HETI
CPD
HOME

2025 Handbook

NSW GOVERNMENT

HETI

HEALTH
EDUCATION
& TRAINING

Contents

Contents (continue)

1. Introduction to HETI CPD Home

HETI CPD Home provides a dedicated CPD service for NSW Junior Medical Officer (JMO) doctors in their early years of practice who are not on an accredited training pathway. The HETI CPD Home is accredited by the Australian Medical Council and meets all requirements of the Medical Board of Australia (MBA).

HETI CPD Home supports JMO members with services to meet MBA requirements, including; a portal to log and track CPD across the three required activities (reviewing performance, measuring outcomes, and education); information on minimum compliance, guidance and support on Professional Development Plans (PDPs), assessment of educational activities, mapped educational resources through the NSW My Health Learning platform, and a number of other support services to ensure members meet both their educational needs and national requirements. HETI has dedicated senior clinical staff and educationalists to advise its members.

The HETI CPD Handbook aims to provide a summary of information members may need to undertake CPD. For any further advice or information, please contact HETI-CPDHome@health.nsw.gov.au

2. Criteria for Joining HETI CPD Home

2.1 Eligibility

The following eligibility criteria apply to joining the HETI CPD Home. Members must be:

- A fully registered medical practitioner working in NSW

Acknowledging the difficulty in transitioning out of a structured RMO curriculum into a more individualised self-directed program. HETI CPD Home will prioritise applicants entering their PGY3-5 year in 2025.

The following are **not eligible** to join the HETI CPD Home:

- Medical specialists
- Doctors enrolled in a medical college vocational training program
- Interns (PGY1)
- Resident Medical Officers (PGY2)
- Nursing, midwifery or allied health practitioners

HETI CPD Home will apply the admission criteria above free from other bias. HETI is committed to creating and maintaining an inclusive culture in the Diversity Charter:

HETI is committed to promoting the diversity of our people and our learners through fostering an inclusive culture where everyone feels safe to bring their whole selves to HETI. This includes actively breaking barriers to enable staff and learners to participate fully and be included in a way that respects difference.

HETI upholds the NSW Health CORE values of Collaboration, Openness, Respect and Empowerment and reflects these values in the Higher Education learning environment.

HETI has statutory obligations to ensure a safe and healthy environment that is free from unlawful discrimination, harassment, vilification, and bullying. Our approach is informed by NSW Health policies on workplace culture and safety.

3. HETI CPD Home Fees

An annual fee of $550 (inclusive of GST) is payable on registering with HETI CPD Home.

This annual fee may be paid in multiple instalments via the payment gateway, however there will be no access to the HETI CPD Home until the balance is paid in full.

There will be no reduced fees available for members working part-time.

In line with the CPD year timelines of January to December, payment terms start in January of each year. All fees are inclusive of GST.

At the end of each CPD year, all members will retain access until 31 March the following year. Members are able to renew CPD Home registration for the next CPD year via the dashboard.

Members that decide to leave HETI CPD Home following the initial 14-day period after signing up will NOT be eligible for a refund.

4. HETI CPD Portal

4.1 How to Join CPD Home Portal

Register online at:

You will be asked a number of eligibility questions as you register. You will also be asked for personal details to enable HETI CPD Home to create a user profile. This may include:

- Full name
- Contact details
- Stafflink number
- AHPRA registration number
- Confirming you are not on a college training pathway

After finalising your payment, the HETI CPD Home team will check your eligibility requirements and confirm your admission to the CPD Home portal. Your invoice and receipt will be available on the dashboard for download.

Members will be allowed to change their mind within 14 days and receive a full refund. Please contact HETI CPD Home if you would like a refund prior to the end of the 14-day period.

4.2 Recording Activities

After logging into the HETI CPD Home website, members are able to record their CPD activities. The following information will be required about the activity:

- Date (s)
- Hours claimed
- The title of the activity
- The domain it relates to – Education, Performance, Outcomes
- A reflection on how the activity is relevant to the member's scope of practice
- Substantiating evidence of attendance or completion can be uploaded

HETI CPD Home strongly encourages members to log activities as they are completed rather than waiting until the end of the year.

