



**ACPSEM**

**Australasian College of Physical Scientists & Engineers in Medicine**

ABN 44 005 379 162


# CPD Program Update and Q&A

CEO Sharon Flynn &

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Alison Gray (Radiation Oncology Medical Physics Specialist)

THURSDAY 14<sup>TH</sup> JULY 2023



# Welcome

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*I'd like to begin by acknowledging the Traditional Owners of the lands on which we all meet today, for me it is the Gadigal people of the Eora nation. I pay my respects to Elders past and present.*

We extend that respect to Aboriginal and Torres Strait Islander peoples online today.

# SESSION OUTLINE

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## **IS ABOUT**

1. Focusing on Reviewing Performance and Measuring Outcomes examples
2. More DIMP ideas for early career (follow up request from previous webinar)
3. Also providing examples of combinations of how to achieve CPD requirements in the three years
4. Examples of a reflective diary (a single event and multiple years of activity)
5. Taking Questions via Chat related to 1-3 above

## **WILL NOT COVER**

Functionality of the CPD Tracker

Suggested Handbook corrections

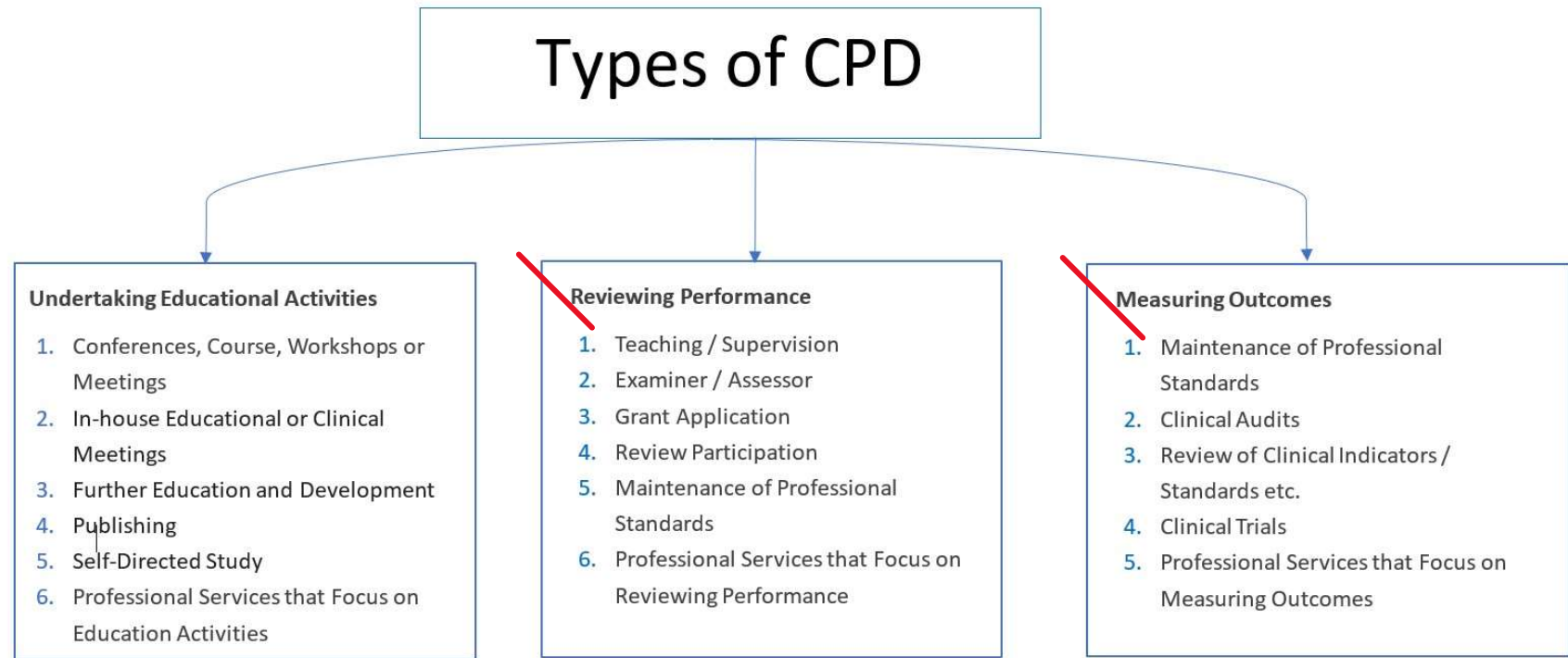
# FUTURE WEBINARS

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This Webinar Series will Continue:

September 2023 – Members present ideas (following EOI) –  
Reviewing Performance

# New ACPSEM CPD Program



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# Reasons for a new ACPSEM CPD Program

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The ***active and engaged*** participation of our members in the CPD Program is crucial:

1. to attach further rigor and meaning to the ACPSEM Registration and,
2. to **improving the standing, professional standards and safety practices** of medical physicists, radiopharmaceutical scientists, and biomedical engineers in Australia and New Zealand.



