



Educational Standards

For the design and development of 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 CPD Department
v2.1• September 2021

Developing activities for the RANZCOG CPD program

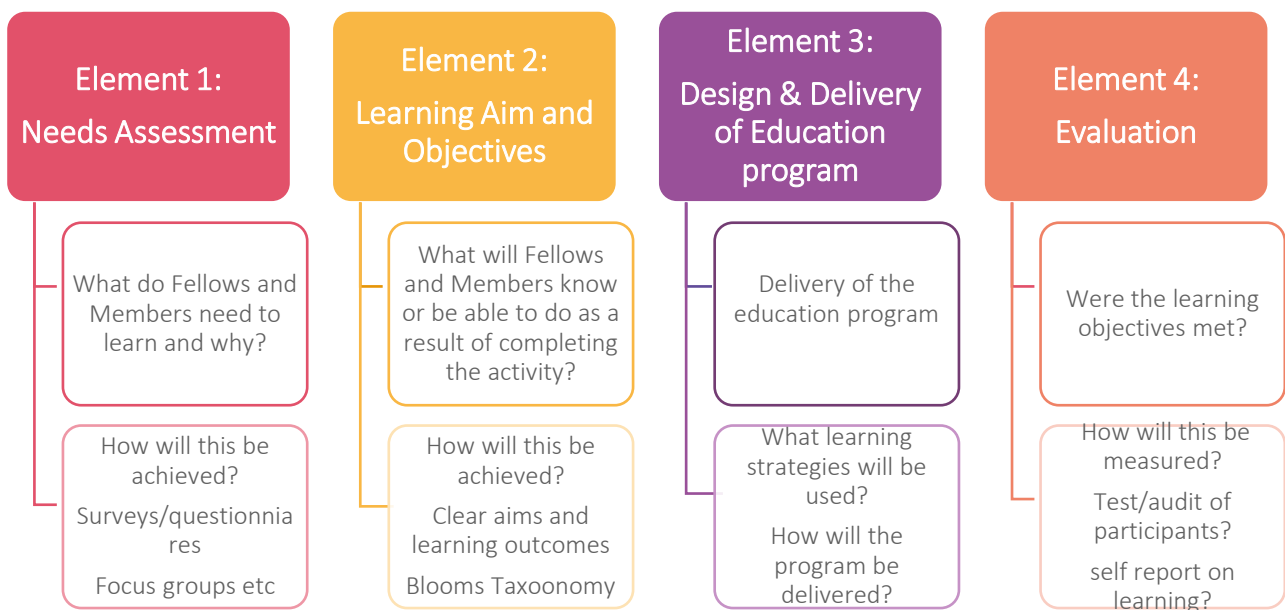
Education activities are most effective when:

- they address the education needs of Fellows and members in Australia and New Zealand*
- they are based on principles of adult learning
- sponsorship and advertising are considered against the [RANZCOG Advertising and Sponsorship Policy](#)
- activities are at least 1 hour in duration.

Requirements for NZ Fellows/members*

From 1st July 2022, activities must ensure that cultural safety and a focus on health equity are embedded. The MCNZ describes cultural safety as doctors acquiring skills and knowledge of other cultures. Their statement on cultural safety outlines what cultural safety means, why it is important and how doctors need to reflect on their own biases and attitudes to understand how these can impact on how patients receive their care. It is also recommended that you refer to MCNZ's [He Ara Hauora Māori: A Pathway to Māori Health Equity along with this statement](#).

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



**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
Objectives

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? |

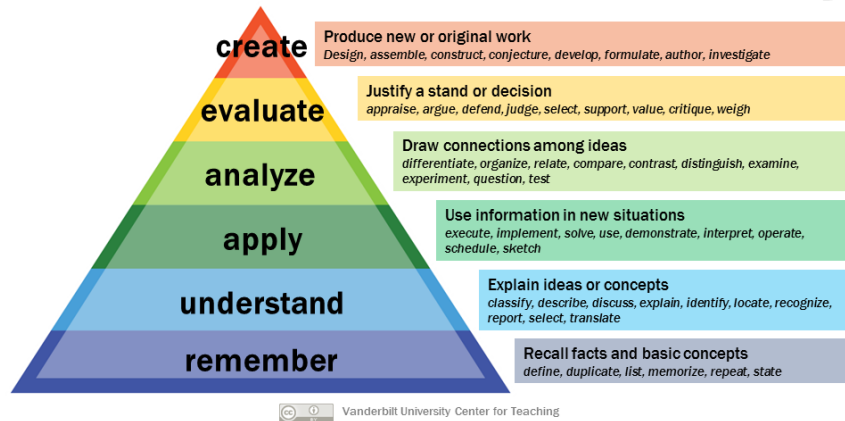
When developing learning outcomes it is useful to think of the following term:

“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:

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:

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.

See **Appendix 3 The Guide** for an example Program Outline Template
 Also located on the [RANZCOG CPD Activity Approval](#) webpage

eLearning

If submitting an eLearning module for approval, the eLearning must include opportunities for active learning. Active learning is an approach that focuses the responsibility of learning on learners. It is based on the assumption that to learn, participants must do something: They must read, write, discuss, or be engaged in solving problems. It often requires learners to engage in higher-order thinking

tasks as analysis, synthesis, and evaluation (refer to Bloom's Taxonomy). For example, your activity may include:

- introductory activity introduces the participant to the subject
- clear outcomes so participants know what they are required to do
- activities and tasks that allow participants to achieve the outcomes
- varied activities like reading, self-reflection, quizzes, media, evaluation/analysis of content, creating objects/products, discussion, audits or interactive elements.
- a closing activity to consolidate learning

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

- Drag and Drop
- Matching activities
- Choosing from a list
- Selecting animated images
- Interactive videos

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

See **Appendix 4 The Guide** for an example Webinar/eLearning Template
Also located on the [RANZCOG CPD Activity Approval](#) webpage

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 The Guide** for an example Webinar/eLearning Template
Also located on the [RANZCOG CPD Activity Approval](#) webpage

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

All activities should be evaluated to ensure participants are given the opportunity to reflect on what they have learnt and for providers to reflect on how effective the activity is, for ongoing quality improvement.

Evaluation of an education activity could focus on the Fellow and/or member as follows:

- to what extent have the stated learning objectives been met?
- 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?
- how does the participant intend to access this further learning?

How can evaluation be undertaken?

Examples of evaluation methods include:

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

Refer to **Appendix 6** of The Guide for an example Evaluation tool

Also located on the [RANZCOG CPD Activity Approval](#) webpage

| 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. |



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