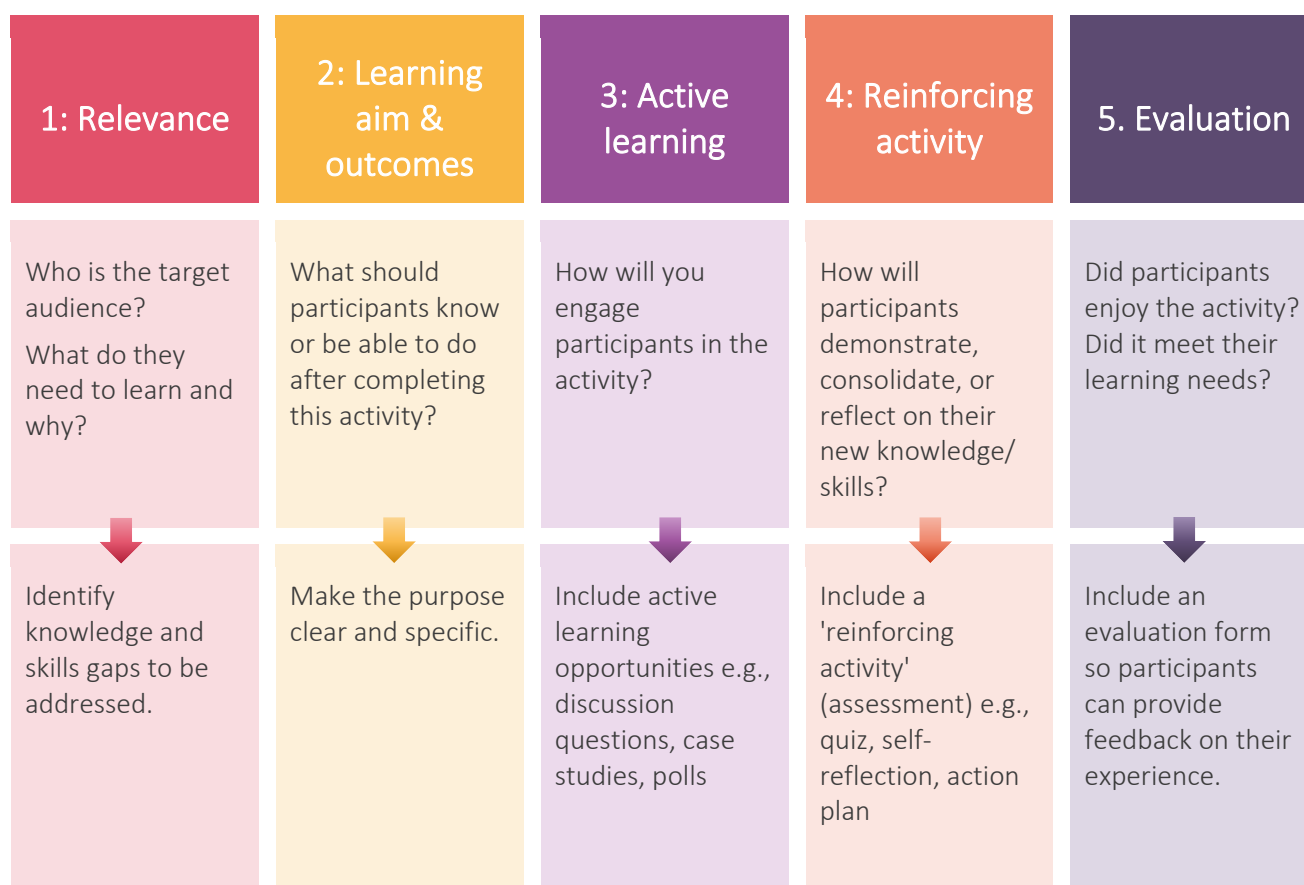### Activities for cultural safety, health inequity, professionalism and ethics

When preparing their mandatory Professional Development Plan (PDP), all doctors must consider how they can engage in activities to help them develop their skills and knowledge in the areas of cultural safety, health inequity, professionalism and ethics.