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There is no change to the principles underpinning ACPSEM's CPD program – we operate in an adult education, post vocational training context where participants are being trusted to use their professional judgement and act in accordance with our code of ethics.

Evidence requirements are not set

YOU are encouraged to apply the test of what evidence you think is necessary to enable you to successfully complete a CPD audit, should you be randomly selected to be audited.

**AS CURRENT FRAMEWORK YOUR EVIDENCE IS NOT GOING TO BE REVIEWED AND ASSESSED  
UNLESS YOU ARE RANDOMLY AUDITED**



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## We Promised More of:

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1. Broader and more autonomous concepts of reviewing performance for early and mid career members
2. Unpacking Measuring Outcomes from a more junior clinical physicist's perspective
3. Working up an example of a reflective diary

## SOME STATISTICS – Triennium to Date

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### REVIEWING PERFORMANCE TOTAL = 819

Invited Referee (Journal/Book/Chapter)	98
Participate in Mentoring Program	9
Peer Review of Performance	18
In House Dept (Chart Rounds, Audits etc)	78
Examiner/Assessor	22
Professional Development Plan	58
Offsite Training	8
Board/PSB/CP/Committees	50

### MEASURING OUTCOMES TOTAL = 404

Audits	158
Review of Clinical Indicators/Standards	32
Reflection on Professional Outcomes	27
Reflective Diary	13
Examiner Assessor	39
Head of Clinical Trials	2
Participant in Clinical Trial	36
Director/Committee member	7
Data Review	7

# CPD Evidence

## Principles:

1. Evidence should support the illustration of the particular CPD activity. i.e. the CPD entry should make sense on its own.
2. Evidence should support the purpose of CPD, which is to self-reflect, to identify gaps in skill or knowledge and to improve.
3. CPD Evidence is separate from the CPD Audit process. The new CPD Audit process will be different from our previous practice and focus on identifying the self-improvements over the period.

## Definitions:

- Objective evidence: Certificate of Attendance for educational activities, or similar.
- Reflective evidence: A summary of lessons learned from attending an activity or undertaking a task



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# CPD Reflective Diary for the CPD Period 2022-24

**A stunning piece of work,  
everything in one place  
to achieve all CPD for the  
period**

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# Templates for Reflection Forms

