



ANZCA and FPM CPD Program

CPD Plan

Take time to plan so that this year's CPD activities are meaningful and relevant to your needs. You can amend your plan throughout the year. Time spent developing (and revising) your plan counts under category 1 practice evaluation – reviewing performance. Further guidance on CPD for specific practice types is on the [college website](#).

Please note: The online CPD portfolio is designed to timeout for security purposes, we highly recommend you save your work regularly (at least once every 30 minutes) to ensure you do not lose any data.

Develop a plan by following these steps:

Step 1 – Practice evaluation (Category 1)

Step 1.1 At least one of the four mandatory practice evaluation activities (for the clinical practice type)

Select at least one of the four practice evaluation activities. In choosing, consider your current needs and last year's CPD activities and evaluation. Hours spent will count towards category 1 in either reviewing performance or measuring outcomes (depending on your choice). See the [CPD activity guide](#) for more information.

1. Patient experience survey (reviewing performance)
2. Multi-source feedback (reviewing performance)
3. Peer review of practice (reviewing performance for reviewer and recipient)
4. Clinical audit, of own practice or significant input to group audit (measuring outcomes)

Step 1.2 Cultural safety activity

All colleges and other CPD homes must include cultural safety in their CPD programs. Hours spent count towards practice evaluation - reviewing performance.

Consider your current understanding, approach, experiences and build on last year's activity (noting this is a career-long process) to answer the following:

- What activity (or activities) will develop my understanding of diverse cultural perspectives and how my own culture impacts my interactions with others?

Step 1.3 Other practice evaluation activities

You must accrue at least 25 hours in category 1, including:

- Reviewing performance (at least 5 hours) and
- Measuring outcomes (at least 5 hours).

Choose and list below planned activities in both (1) and (2) that are relevant to your learning needs and meet minimum requirements. An annual structured conversation is mandatory in New Zealand. See the [CPD activity guide](#) and the [CPD for clinical support roles library guide](#) for more information.

Step 2 – Knowledge and skills (Category 2)

Step 2.1 Roles and responsibilities

- What are my work roles and responsibilities (both clinical and clinical support)?
- What changes are coming – in my work roles or in my practice environment?
- What are my professional aspirations and interests?
- Did I identify any gaps in my knowledge & skills during last year's CPD cycle?
- In thinking about my learning needs, have I considered all aspects of contemporary medical practice, including ethical practice, addressing health inequities and professionalism? (i.e. my roles as a medical

expert/clinician, communicator, collaborator, leader and manager, health advocate, scholar and professional) See Good Medical Practice ([Australia](#), [New Zealand](#))

Step 2.2 Learning goals

- Given the answers to the questions in 2.1, identify the specific areas where you need to update and/or develop your knowledge & skills. Write these as your learning goals below. (it is recommended that you make these Specific, Measurable, Achievable, Realistic, and with a Timeframe in which you will complete them).

Step 3 - Knowledge and skills activities (category 2)

Now that you have identified your learning goals (step 2.2), choose CPD activities that:

- **Match your learning goals.**
- **Suit the subject matter.** For example, a hands-on workshop is a good way to learn and practise a new skill.
- **You are likely to complete.** Make the most of sessions at conferences you are already attending (e.g. ER sessions, case conferencing). If not planning to attend a conference, consider knowledge & skills updates via journal reading, online learning (e.g. webinars, podcasts) and online ER modules. See CPD Activity guide and the Library Guide: CPD for clinical support roles for more information.

Step 4 – Emergency response (Category 3) - for the clinical practice type

Select at least one emergency response (ER) activity by considering the following question.

- Are there emergency response skills which I only use from time to time but need to practise so I can prevent them (where possible) and respond appropriately should that emergency occur?

Consider your current practice needs and which ER activity you completed last year. See the [CPD activity guide](#) for the options (which include face-to-face and virtual courses/workshops and online learning modules).

Step 5 - Health and wellbeing (categories 1 and 2)

Answer the following question:

- What CPD activities will I complete to support my health and wellbeing?

Options include wellbeing education sessions (category 2), developing a personal health and wellbeing plan (under critical reflection activity, category 1), peer support groups (category 1), and mentoring (category 1). See the [CPD activity guide](#) for further information.

Implementing your CPD plan

It is recommended you record completed CPD activities contemporaneously and collate the appropriate evidence (detailed in the [CPD activity guide](#)) in case your record is selected for CPD verification/audit.

It is recommended you use the text field provided on the CPD portfolio to make notes on CPD activities you have recorded, for example:

- Did the CPD activity meet your expectations?
- Did participation in the activity help you to achieve your learning goals?
- Did participation in the activity make you aware of another area you would like to pursue in relation to your professional development?
- What do you intend to implement toward practice improvement?

Your notes on the various CPD activities you have participated in will help you completing the CPD evaluation.