

Australian Institute of CPD Standards

## **The Standards**

### **Executive Summary**

**The Standards** define the national benchmark for quality, integrity, and consistency in Australian Continuing Professional Development (CPD) education.

Developed by the Australian Institute of CPD Standards (AlcpdS), these Standards establish a clear framework to assess, accredit, and recognise CPD activities across health, industry, and professional education sectors.

Grounded in evidence-based practice, *The Standards* outline the essential elements required for CPD providers to demonstrate educational rigour, transparency, and learner-centric outcomes. They emphasise measurable impact, ethical delivery, and alignment with national regulations and professional competencies.

The framework supports providers in designing programs that are:

**Relevant and evidence informed**- ensuring content reflects current research, best practices, and professional expectations.

**Inclusive and accessible**- enabling equitable participation for diverse learners and professional groups.

**Evaluative and outcomes focused**- embedding mechanisms to assess learning effectiveness and professional growth.

**Ethical and independent**- maintaining separation between education content and commercial influence.

By adopting *The Standards*, organisations demonstrate their commitment to continuous improvement and uphold public trust in professional education. AlcpdS applies these Standards consistently through its accreditation and verification processes, ensuring that all recognised CPD meets a high and transparent national standard.



Accreditation Standards	Key Areas for Consideration	User Guide
<p><u>Standard 1</u> <u>Gap analysis</u> <b>What gaps need to be addressed to achieve competencies?</b></p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>Identify any areas of insufficient or outdated knowledge in clinical practices, technology, or policy.</li> <li>Due to updates in research, clinical guidelines, best practices, and innovations.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Evaluate practical skills and competencies required for the healthcare roles.</li> <li>Focus on technical skills, such as operating equipment, patient management, and communication.</li> </ul> <p><b>Attitude:</b></p> <ul style="list-style-type: none"> <li>Examine healthcare professionals' attitudes toward patient care, collaboration, and continuous learning.</li> <li>Promote empathy, cultural competency, and respect for diversity and access.</li> </ul> <p><b>Behaviour/Practice/Application:</b></p> <ul style="list-style-type: none"> <li>Review actual practices, identifying areas where healthcare professionals may not be applying their knowledge and skills effectively.</li> <li>Include best practices and evidence-based practices.</li> </ul>	<p><b>Practical Steps for Gap Analysis:</b></p> <ol style="list-style-type: none"> <li>Conduct surveys or focus groups with healthcare professionals to identify gaps.</li> <li>Review performance data, clinical audits, and patient outcomes to highlight deficiencies.</li> <li>Align identified gaps with current healthcare guidelines, standards, and regulations in Australia.</li> </ol>



Accreditation Standards	Key Areas for Consideration	User Guide
<p><u>Standard 2</u> <u>Educational Need</u> <b>Evidence the level of educational need</b></p>	<p><b>Intended Learners:</b></p> <ul style="list-style-type: none"> <li>Identify the target group, whether it be nurses, doctors, allied health professionals, or other healthcare workers.</li> <li>Consider their experience level, existing qualifications, on-the-job training, and learning preferences.</li> </ul> <p><b>Relevancy to Scope of Practice:</b></p> <ul style="list-style-type: none"> <li>Ensure that the education plan is relevant to the learners' roles and scope of practice.</li> <li>The educational content should match the learners' daily work responsibilities and clinical duties.</li> </ul>	<p><b>Practical Steps for Educational Need Analysis:</b></p> <p>An educational need analysis determines the areas where education and training are required to bridge knowledge or competency gaps.</p> <ol style="list-style-type: none"> <li>Conduct interviews with managers, supervisors, and healthcare professionals to determine skill gaps.</li> <li>Review current training programs and identify missing or outdated content.</li> <li>Use industry standards, guidelines, and evidence-based frameworks to define educational needs.</li> <li>Align the curriculum with learners' professional roles and regulatory requirements.</li> </ol>



Accreditation Standards	Key Areas for Consideration	User Guide
<p><u>Standard 3</u> <u>Competency Goals</u> <b>How identified gaps will be addressed</b></p>	<p><b>Competencies to Be Acquired:</b></p> <ul style="list-style-type: none"> <li>• Clearly define the specific competencies that learners will achieve upon completing the program.</li> <li>• These competencies should be directly tied to patient safety, healthcare outcomes, and professional standards.</li> </ul> <p><b>Evidence-Based Practices:</b></p> <ul style="list-style-type: none"> <li>• Ensure that all content aligns with the most current Australian healthcare guidelines and best practices.</li> <li>• Include updated clinical guidelines, quality standards, and relevant legislative and regulatory requirements.</li> </ul> <p>1.</p>	<p><b>How Identified Gaps Will Be Addressed</b> Based on the gap analysis, determine how the educational program will address each identified gap, ensuring healthcare professionals acquire the necessary competencies.</p> <p><b>Practical Steps for Competency Development:</b></p> <ol style="list-style-type: none"> <li>1. Consult industry standards, clinical practice guidelines, and educational frameworks.</li> <li>2. Engage subject matter experts (SMEs) to identify competencies that address the identified gaps.</li> <li>3. Incorporate best practice models and Australian healthcare regulations into the curriculum design.</li> </ol>