4.3 Tracking and Reporting

The HETI CPD Home Portal helps you track your activity throughout the year, against the program goals in each activity domain. If necessary, HETI will send you reminders about logging activity or to flag that you may be at risk of not completing your annual CPD requirements for renewing registration.

You will be able to download a full list of your logged activities for each year and access a certificate of completion when your annual activity has been verified by HETI as compliant.

HETI CPD Home will analyse reports of all member activity in order to fulfil its compliance and audit obligations. It will also use summary data to provide a report of all compliant and non-compliant members each year to the MBA.

5. CPD Activity Requirements

HETI CPD Home provides CPD content, resources and a tracking platform to help its members meet the CPD requirements of their medical registration.

HETI CPD Home members can choose from a suite of activities appropriate to their current position depending on discipline, generic competencies and career plans. Activities required by the Medical Board of Australia include Educational Activities, Reviewing Performance, and Measuring Outcomes.

The activities may include:

- HETI-developed activities
- Recognised activities accredited by an external provider approved by AMC as a CPD Home
- Courses provided by other accredited higher education providers
- Individualised and self-reported activities by the member

5.1 CPD Registration Standard Requirements

The Medical Board of Australia sets the minimum requirements for all medical practitioners registered in Australia.

HETI's CPD Home is designed with the registration requirements in mind, making it easy for you to plan, track, record and complete your CPD each year in line with both your development goals and system expectations.

The minimum requirements have changed from January 2023 and must be met each calendar year.

Meeting the revised registration standard

In each calendar year, practitioners must:

- Meet the requirements of a CPD program of an accredited CPD home
- Develop a written annual professional development plan
- Complete a minimum of 50 hours per year of CPD activities that are relevant to your scope of practice and individual professional development needs
- Allocate your minimum 50 hours per year between the following types of CPD activities:
  - at least 12.5 hours (25 per cent of the minimum) in **educational activities (Domain 1)**
  - at least 25 hours (50 per cent of the minimum) in activities focused on **reviewing performance and measuring outcomes (Domain 2)**, with a minimum of five hours for each sub-category, and
  - the remaining 12.5 hours (25 per cent of the minimum), and any CPD activities over the 50-hour minimum, across any of these types of CPD activity.
- Reflect and self-evaluate your CPD activity at the end of the year as you prepare your professional development plan for the next year
- Retain records of your annual CPD activity for potential audit by your CPD home and/or the Board for three years after the end of each one-year cycle.

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6. CPD Activity Domains

6.1 Program-Level Requirements Related to Good Medical Practice: A Code of Conduct for Doctors in Australia

When planning your CPD against Domains, you should be aware of your responsibilities under the *Good Medical Practice* code of conduct. HETI CPD Home members are required to complete at least one CPD activity annually in each of the following four domains from Good Medical Practice. This program-level requirement can be met either via one of the NSW Health Mandatory Training courses, an optional course as suggested in the table included in Appendix One mapped to each domain, or via a course submitted by the member with accompanying justification as to how that course fits within the relevant domain.

Appendix Two maps activity within each of the four program-level domains to the Good Medical Practice: A Code of Conduct for Doctors in Australia. There are no additional program-level requirements other than the four Domains of Culturally Safe Practice, Addressing Health Inequities, Professionalism and Ethical Practice.

6.1.1 Culturally Safe Practice

The Aboriginal Cultural Training: Respecting the Difference will increase cultural competencies and promote greater understanding of the processes and protocols for delivering health services to Aboriginal people. **It is mandatory for all NSW Health employees.**

The purpose of this training is to motivate NSW Health staff to build positive and meaningful relationships with Aboriginal people who may be clients, visitors or Aboriginal staff and to improve their confidence in establishing appropriate and sustainable connections.

If you have not yet completed *Respecting the Difference* please do so and record it in your CPD portfolio.

Some examples of relevant resources to help you achieve your CPD activity domains are contained in Appendix One.

6.1.2 Addressing Health Inequities

Health inequities (i.e., variance in access and outcomes for different groups of people) may present differently depending on a number of factors. Good medical practice recognises the role of the practitioner as a champion in the system and also the specialty responsibilities in securing equitable health experiences and outcomes for affected populations.