Education Providers are invited to apply to have their activities approved for any of these areas.

- CPD Program-Level Requirements in Australia
- CPD Program-Level Requirements in Aotearoa New Zealand

Elements of quality education

An educational activity should include the following elements, described further below:

1: Relevance	2: Learning aim & outcomes	3: Active learning	4: Reinforcing activity	5. Evaluation
Who is the target audience? What do they need to learn and why?	What should participants know or be able to do after completing this activity?	How will you engage participants in the activity?	How will participants demonstrate, consolidate, or reflect on their new knowledge/ skills?	Did participants enjoy the activity? Did it meet their learning needs?
Identify knowledge and skills gaps to be addressed.	Make the purpose clear and specific.	Include active learning opportunities e.g., discussion questions, case studies, polls	Include a 'reinforcing activity' (assessment) e.g., quiz, self-reflection, action plan	Include an evaluation form so participants can provide feedback on their experience.

Element 1: Relevance

Relevance

Adult learners come to training with pre-existing knowledge, skills, and experiences which they then build on. They learn best when training has a clear purpose, will help them solve problems, and is relevant to their work or life.

What is a needs assessment?

The purpose of a needs assessment is to discover what Obstetricians and Gynaecologists (O&Gs) need to learn. That is, what knowledge, skills or changes in practice behaviour do O&Gs need?

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

- Identifying topics relevant to O&Gs and their patients
- Addressing a gap in knowledge, skills, or attitudes
- Providing new knowledge, skills, or insights
- Extending or refining an existing skill.

How do you conduct a needs assessment?

Methods for conducting a needs assessment and identifying topic(s) relevant to O&Gs include:

- Conducting surveys/focus groups with O&Gs, other health practitioners or medical specialities, and consumer networks
- Identifying areas of high volume, high risk, or high cost
- Consulting publications of research results in medical journals and reports
- Evaluating State and Territory government data, or reports from the National Health and Medical Research Council (NHMRC)

Who is the target audience?

Different RANZCOG members and cohorts have different learning needs and goals. The learning needs of a regional Diplomate may be very different compared to the learning needs of a newly qualified Fellow, or a Subspecialist with 10 years of experience.

A CPD activity must be relevant to the target audience. You should consider things such as their level of expertise, their geographical context, and their scope of practice.

For example. if a topic or program is targeted towards junior doctors and is not relevant to a RANZCOG Fellow's scope of practice, it may not be approved for the Fellow CPD Program.

Bringing it together – a statement of relevance

Following the identification of a topic or area of need and the target audience, you should be able to develop a **statement of relevance:** what your training is about, who it is for, and why it is relevant to them.

**Element 2:
Learning aim
& outcomes**

Learning aim & 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 (LOs) 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/behaviour may occur.

"By the end of this activity, participants will be able to..."

Learning outcomes should:

- Start with an action verb, recognising an appropriate level of achievement
- Communicate the learning purpose to students
- Guide the development of assessment, learning activities and content
- Be observable and/or measurable.

