Static CPD

Application Form

**1.** Please list the responsible person for this CPD Accreditation/Verification application

Role

First name

Last name

**2.** **Important Notice:** This application must include comprehensive details and supporting documentation to enable the adjudication and peer review teams to fully understand the scope of the activity. Failure to provide sufficient information may result in submission rejection and limitations on future applications.  
  
By checking the 'I agree' box below, you confirm that you are the designated Official Applicant (OA). As the OA, you are accountable for overseeing the accreditation application and must verify that all submitted details are accurate and up to date at the time of submission and upon accreditation approval, the activity is delivery as intended in your application.

**I agree that I am the Official Applicant and the accountable person for this application**

I do not agree

**3.** Details of the responsible person of this application

Company name

Email

Mobile

State

**4.** Select the level of CPD review for your activity:

**CPD Accreditation** - the formal recognition that the activity meets established quality standards set by the authoritative body. It is a process of assessment and validation to ensure competence, credibility, and compliance with industry or regulatory requirements.  
Application for accreditation involves an additional process of assessment including independent peer review. It is purposed for corporate industry produced content, and healthcare service providers producing education for referral engagement to demonstrate content is free of marketing, high quality, and compliant.  
  
**CPD Verification** - the process of checking, confirming, or validating that the activity meets specific requirements, standards, or truthfulness. It involves gathering evidence to ensure accuracy, authenticity, or compliance.  
Application for verification does not involve independent peer review. It is ideal for non-clinical content or industry Associations/Organisations with experienced subject matter experts.  
  
**CPD Re-review** - the process of checking, confirming, or validating that an activity is still relevant and continues to meet specific requirements and standards for compliance.  
Application for re-review is ideal for annual updates and to demonstrate currency and continued relevance to learners and generates an updated trust mark.  
  
Please note that CPD content does not include allocated registration time or break/meal times

**CPD Accreditation**

0-1 hours $475+gst - $522 AUD

1+ -3 hours $745+gst - $819 AUD

3+ - 6 hours $1245+gst - $1369 AUD

multiday activity 6+ hours $1585+gst - $1742 AUD

**CPD Verification**

0-1 hours $195+gst - $214 AUD

1+ -3 hours $245+gst - $269 AUD

3+ - 6 hours $295+gst - $324 AUD

multiday activity 6+ hours $345+gst - $379 AUD

**CPD Re-review all activities**

$195+gst - $214 AUD

**5.** Who is your intended learner cohort? First scope is included in your application; (subsequent scopes selected for **CPD Accreditation only** incur an additional charge of $275 each)

**6.** What is the title of your educational activity?

**7.** What is the Aim of your activity? This should be a concise statement outlining the main objectives of the activity; much like an invite blurb.

**8.** Please select the Mode of Delivery for your activity:

Face-2-Face (meeting/conference)

Digital delivery (webinar/podcast)

Audit tool

Subject Matter Expert (SME) recognition of learning through research and presenting

Research

Hybrid/Blended (please specify combination)

**9.** Indicate which choice applies to your activity;

One time event

Series (same learners, progressive content)

Repeated (same content, different learners)

**10.** What is the estimated number of participants for your activity? \*It is important to remember, deep learning experiences requires smaller participant : facilitator ratio

**11.** What date do you plan for your activity to start? \*Use first session date for activities within an educational series

Commencement Date  12/05/2025

**12.** Please declare the mandatory areas of education covered in your activity (select all that apply):

Culturally Safe Practice

Addressing Health Inequities

Professionalism

Ethics, Safety, Advocacy, and Professional Compliance

Please declare the domains of education relevant to your activity (select all that apply)

**DOMAIN 1 Culturally Safe Practice**

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|  | **First Nations Health & Cultural Safety and Competency** | Understanding the historical and contemporary effects of colonisation and their impact on First Nations health. Emphasises culturally safe practices and policies, including frameworks such as the Aboriginal and Torres Strait Islander Health and Cultural Safety Strategy (2020–2025). |
|  | **Effective Cross-Cultural Communication** | Developing verbal, non-verbal, and written communication skills that promote respectful interactions with individuals from diverse cultural backgrounds. Avoiding stereotypes and fostering trust in healthcare settings. |
|  | **Social and Emotional Well-being in First Nations Communities** | Recognising the unique mental health needs of First Nations peoples, shaped by historical trauma, cultural displacement, and ongoing discrimination. Advocating for culturally appropriate mental health support and trauma-informed care. |
|  | **Chronic Disease Prevention and Management** | Addressing high rates of chronic illnesses such as diabetes and kidney disease in First Nations populations. Implementing prevention strategies and community-centred care models. |
|  | **Maternal and Child Health Equity** | Reducing disparities in maternal and child health outcomes by improving prenatal care, early childhood development, and access to culturally appropriate maternity services. |
|  | **Infectious Disease Prevention and Control** | Managing prevalent infectious diseases such as hepatitis, respiratory infections, and sexually transmitted infections within First Nations communities through prevention, education, and targeted healthcare interventions. |
|  | **Advancing First Nations Health Outcomes** | Taking a holistic approach to First Nations healthcare, addressing systemic barriers, social determinants, and policy-driven improvements. |
|  | **Cultural Competency in Healthcare Practice** | Equipping healthcare professionals with the skills to provide culturally responsive care, ensuring respect for diverse traditions, values, and healthcare beliefs. Incorporates trauma-informed approaches. |
|  | **Environmental and Public Health Challenges** | Addressing environmental factors such as inadequate housing, poor sanitation, and pollution that significantly impact health outcomes in First Nations communities. Promoting collaboration between healthcare providers and environmental health experts. |
|  | **None of the above** |  |