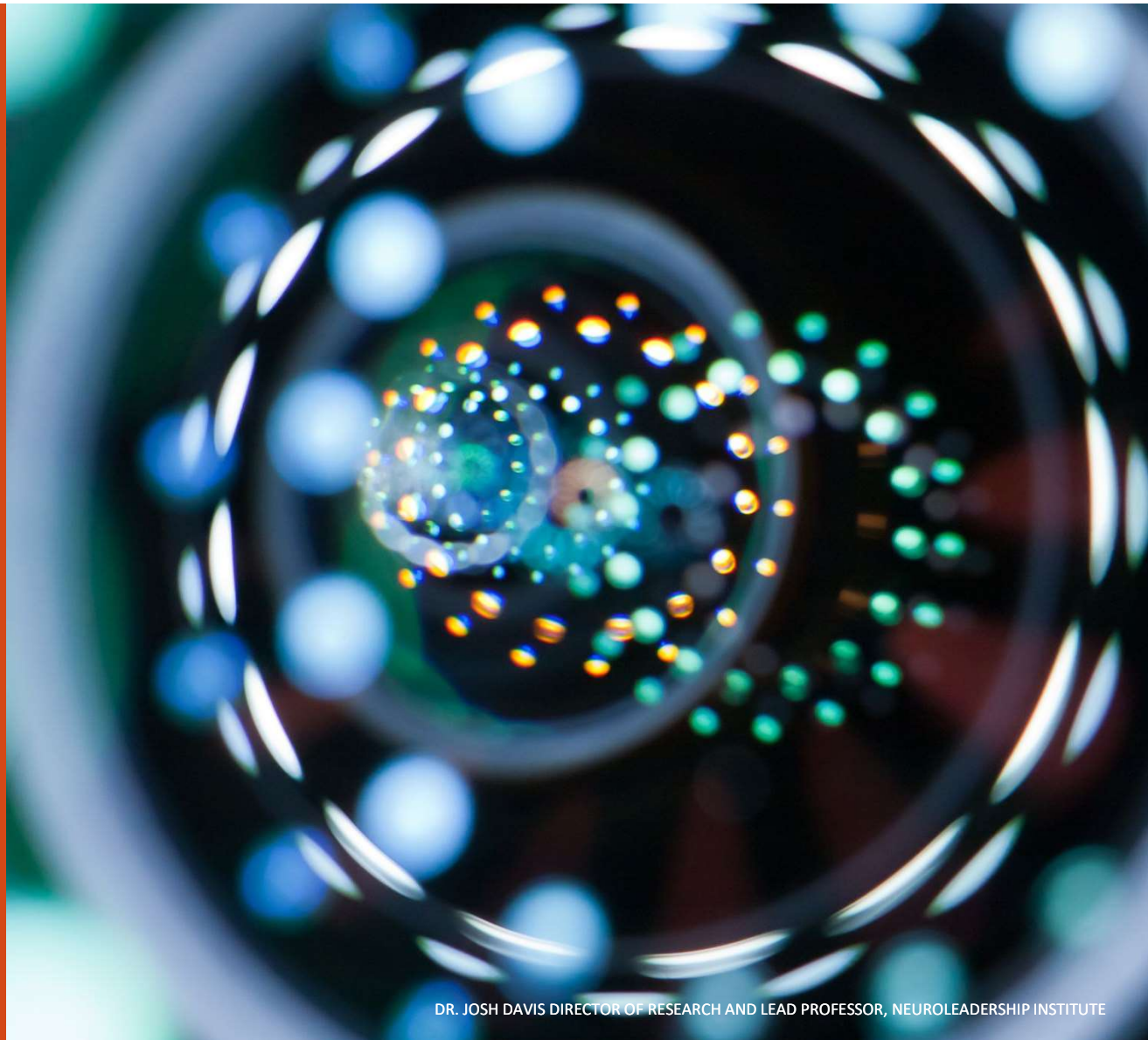
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Some members have begun developing templates:

1. (MIRSIG) Image Registration Task
2. PPR Assessor

REVIEWING PERFORMANCE	925	MEASURING OUTCOMES	582
Supervision of Students / Registrars	119	Examiner / Assessor	62
Trainer (Subject-Matter Experts)	45	Reflection on Professional Outcomes	40
Thesis Reviewer - MSc & PhD	8	Reflective Diary	17
Invited Lecturer	63	Audits	292
Acting as an Examiner for University or Professional Body	51	Review of Clinical Indicators / Standards	48
ACPSEM Examiners	112	Lead / Head of the Clinical Trial	3
Grant Applications/ Review	33	Participation in Clinical Trials	40
Invited Referee (Journal/Book/Chapter)	130	Data Review	7
Participation in Mentoring Program	10	Director of a Professional Association	5
Peer Review of Performance	28	Members of Finance and Audit Committee	4
In house Departmental Review	87	Assessors of Site or University Accreditation	14
Examiner / Assessor	27	Any other volunteer activities that measure organisational performance	28
Professional Development Plan	71	Pro-rata	22
Off-site Training	10		
ACPSEM Board/PSB/Committees	60		
Any other volunteer activities outside of workplace reviewing organisational performance, management, and governance	36		
Pro-rata	22		

# Egs of Reviewing Performance Reflections



## 2. Reviewing Performance

### B4. Reviewing Performance - Review Participation

Documentation Received:



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Article review for APES Q1 Gained knowledge of current research areas relevant to specialty, improved critical reading skills, learnt about MRI artefacts Q2 a Will incorporate strengths and weaknesses critically analysed from this work to improve my own scientific writing b Thought required to present critical and constructive feedback. To be useful in training of registrars and other situations requiring constructive feedback. c N/A Q3 Continue to engage with scientific research and scientific writing to improve breadth of knowledge across my field.

## **2. Reviewing Performance – Teaching/Supervision / Trainer (Subject-Matter Experts)**

I am the TEAP preceptor and I organise and attend regular fortnightly tutorials. I also organise and conduct annual TEAP training days. -- this year I am heavily involved in developing Icons formal application for Network Training Accreditation. Q1/ 1/ Help cover teap content for registrars. 2/ continually seek and adjust to feedback from registrars 3/ greater appreciation how the needs of a teap registrar changes with experience and exposure - new ones need more guidance while experienced ones need less . Q2/ I do implement changes and seek feedback as I go. I do this for the Tues and also for the practical days.