Choosing the right verb: Bloom's taxonomy

Blooms Taxonomy is a framework for educational standards. It provides a hierarchical ordering of skills from simple (remembering/ understanding) to complex (evaluation/ synthesis).
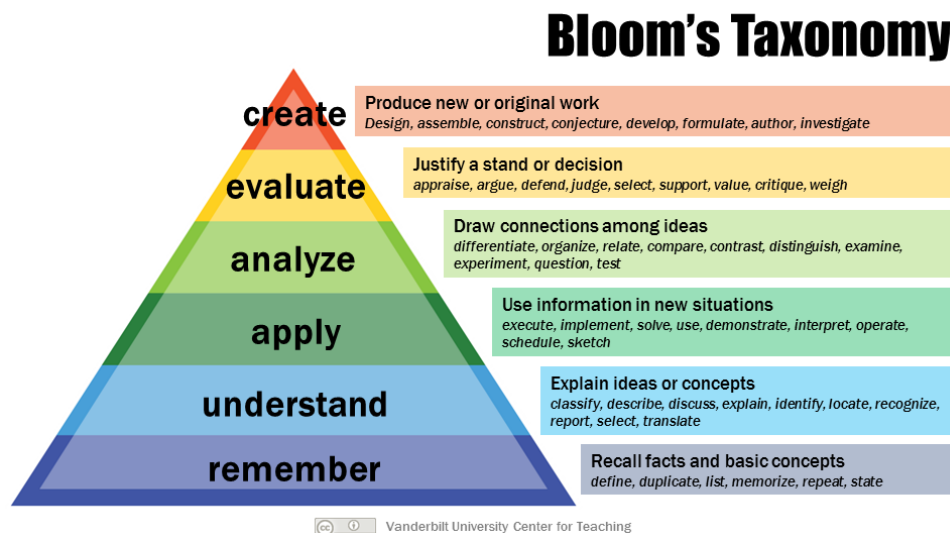
Used with permission from Vanderbilt University Center for Teaching, "Bloom's Taxonomy", graphic can be viewed at https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/

Please see the Writing Actionable Learning Outcomes Guide for more tips!

Element 3: Active learning

Active learning & feedback

Active learning means doing more than simply listening or reading; the focus is on the application of knowledge, critical thinking, and skills development, rather than just conveying information and remembering facts. Active learning leads to increased engagement & motivation, learning retention, and self-confidence.

Receiving feedback helps learners to understand their strengths, identify gaps in knowledge, correct misconceptions, and guide further study.

How do I include meaningful activities in my program?

Once you have developed a learning outcome beginning with a verb (action word), start considering what type of activity could allow participants to demonstrate that level of knowledge or skill.

For example, if the verb sits within the 'Remembering' level of Bloom's taxonomy, appropriate activities may include:

- Multiple choice questions
- True or false questions
- Labelling diagrams
- Ordering steps

If the verb sits within 'Understanding' or 'Applying', appropriate activities may include:

- Short answer questions
- Group discussions
- Simple case studies or scenarios
- Roleplays and demonstrations

If the verb sits within 'Analysing', 'Evaluating' or 'Creating', appropriate activities may include:

- Clinical audits (collecting and evaluating data)
- Complex case studies (clinical reasoning)
- Simulations (managing critical incidents)
- Developing new processes or procedures
- Self-reflection and self-evaluation

How can I provide feedback to participants?

Feedback can serve a variety of purposes and take a number of forms. **Feedback can be verbal, written, informal, or formal.** It can be delivered in person (face to face) or online (embedded feedback or model responses in an online module or quiz).

Feedback should be specific, descriptive, and timely. To successfully transfer learning to a new context, learners must be able to appraise 'why' an answer or course of action is preferred and other options are not, moving beyond just right and wrong.

Planning your program

When timing an activity, allow for logical sequencing of topics, sufficient time for all elements of the activity to be delivered, and sufficient break times 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.

See the CPD Activity Approval Page for planning templates.

Element 4: Reinforcing activity

Reinforcing activity

RANZCOG Evaluation Model

For evaluation of training programs and learning resources (including CPD and eLearning), RANZCOG refers to the four-level Kirkpatrick model of evaluation. This uses Reaction, Learning, Behaviour, and Results to measure the effectiveness of learning programs.

- Level 1: Reaction – Did the learner enjoy the training?
- **Level 2: Learning – Did learning transfer occur?**
- **Level 3: Behaviour – Did the training change behaviour?**
- Level 4: Results **–** Did the training influence performance/outcomes?

Depending on the timing and nature of task, **Element 4 'Reinforcing activity'** may focus on **Level 2: Did learning transfer occur?** and/or **Level 3: Did the training change behaviour?**

What is a reinforcing activity?

A reinforcing activity is a task participants complete to demonstrate, consolidate, or reflect on their new knowledge, skills, or attitudes.