Some examples of relevant resources to help you achieve your CPD activity domains are contained in Appendix One.

6.1.3 Professionalism

Medical professionalism takes many forms and has many definitions. Ultimately, it provides the underlying foundation for health care provision that is safe, effective, and efficient. It is patient-centred and evidence-informed. It evolves with the practitioner and with the environment in which he or she practices. It integrates values and ethics of both the practitioner and society as a whole [i].

In addition to clinical skills and knowledge enhancement, types of CPD activity in this category may include:

- Clinical records management
- Communication
- Professional boundaries
- Teamwork and collaborative practice
- Leadership
- Informed consent (including informed financial consent)
- Business management
- Clinical and business governance and administration
- Financial management

Some examples of relevant resources to help you achieve your CPD activity domains are contained in Appendix One.

6.1.4 Ethical Practice

Like professionalism, the definition of ethical practice in healthcare is broad and encompasses the obligations of doctors to their individual patients, colleagues, communities, and to society as a whole.

Multiple organisations have published a profession-wide code of ethics, including the Australian Medical Association and the World Medical Association.

NSW Health also produced the Clinical Ethics Literature Review, which you may use as self-directed learning.

Some examples of relevant resources to help you achieve your CPD activity domains are contained in Appendix One.

6.2. Program-Level Requirements Related to the Registration Standard: Continuing Professional Development (CPD)

As an agency of NSW Health, HETI recognises the mandatory training requirements of NSW Health employees. Some courses are required annually, others only once. You can claim mandatory training as part of your CPD for the year as long as the training was conducted within the current CPD year.

Whilst you can undertake and track your learning in My Health Learning, please note that you will need to log each activity in the HETI CPD Home portal because there is currently no integration with other NSW Health systems. Use the time estimates in My Health Learning as the logged time in hours for your CPD.

A full list of NSW mandatory training modules is available at Appendix One.

6.2.1 Domain 1: Educational Activities

Minimum 12.5 hours. Maximum 25 hours

The HETI CPD Program requires a minimum of 12.5 hours CPD in this domain, in line with the Medical Board of Australia mandate, as part of a minimum 50 hours overall.

You can also use an additional 12.5 hours of educational activities at your discretion up to a maximum 25 hours in Domain 1 as you work towards fulfilling the 50 hour total.

When you log an educational activity, describe HOW it relates to your scope of practice. Where possible, indicate whether it is relevant to one or more areas of the Good Medical Practice competencies described above. It should also include reflection – what are you going to do as a result of this activity? How can you demonstrate what you have learned and put it into practice in your daily work?

Focus on activities that expand your knowledge and skills (competencies) related to your scope of practice and career plans - for example: lectures, short courses, webinars, workshops, journal reading, journal club, conferences, or higher qualifications. Education may be directly related to clinical practice (e.g. enhancing your skills in a procedure or your knowledge of a particular clinical area), or it could include aspects of your broader professionalism (such as communication, patient education, teaching or health management).

The table of activities below is indicative only. It is not intended to be an exhaustive list. Ask HETI CPD Home for assistance if you are unsure about whether an educational activity you are interested in is suitable.

In respect of educational activities, HETI generally accepts the following:

- HETI My Health Learning modules

- Courses offered or endorsed by AMC-accredited medical colleges

- Courses offered by accredited higher education institutions

Others may be assessed for quality and appropriateness before being approved.

Activity type	Examples
ALL MEMBERS (MANDATORY):	
Self-directed learning/ group learning	Employer mandatory training requirements For more information (for NSW Health staff), use the education catalogue: My Health Learning Educational Directory
OTHER EDUCATIONAL ACTIVITIES	
Other educational activities	Conferences Scientific meetings Courses by accredited higher learning providers (e.g. certificate, diploma, Masters, PhD) Workshops Journal club Pre-vocational courses to prepare for entry into a vocational training program (e.g. Surgical Skills) Simulation training
Self-directed learning	Online modules DVDs Webinars Reading of journals or other relevant material Arranged visits to observe specific procedures/ specialty clinics Podcasts