# Reviewing Performance – Reflect on these

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Join the Mentoring Program (mentor or mentee) – summarize goals for joining

Organize a Peer-to-Peer meeting with a colleague in another site and compare notes on something you both do **most people do this now, just reflect on it**

**NM: Compare relevant FRLs to ARPANSA DRLs**

Write a brief PDP: what you want to do and why / Take the goals your annual review results in, and note what you are going to do to fulfil the requirements

Write an exam question rubric

# Reviewing Performance – Reflect on these

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Even if you are not a supervisor, do the ACPSEM:

- i. Supporting Registrar Training Series – 1 (30 minutes only). Enhancing Supervisory Skills (available 24th July 2023)  
–reflect on: whether you will set a goal to be a supervisor, skills I need to improve to be a better supervisor.
  
- ii. Supporting Registrar Training Series - 2. Providing Feedback (available October 2023) This could be linked to many things: improving giving feedback, equipping yourself to elicit better feedback in an annual review, etc

Start the Clinical Governance for Medical Physicists Series – 1. Introduction: Rationale and Framework (available December 2023)

# Egs of Measuring Outcomes Reflections



3. Measuring Outcomes – Maintenance of Professional Standards – Reflection on Professional Outcomes  
(Participation in Radiation Oncology Strategy Day)

### Reflection

**Detail three (or more) outcomes achieved, or lessons learned from attending / performing the activity (for e.g., skills gained, knowledge increased, personal attributes developed or identified)**

- To approach problems “above the line”, looking at issues from a positive perspective
- To approach problems with a holistic view, considering all possible perspectives
- To openly and honestly discuss issues before they become major problems

**How do you see yourself incorporating these learnings into your:**

- **Professional practice (as a physicist or scientist) – if applicable,**
- **personal professional behaviour (as a team member manager or leader) – if applicable,**
- **organisation’s practices and processes (if you have the opportunity because of the seniority of your role)?**

Personal professional behaviour: to approach even tasks I may have perceived negatively with a positive view from the outset

**How will this activity affect your CPD development plans in the future?**

To consider activities that develop professional outlook skills

### 3. Measuring Outcomes | Maintenance of Professional Standards – Reflective Diary

Name Of Activity	<b><i>Motion Management in External Beam Radiation Therapy</i></b>
Platform	NSW/ACT Branch Webinar
Date of Activity	27/07/2022 - 28/07/2022
<b>Day 1 Session 1 – 3</b>	
What have I learnt to help my clinical role?	Increased knowledge of motion management for different sites and the different strategies out there that dept are using.
How will I integrate these into my role?	<u>At the moment</u> , the new teachings won't be fully integrated, but it will be on the agenda for the site groups to identify our missing links or how better we can do what we do.
How has this enhanced me professionally?	More confident in the current strategies that we use. It has also made me aware of the different techniques out there and made me read more journals to increase my knowledge and understanding.
Has this changed my clinical role? If so, how have I assessed these changes?	No, this has not just yet.
Have the changes worked? If not, why?	No changes have been made <u>as yet</u> . New equipment has been discussed to <u>purchased</u>
Are there any future learning needs that I have identified based on this webinar?	The importance of a multidisciplinary team in planning the technique development and not just doing what we are used to doing. Need to follow up on the global recommendations.

C1. Measuring Outcomes - Maintenance of Professional Stand ▼

Position: Area Director

C1a. Examiner / Assessor ▼

Phone: 92242500

Reflective ▼

Email: acampbel63@outlook.com

Examiner / Assessor ▼

Accreditation:

Package:

16/06/2023 

Completed Date: 16/06/2023 

Complete: ☒

1

External: ☒

Documentation Received: ☒

**B** *I* U    

RANZCR AITERP Exam Review Q1 Detail three or more outcomes achieved, or lessons learned from attending / performing the activity Increased knowledge of standard setting, improved appreciation of good rubric design for consistent assessment, importance of writing clear multiple choice questions Q2 How do you see yourself incorporating these learnings into your: continue to improve writing of question rubrics and renewed focus on clarity of question writing Q3 How will this activity affect your CPD development plans in the future? Reading on modern standard setting methodologies

# Measuring Outcomes – Reflect on these

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Teach someone how to do something in your workplace and give feedback

Join the Mentoring Program (mentor or mentee) – summarize outcomes

Ask to observe a Radiation Safety Committee Meeting (for CPD purposes) – volunteer to investigate something if there is opportunity (also Reviewing Performance)

Or same for any other high-level meeting

Review a Radiation Incident Report

If you have a department QMS system – talk to the manager, ask to view non –conformities, look at trends and patterns

USE A REFLECTION TO CLAIM BOTH RP AND MO POINTS

# Measuring Outcomes – Reflect on These

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Ask to get involved in, or observe a DIAS accreditation visit