Reinforcing activities:

- are usually done towards the end of (or after) an activity/event to 'reinforce' the learning outcomes.
- can be formal (e.g. have to receive 80% to pass) or informal (e.g. participate in a roleplay or reflect on learning)

Types of reinforcing activities

A reinforcing activity takes two main forms:

1. **Assessment of learning:** when participants complete a task to demonstrate they have achieved the learning outcomes. For example, they may:
    - complete a quiz/exam
    - demonstrate a procedure
    - perform a roleplay

2. **Reflective practice exercise:** when participants reflect on and monitor their progress to inform their future learning goals. For example, they may reflect on:
    - to what extent they have met the learning outcomes
    - what additional learning insights they have experienced
    - how this will change their day-to-day practice

Element 5: Evaluation

Evaluation

Element 5 'Evaluation' focuses on **Level 1** of the four-level Kirkpatrick model of evaluation - **Did the learner enjoy the training?**

This element centres around continuous improvement. Program evaluation is necessary to know whether a program is meeting its goals. It also enables you to make improvements to future programs, by identifying important topics that might have been missing.

You want people to feel that training was valuable. Measuring how engaged they were, how actively they contributed, and how they reacted to the training helps you to understand how well they received it.

This is most often achieved by asking participants to complete an **after-training survey** (either online or hardcopy).

Example questions:

To make filling out the survey as easy as possible, it's often best to provide Likert scale statements where participants indicate how much they agree or disagree with that statement. Examples include:

- I understood the learning outcomes
- I was able to achieve the learning outcomes
- I found the course materials easy to navigate
- I found the course content practical and relevant to my practice
- I will be able to immediately apply what I learned
- My learning was enhanced by the knowledge of the facilitator

See the CPD Activity Approval page for an Evaluation Template.

Types of events and educational activities

Webinar/ Presentation/ Panel

A lecture-style event with one or more speakers, usually involving some Q&A time. These are typically 1-2 hours, and can be run in-person or online via Zoom (or other teleconferencing software). Webinars should include active learning such as polls, case discussions, and small group discussions.

Workshops/ Masterclasses

A workshop is an education event that includes interactive or practical elements such group discussions, clinical skills stations, simulations, or roleplays. These typically run for several hours and may be held in-person or online via Zoom (or other teleconferencing software).

Short course

A short course is a series of lessons on a particular subject that may involve a mixture of lecture-style presentations and practical application of skills. These are typically more formalised and should have some form of reinforcing activity or assessment in or order to 'pass' the course.

Scientific Meeting/ Symposium/ Conference

A large multiple-day education event where members gather to discuss research and contemporary issues in Obstetrics and Gynaecology. These include various types of sessions, including presentations, panels, workshops, and masterclasses.

eLearning module

An eLearning module is a self-paced online learning experience dedicated to a particular subject area. An eLearning module should aim to embed various types of learning activities such as practice questions with model answers, drag-and-drop activities, reflection questions, interactive videos, and case studies.

See the CPD Activity Approval page for planning templates, tips for developing activities, and quality checklists.

Sponsorship

If your activity is sponsored, sponsorship must be considered against the RANZCOG 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.

Version	Date of Version	Pages revised / Brief Explanation of Revision
v1.1	July 2020	Initial publication
v2.1	September 2021	Updated to new College Style Guide. Content remains the same.
V3.1	April 2023	Updated links to new website throughout document. Added Program level requirements Updated 'Elements of quality education'. Several CPD approval applications submitted between 2020-2022 indicated confusion around these elements and they have been re-written to clarify requirements for CPD approval and provide more explicit guidance for applicants. • Changed 'Needs Assessment' to 'Relevance' • Changed 'Design & delivery' to 'Active learning' • Divided 'Evaluation' into 'Reinforcing activity' and 'Evaluation' Added section 'Different types of events and educational activities' to clarify language used for different types of activities, and what each type typically involves.