**DOMAIN 2 Addressing Inequities in Access**

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|  | **First Nations Health & Cultural Competency** | Emphasises culturally appropriate care for Indigenous communities, integrating frameworks like the Aboriginal and Torres Strait Islander Health and Cultural Safety Strategy (2020–2025). |
|  | **Rural and Remote Healthcare Strategies** | Addresses the unique challenges faced in geographically isolated areas, ensuring equitable access to essential medical services. |
|  | **Foundations of Primary Healthcare** | Covers essential healthcare practices, including disease prevention, health promotion, and management of common illnesses in underserved areas. |
|  | **Acute and Emergency Medical Response** | Focuses on emergency care, trauma response, and critical care strategies vital for regions with limited immediate medical resources. |
|  | **Psychological Well-being and Crisis Care** | Examines mental health concerns in remote communities, covering chronic and acute conditions, trauma-informed care, and mental health first aid. |
|  | **Community and Public Health Management** | Methods for controlling infectious diseases, environmental health risks, and broader public health initiatives in areas with limited medical access. |
|  | **Rehabilitative and Allied Health Professions** | Encompasses physiotherapy, occupational therapy, speech pathology, and other allied health services crucial for patient recovery and quality of life in rural settings. |
|  | **Health Policy, Advocacy, and System Reform** | Focuses on shaping healthcare policies, advocating for equitable access, and driving systemic improvements in healthcare delivery. |
|  | **None of the above** |  |

**DOMAIN 3 Professionalism**

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|  | **Professional development in skills, knowledge, behaviours and attitudes** | Development in technical skill and expertise, ethical mindset, and critical thinking abilities necessary to provide high-quality patient care. The development of these competencies involves structured learning, experiential practice, and continuous self-reflection. |
|  | **Communication Skills** | Verbal, Non-Verbal, and Written Communication Mastering clear, professional, and empathetic communication across all mediums, including patient interactions, interprofessional collaboration, and clinical documentation. |
|  | **Interprofessional Collaboration** | Fostering teamwork among healthcare professionals to ensure coordinated and effective patient care, while respecting diverse roles and expertise |
|  | **Leadership and Organisational Management** | Healthcare Leadership and Governance Cultivating leadership skills to guide healthcare teams, uphold ethical standards, and oversee the delivery of high-quality, patient-centred care. |
|  | **Strategic Development and Operational Planning** | Crafting and implementing strategic initiatives that align with healthcare goals, enhance efficiency, and improve patient outcomes. |
|  | **Continuous Quality Improvement** | Applying methodologies to assess, refine, and optimise healthcare services, incorporating self-reflection and evidence-based practice. |
|  | **Financial and Workforce Management** | Budgeting and Financial Stewardship Understanding healthcare economics to ensure sustainable financial management, resource allocation, and cost-effective service delivery. |
|  | **Workforce Development and Well-being** | Addressing staff recruitment, retention, role clarity, and professional growth while integrating mental health support and first aid for healthcare teams. |
|  | **Practitioner Well-Being and Self-Care** | Sustainable Health and Well-being Strategies Developing daily habits that support mental and physical well-being, increase resilience, and enhance professional productivity. Incorporates mental health first aid and strategies to prevent burnout |
|  | **Work-Life Balance and Stress Management** | Cultivating techniques to balance professional responsibilities with personal life, ensuring long-term career satisfaction and overall well-being. |
|  | **Career Development and Future Planning** | Professional Growth and Skill Development Identifying opportunities for ongoing education, specialisation, and career advancement while maintaining a sustainable work-life balance. |
|  | **Leadership Transition and Succession Planning** | Preparing for future leadership needs by fostering emerging talent, ensuring organisational continuity, and planning for career transitions, including retirement strategies. |
|  | **Development of professional skill, knowledge, behaviours and/or attitudes** | Review and develop technical skill and expertise, ethical mindset, and critical thinking abilities necessary to provide high-quality patient care. The development of these competencies involves structured learning, experiential practice, and continuous self-reflection. |
|  | **None of the above** |  |