Review the ACPSEM's submission to the Healthcare Quality and Safety Commission regarding a new DIAS accreditation process

Research the TGA website to update yourself re “What is a Medical Device and what is the MDPS”? (did you know software is a device and the writer is considered a “producer”)

Start the Clinical Governance for Medical Physicists Series – 1. Introduction: Rationale and Framework (available December 2023)

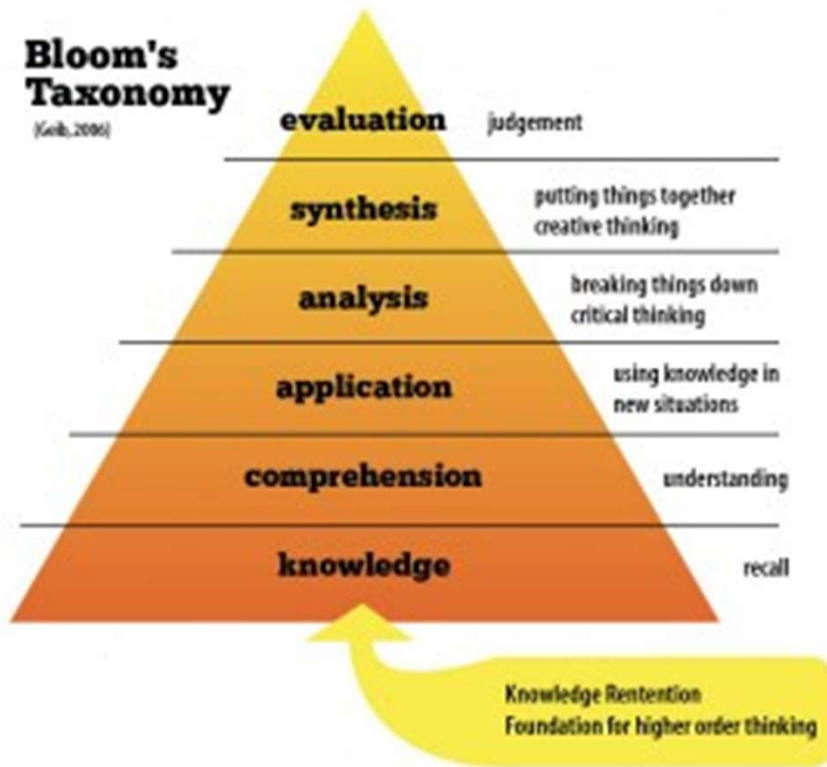
Write a brief PDP: what you want to do and why

Add some words on what you managed to achieve and learnt to the plan you wrote (see Reviewing Performance)

USE A REFLECTION TO CLAIM BOTH RP AND MO POINTS

## Bloom's Taxonomy

(Kirk, 2006)



Reviewing Performance and Measuring Outcomes are now embedded expectations of health systems and the community

So here you are combining thinking about not only your performance as a MP or RPS but also as members of teams contributing to patient care and the quality of health systems

**Synthesis** suggests the ability to put together separate ideas to form new wholes of a fabric, or establish new relationships: putting together ideas and knowledge in a new and unique form. Can build a structure or pattern from diverse elements, potentially creating new meanings.

**Evaluation** is the ability to judge the value or worth of material and ideas against stated criteria. This involves reviewing and asserting evidence, facts, and ideas, then making appropriate statements and judgments.

# Undertaking Educational Activities (20 pts/3 years)

Activity	Points and Evidence	
	Objective	Reflective
<b>A. Conferences, Courses, Workshops, Meetings</b>		
<b>Attendance at an ACPSEM or ACPSEM endorsed CPD Event</b>	2 points / hour Max 10 points / day <b>Attendance Documentation</b>	1 point Optional Reflective <b>Extra points for reflecting</b>
<b>Attendance at a non-ACPSEM endorsed CPD Event e.g. events by recognised organisations (see appendix 1 in CPD handbook) or vendors</b>	1 point / hour Max 5 points / day <b>Attendance Documentation</b>	1 point Optional Reflective
<b>Attendance at a non-ACPSEM endorsed examined course</b>	2 points / hour Max 10 points / day <b>Attendance Documentation incl. Exam Pass Rate</b>	1 point Optional Reflective
<b>Speaker (including keynote/plenary)</b>	5 points / event <b>Any record or document(s) which verify your role / involvement</b>	N/A
<b>Paper or Poster Author</b>	5 points / item Max 10 points / event <b>Any record or document(s) which verifies you having produced a paper or poster</b>	1 point Optional Reflective