Accreditation Standards	Key Areas for Consideration	User Guide
<p><u>Standard 4</u> <u>Design and Delivery</u> <b>Development of the design and mode of delivery elements to be applied</b></p>	<p><b>Activity Planning:</b> <b>Logistics and Project Management:</b></p> <ul style="list-style-type: none"> <li>• Develop a detailed activity plan, including timelines, responsibilities, and resource allocation.</li> </ul> <p><b>SME Engagement:</b></p> <ul style="list-style-type: none"> <li>• Involve SMEs in content creation, review, and validation to ensure the program is credible and aligned with current practices.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Identify and prepare necessary resources, such as reading materials, multimedia content, and equipment.</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• List tools and techniques to assess learner outcomes.</li> <li>• Ensure that technology tools are reliable for delivery, including Learning Management Systems (LMS) and virtual classrooms.</li> </ul>	<p><b>Development of Design and Mode of Delivery</b></p> <p>This standard outlines the need for thoughtful planning regarding course design, delivery methods, and the resources required.</p> <p><b>Practical Steps for Design and Delivery:</b></p> <ol style="list-style-type: none"> <li>1. Create an activity plan that includes timelines, stakeholder roles, and deliverables.</li> <li>2. Consult SMEs and other healthcare professionals to ensure content relevance and accuracy.</li> <li>3. Choose delivery methods (e.g., face-to-face, online, blended, haptic/hands-on learning experiences) based on learner needs and logistics as highlighted in your gap analysis.</li> <li>4. Review available resources and ensure they are up-to-date and accessible.</li> </ol>



<b>Accreditation Standards</b>	<b>Key Areas for Consideration</b>	<b>User Guide</b>
<p><u>Standard 5 Implementation</u> <b>Activity implementation, including stakeholder and learner engagement</b></p>	<p><b>Stakeholder and Learner Engagement:</b></p> <ul style="list-style-type: none"><li>• Develop strategies to engage healthcare professionals throughout the training process.</li><li>• Ensure continuous support and feedback mechanisms are in place for learners.</li></ul> <p><b>Content Delivery:</b></p> <ul style="list-style-type: none"><li>• Ensure the content is delivered effectively, maintaining learner engagement and maximising learning outcomes.</li></ul>	<p>This standard focuses on executing the educational plan effectively, engaging stakeholders, and delivering the content to learners.</p> <p><b>Practical Steps for Implementation:</b></p> <ol style="list-style-type: none"><li>1. Organize and manage all event-related logistics, such as scheduling, invitations, and resources.</li><li>2. Implement strategies to engage stakeholders (e.g., department heads, and healthcare leaders) in the program's success.</li><li>3. Maintain communication with learners before, during, and after the event.</li><li>4. Evaluate content delivery methods to keep the audience engaged and motivated.</li></ol>



<b>Accreditation Standards</b>	<b>Key Areas for Consideration</b>	<b>User Guide</b>
<p><u>Standard 6</u> <u>Evaluation for</u> <u>continuous</u> <u>improvement</u> <b>Monitor effectiveness and impact</b></p>	<p><b>Data Collection and Analysis:</b></p> <ul style="list-style-type: none"><li>• Gather data on learners' progress, feedback, and performance post-training.</li><li>• Analyse data to determine what worked well and what needs to be adjusted.</li></ul> <p><b>Continuous Improvement:</b></p> <ul style="list-style-type: none"><li>• Use evaluation data to make iterative improvements to the training program.</li><li>• Identify who will be responsible for implementing and monitoring changes within a set time frame.</li></ul>	<p>Evaluation is essential for determining the effectiveness of the educational program and identifying areas for improvement.</p> <p><b>Practical Steps for Evaluation:</b></p> <ol style="list-style-type: none"><li>1. Collect feedback from learners, instructors, and stakeholders through surveys, assessments, focus groups, or post-activity discussions.</li><li>2. Analyse the data to measure the success of the training and identify areas for improvement.</li><li>3. Set a clear process for making improvements, including who is responsible and a timeline for adjustments.</li><li>4. Monitor post-training performance to assess long-term impacts and adjust the program as needed.</li></ol>

**FURTHER CONSIDERATIONS:**

**Overcoming Barriers**

Identify potential barriers or resistance to the training program and outline strategies for addressing them. This could include addressing logistical issues, resistance to change, or lack of resources.

**Financial and Commercial Integrity**

Ensure transparency and integrity in the design and delivery of the program, especially when dealing with external stakeholders or vendors. Be mindful of any financial or commercial relationships that could influence the design or delivery.

**Innovation and Currency of Content**

Keep the content up to date with the latest research, guidelines, and technological innovations to ensure the program remains relevant. Incorporate opportunities for innovation in educational delivery, such as using emerging technologies like simulation or virtual reality in training.