**DOMAIN 4 Ethics, Safety, Advocacy, and Professional Compliance and Accountability**

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|  | **Regulatory Compliance and Risk Mitigation** | Healthcare Risk Assessment and Compliance Identifying potential risks in healthcare delivery, ensuring adherence to legal frameworks, regulatory guidelines, patient safety measures, and data protection protocols. |
|  | **Ethical Decision-Making and Legal Responsibilities** | Understanding core ethical principles, including patient autonomy, informed consent, confidentiality, and professional conduct in alignment with healthcare laws. |
|  | **Institutional and Environmental Support Systems** | Organisational Frameworks and Professional Resources Enhancing knowledge of institutional support structures, ensuring healthcare professionals have access to the necessary tools, policies, and training to deliver high-quality care. |
|  | **Optimising Healthcare Environments** | Exploring strategies for designing and maintaining healthcare spaces that promote patient dignity, comfort, safety, and staff efficiency. |
|  | **Advocacy, Policy, and Organisational Development** | Health Policy Implementation and Advocacy Equipping professionals with the skills to engage in policy interpretation, advocacy, and healthcare system improvements within their scope of practice. |
|  | **Leading Organisational Change in Healthcare** | Understanding change management strategies to navigate and implement new policies, technologies, and procedures in healthcare settings effectively. |
|  | **Human Resource Strategies in Healthcare** | Covering key workforce management areas, including recruitment, professional development, staff well-being, compliance, and strategic workforce planning. |
|  | **Quality Assurance and Professional Growth** | Clinical Governance and Accountability Ensuring healthcare services meet safety, effectiveness, and quality standards while fostering a culture of transparency and continuous improvement. |
|  | **Learning Through Teaching** | Developing and maintaining a structured Continuing Professional Development (CPD) plan, with opportunities to contribute to research, curriculum development, and education delivery |
|  | **None of the above** |  |

**13.** Please list the following details for each Subject Matter Expert (SME) involved in the design and intended delivery of your activity;

* Full Name
* Role/Specialty
* Email Address
* Principle place of practice (if applicable)

\*please use the upload function at end of application if there are multiple SME listed

**14.** Please upload your **Gap Analysis and Educational Needs Report**?

A User Guide on creating a Gap Analysis and Educational Needs Report and separate template can be found on our website under the 'Resource' tab. [www.AIcpdS.org.au](http://www.AIcpdS.org.au)

**15.** List your **Competency Goals** (learning outcomes) in bullet points.

A User Guide on creating Competency Goals and separate template can be found on our website under the 'Resource' tab. [www.AIcpdS.org.au](http://www.AIcpdS.org.au)

**16.** Upload your activity **Design and Delivery Planner** (Agenda)

A User Guide on creating a Design and Delivery Planner and separate template can be found on our website under the 'Resource' tab. [www.AIcpdS.org.au](http://www.AIcpdS.org.au)

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| **List each session 👉** | Examples | Session 1 | Session 2 |
| **Session Title** | A General Practitioner’s review of the recently published national guidelines for the management of Cardiovascular Disease (CVD). |  |  |
| **SME Presenter/facilitator** | Name of presenter or subject matter expert involved in the content build out |  |  |
| **Duration of the session** | 90 min |  |  |
| **Delivery Mode** | webinar, face-to-face small group learning, conference, e-learning module, audit, other |  |  |
| **Session Content**  *Bullet points must provide enough information for reviewers to understand the detail of content being presented.*  *Applications that do not provide enough information will not be approved.* | * Prevalence of CVD in primary care * The role of the GP in screening, diagnosing and long-term management of CVD * Key recent changes to the national guidelines of CVD management * Common screening procedures * Optimal referral timeframes and pathways |  |  |
| **Competency Goals for this session** | Recall the recent changes in the national guidelines for the treatment and management of cardiovascular risk. |  |  |
| **Opportunities for learner feedback and engagement including tool and resources used** | Learners will be in small learning groups  Engagement with facilitators and peers to receive immediate feedback and benchmark learnings against own practices  Print out resources of current national guidelines provided  Learner activity - think/pair/share  Quiz and polls used for knowledge checks |  |  |

**17**. Upload your activity Prerequisite Activity (if applicable). A Prerequisite Activity is optional.

**18.** Upload any Reinforcing Activity (if applicable). A Reinforcing Activity is optional

**19.** How many hours are you claiming for your activity and under what category? If unsure of the category, use only 'Total CPD time claimed'

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| --- | --- |
| Educational Activity |  |
| Measuring Outcomes |  |
| Reviewing Performance |  |
| TOTAL CPD time claimed |  |

**20.** Sponsorship and third-party organiser agreements:

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| **List any Sponsors involved with this educational activity:**  **Sponsorship:** where a company provides financial or other support in exchange promotional advantages. Sponsors are allowed but must have NO influence on clinical content provided to participating learners and be within compliance of industry standards. |  |
| **List any Partners involved with this educational activity:**  **Partnerships**: where a company or individual partners for the activity with an agreed shared responsibility of producing the activity. All partnerships must be declared at time of application and comply with industry standards. |  |
| **Indicate how commercial interest sponsorship is relevant to specific activity:** | E.g., Sponsor manufactures products associated to therapeutic area of topic |
| **Describe what is being provided by sponsors:** | E.g., Literature, Giveaways, Trade Display, Funding/Venue, Funding/Catering |
| **Please declare any other relevant information here on Sponsorship or Partnership:** |  |

**By checking this box, you are attesting that all sponsorship and partnership information has been declared and is accurately reflected within this application**.

Visit [www.AIcpdS.org.au](http://www.AIcpdS.org.au) to complete your online application and make a payment. We aim to finalise our processes within three weeks of application submission.