# Undertaking Educational Activities (20 pts/3 years)

Activity	Points and Evidence	
	Objective	Reflective
<b>B. In-house Educational or Clinical Meetings</b>		
Attendance at an in-house meeting e.g. Journal club, MDT meetings, chart rounds	N/A	1 point / hour Max 2 points / day <b>Compulsory Reflective</b>
Presenter at an in-house meeting	N/A	2 points / hour Max 4 points / day <b>Compulsory Reflective</b>
<b>C. Further Education and Development</b>		
Tutorials for TEAP Registrars	N/A	2 points / hour Max 4 points / day <b>Compulsory Reflective</b>
Further education e.g. PhD, MSc, MBA	Full time 2 points / month Part time 1 point / month <b>Enrolment or APR Documentation</b>	N/A
Department Developmental Study (New/Emerging Technologies, R&D, coding and AI, prototypes etc)	N/A	10 points / item – new learning 5 points / item – new skills maintenance 3 points / item – updating learning or skills maintenance <b>Compulsory Reflective</b>

# Undertaking Educational Activities (20 pts/3 years)

Activity	Points and Evidence	
	Objective	Reflective
<b>D. Publishing</b>		
Published journal article	10 points / first author non-peer reviewed journal 15 points / first author peer reviewed journal 3 points / co-author non-peer reviewed journal 5 points / co-author peer reviewed journal <b>Documentation</b>	N/A
<b>E. Self-Directed Study</b>		
ACPSEM Examiner / Assessor *mandatory for examiners/assessors	N/A	1 point / hour <b>Compulsory Reflective</b>
Journal reading	N/A	1 point / article <b>Compulsory Reflective</b>
Text book / Technical report review	N/A	1 point / resource <b>Compulsory Reflective</b>
Other self-study e.g. structured study with a plan and progress record, web based learning, podcasts	N/A	1 point / hour <b>Compulsory Reflective</b>

# Undertaking Educational Activities (20 pts/3 years)

Activity	Points and Evidence	
	Objective	Reflective
<b>F. Professional Services that Focus on Education Activities</b>		
Leadership committee of specialty groups, special interest groups or branches	2 points / meeting Max 10 points / year <b>Documentation</b>	2 points / year Optional Reflective
Members of Working Groups	2 points / meeting Max 10 points / year <b>Documentation</b>	2 points / year Optional Reflective
Member of Conference or Workshop Organising Committee	2 points / meeting Max 10 points / year <b>Documentation</b>	2 points / conference or workshop Optional Reflective
Member of any other committee that develops educational content for physical scientists	2 points / meeting Max 10 points / year <b>Documentation</b>	2 points / year Optional Reflective

# Reviewing Performance (20 pts/3 years)

Activity	Points and Evidence	
	Objective	Reflective
<b>A. Teaching / Supervision</b>		
Supervision of Students (PhD, MSc, honours) / Registrars / Overseas volunteers) successfully passing review	8 points / year <b>Documentation</b>	2 points / year Optional Reflective
TEAP Trainer (subject-matter expert)	N/A	5 points / year <b>Compulsory Reflective</b>
<b>B. Examiner / Assessor</b>		
Examiner for university or professional body	N/A	1 point / hour Max 10 points / session <b>Compulsory Reflective</b>
ACPSEM Examiner / Assessor	N/A	1 point / hour (local) 2 points / hour (external) Max 5 points / session <b>Compulsory Reflective</b>
<b>C. Grant Application</b>		

# Reviewing Performance (20 pts/3 years)

Activity	Points and Evidence	
	Objective	Reflective
<b>D. Review Participation</b>		
Invited referee of a Journal, book or book chapter	N/A	3 points / invited review <b>Compulsory Reflective</b>
Participation in a mentoring program (Mentor or Mentee)	N/A	3 points / year <b>Compulsory Reflective</b>
Peer review of performance (Multi-source feedback or assessment of participant by observers who have direct interaction with participant)	N/A	3 points / review (Assessor and Assessee can claim points) <b>Compulsory Reflective</b>
In-house / Departmental (Chart rounds, patient cases, incidents, safety and quality)	N/A	3 points / review <b>Compulsory Reflective</b>
<b>E. Maintenance of professional standards – Performance Review</b>		
Examiner / Assessor (review of examiner)	N/A	2 points / per examiner review Compulsory Reflective
Professional Development Plan (CPD period learning and development plan prepared by participant or with line manager)	N/A	3 points / per plan <b>Compulsory Reflective</b>

# Reviewing Performance (20 pts/3 years)

Activity	Points and Evidence	
	Objective	Reflective
<b>F. Professional Services that Focus on Reviewing Performance</b>		
Member of Professional Standards Board, Certification Panel etc.	2 points / meeting Max 10 points / year <b>Documentation</b>	2 points / year Optional Reflective
Member of conference or workshop organizing committee	2 points / meeting Max 10 points / year <b>Documentation</b>	2 points / year Optional Reflective

# Reviewing Performance (20 pts/3 years)

Activity	Points and Evidence	
	Objective	Reflective
D. Review Participation		
Peer review of performance (Multi-source feedback or assessment of participant by observers who have direct interaction with participant)	N/A	3 points / review (Assessor and Assessee can claim points) <b>Compulsory Reflective</b>

- Peer review of performance resources:

<https://www.skillpacks.com/how-to-request-feedback-from-coworkers/>

<https://www.indeed.com/career-advice/career-development/peer-review-at-work>

<https://leadhonestly.com/blog/peer-performance-reviews>

<https://www.ranzcr.com/fellows/general/cpd-overview>

# Reviewing Performance (20 pts/3 years)

Activity	Points and Evidence	
	Objective	Reflective
<b>D. Review Participation</b>		
Peer review of performance (Multi-source feedback or assessment of participant by observers who have direct interaction with participant)	N/A	3 points / review (Assessor and Assessee can claim points) <b>Compulsory Reflective</b>

- Ask a 'trusted advisor', who will be honest and respectful, to provide feedback
  - Ideally someone you work with directly
- Provide a specific area for feedback or ask for general feedback
- Ask them to Reflect on:
  - Your performance in the last 12 months
  - Achievable goals for the next 12 months
- Ask them to provide **one** item of feedback for each of your:
  - Accomplishments / contributions to the team
  - Strengths
  - Opportunities for development
    - With suggestions of how to use your strengths to address the opportunity for development
- Agree on a time and format for providing feedback

Activity	Points and Evidence	
	Objective	Reflective
D. Review Participation		
Peer review of performance (Multi-source feedback or assessment of participant by observers who have direct interaction with participant)	N/A	3 points / review (Assessor and Assessee can claim points) <b>Compulsory Reflective</b>

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Multi-source Feedback Question Form – Medical Colleague

[illegible]

# Measuring Outcomes (15 pts/3 years)

Activity	Points and Evidence	
	Objective	Reflective
<b>A. Maintenance of Professional Standards – Outcome based</b>		
Examiner / Assessor	N/A	1 point / exam <b>Compulsory Reflective</b>
Reflection on professional outcomes (e.g. development plans, feedback)	N/A	3 points / reflection / per staff member <b>Compulsory Reflective</b>
Reflective Diary	N/A	5 points / year <b>Compulsory Reflective</b>
<b>B. Clinical Audits</b>		
Audits (ACDS, Independent, Departmental)	5 points / audit	1 point
	<b>Evidence of participation in the audit</b>	Optional Reflective
<b>C. Review of Clinical Indicators / Standards etc</b>		
<b>D. Clinical Trials</b>		
<b>E. Professional Services that Focus on Measuring Outcomes</b>		

# Measuring Outcomes (15 pts/3 years)

Activity	Points and Evidence	
	Objective	Reflective
A. Maintenance of Professional Standards – Outcome based		
Reflective Diary	N/A	5 points / year <b>Compulsory Reflective</b>

- A reflective diary can be in hard copy or electronic form and needs to address:
  - What is the CPD activity and how was it carried out?
  - What have I learned from the activity that may enhance my clinical role?
  - How can I integrate what I have learned into my role?
  - How has this integration enhanced me professionally?
  - Have I made changes to my clinical role or myself professionally?
  - How have I assessed the changes to my clinical role (peer review, audit)?
  - If the changes have been implemented have they worked? If not, why not?
  - Have I identified future learning needs based on what I have learned from this learning activity?
- A least 5 entries required

# Sample CPD Points for a clinical physicist

CPD Category	Activity	Evidence	Points
Educational Activities (20 points / 3 years)	Attended 8 hours of ACPSEM endorsed events per year	Attendance Documentation	48
	Reflected on 3 endorsed events listed above	Reflection	3
	Attended 4 in house meetings per year	Reflection	12
	Read two journal articles per year	Reflection	6
	Department developmental study - skills maintenance	Reflection	3
	Ran a TEAP tutorial for registrars	Reflection	2
		<b>Sub-Total</b>	<b>74</b>
Reviewing Performance (20 points / 3 years)	Peer review of performance with 1 person per year (Assessee)	Reflection	9
	Peer review of performance with 1 person per year (Assessor)	Reflection	9
	Attends 2 incident meetings or chart rounds per year	Reflection	18
	TEAP trainer for duration of CPD period	Reflection	15
	Prepared 'Professional Development Plan' each year	Reflection	9
		<b>Sub-Total</b>	<b>60</b>
Measuring Outcomes (15 points / 3 years)	Reflection on 'Development Plan' at end of each year	Reflection	9
	Reflection on 'Peer Review of performance' each year	Reflection	9
	Reflective Diary - completed once each year	Reflection	15
		<b>Sub-Total</b>	<b>33</b>
		<b>Total</b>	<b>167</b>

# Sample CPD Points for a clinical physicist

CPD Category	Activity	Evidence	Points
Educational Activities (20 points / 3 years)	Attended 8 hours of ACPSEM endorsed events per year	Attendance Documentation	48
	Reflected on 3 endorsed events listed above	Reflection	3
	Attended 10 in-house meetings per year	Reflection	30
	Read six journal articles per year	Reflection	18
		<b>Sub-Total</b>	<b>99</b>
Reviewing Performance (20 points / 3 years)	Attends 4 incident meetings or chart rounds per year	Reflection	36
		<b>Sub-Total</b>	<b>36</b>
Measuring Outcomes (15 points / 3 years)	Reflective Diary - completed once each year	Reflection	15
		<b>Sub-Total</b>	<b>15</b>
		<b>Total</b>	<b>150</b>

# Reflections

- Detail 3 (or more) outcomes achieved, lessons learned, skills gained etc.
  - Radiation safety
  - Dosimetry
  - Equipment
  - Planning
  - Brachytherapy
  - Imaging
  - Technical skills
  - Practical skills
  - Theory
  - Decision making
  - References/resources
  - Time management
  - Clinical practices
  - Identified gaps in knowledge
  - Communication skills
  - Stakeholder engagement skills
  - Project management skills
  - People skills
  - Soft skills
  - Conflict resolution strategies
  - Professionalism

# Reflections

- Describe how you see yourself incorporating what was learnt into your professional practices, processes or behaviour
  - Change protocol or personal work practice
  - Implement new technique
  - Join new clinical trial
  - Purchase software/equipment
  - Conduct training
  - Attend training
  - Resolve to improve
  - Apply new references/resources identified
  - Apply improved skills into clinic

# Reflections

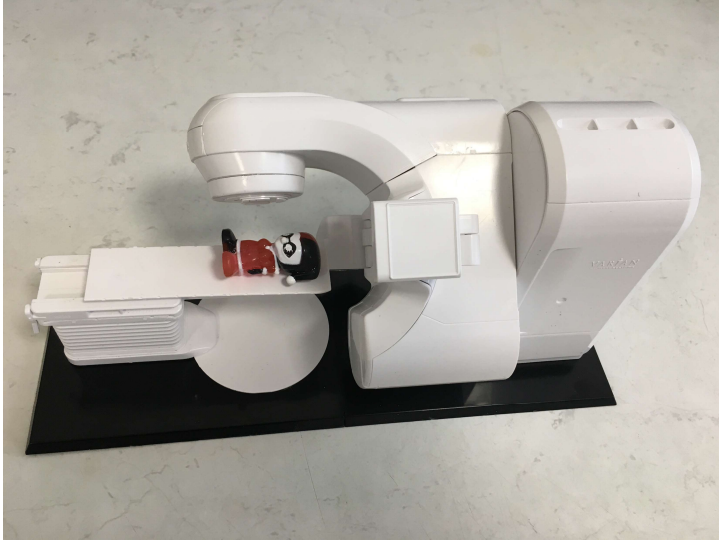
- Describe how this activity will affect your CPD development plans in the future
- Attend, present at or organise a conference course, workshop, tutorial or meeting
- Publish a journal article or book chapter
- Read a journal or textbook
- Participate in a special interest group, working group or committee
- Supervise a student or registrar project
- Train registrars or other staff
- Plan research / prepare a grant application
- Participate in an audit
- Review clinical indicators / standards
- Participate in a clinical trial.



## + Key Documents and Resources



- [2022 - 2024 CPD Handbook](#)
- [CPD Program Examples for CPD entries for the 2022-24 CPD Period](#)
  - designed to assist with the reflective component of CPD tracking, while the FAQ document addresses common questions that the College has received around the program, framework and the tracking tool.
- [CPD Program Guidance and Frequently Asked Questions for the 2022-24 CPD Period](#)



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# Thank you

If you have any further questions, please email them to [cpd@acpsem.org.au](mailto:cpd@acpsem.org.au)



**ACPSEM**  
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