Research/ publications	Masters/ PhD by research Author/ co-author of academic publication – journal article, chapter Grant applications Presentation of research at a conference/ workshop/ seminar – oral or poster Survey design Participating in/leading a clinical research project or clinical trial Acting as reviewer of a journal article/ editor of a peer reviewed journal
Management and governance	Committee/ Board membership Participating in facility or training program accreditation activities Financial management General management education – e.g. governance
Health systems	Advocacy – patient or patient group Awareness activities or campaigns International development
Education of others	Preparing educational material – lectures, course notes, e-module learning documents, instructional design Panelist at a conference/ workshop/ seminar Teaching undergraduates or postgraduates Acting as an instructor or examiner on a clinical course Creation of patient education materials – brochures, online content
STRONGLY ENCOURAGED: EDUCATION FOCUSED ON CORE PROFESSIONAL COMPETENCIES	
Cultural safety	• Respecting the Difference • Other cultural awareness and safety courses/ modules/ visits/ lectures/ workshops
Addressing health inequity	• Health Equity and social determinants • Health promotion resources • Equality in mental health care
Professional practice	Any educational material or event that develops your skills in the following, or other areas of professional conduct or behaviour: • Communication • Clinical records • Informed consent • Teamwork • Advertising compliance • Managing conflicts of interest • Financial management, including informed financial consent • Governance • Management
Ethical Practice	• An Introduction to Legal and Ethical Issues • Equality in mental health care • Acting fairly • Consent, decision-making & privacy • Code of Conduct • My Ethical Practice

6.2.2 Domain 2: Reviewing Performance and Measuring Outcomes

Minimum 25 hours

The Medical Board of Australia requires the following minimum hours of CPD in these areas in order to comply with the registration standards:

- Reviewing performance: 5 hours minimum
  - MUST include a Professional Development Plan
- Measuring outcomes: 5 hours minimum
- Reviewing performance + measuring outcomes: 25 hours minimum

6.2.2.1 Professional Development Plan

It is mandatory to prepare, review and reflect on an annual Professional Development Plan. The PDP process aims to support doctors in a continuous cycle of improvement and learning through determining their current level of competence and performance, in addition to facilitating the identification and achievement of learning outcomes related to their specific needs and career plans. The PDP is developed and ideally reviewed through regular meetings with a supervisor.

6.2.2.2 Reviewing Performance

Minimum 5 hours

"Review" means any activity that allows you or a peer to critically analyse and reflect on your performance. This may include feedback from patients, peers or supervisors, peer observation of your clinical practice, or self-guided reflective exercises. Critically important is the use of feedback and reflection to inform plans for change. Keep this in mind when you write your PDP and reflect on each activity.

The list of activities below is a guide, rather than an exhaustive list. It is up to you to determine how relevant a CPD activity is to your individual scope of practice, and to substantiate it when you provide your CPD Return.

Activity type	Description
MANDATORY ACTIVITY	
Professional performance	Prepare, review and reflect on an annual Professional Development Plan
OTHER ACTIVITIES	
Self-reflection	Clinical attachment – must include clear learning objectives and self-reflection. Structured reflective practice review of a surgical or medical case – include an example of an ethical dilemma and how you approached and resolved this. Participation in a structured mentoring program focused on improving one or more aspects of professional performance. Structured case review/case based discussion Reflective diary
Patient feedback	Patient feedback survey – design, analysis and reflection - including an action plan to implement findings. Critical analysis of patient feedback to inform performance improvement
Peer review	Procedural or clinical case observation and feedback by a peer Multi-source feedback Multi-disciplinary team meeting Workplace performance appraisal Critical incident review Peer case review Mortality and morbidity meetings Evaluation of teaching – feedback form/ survey with reflection on results
Practice-level review	Clinical governance committees/ working groups focused on performance review and improvement Medico-legal activities Practice data analytics – e.g. changes in practice over time, comparison with local, institutional, regional data Departmental performance review
Publications	Literature review Contribute to an article about clinical/ professional performance

6.2.2.3 Measuring Outcomes

Minimum 5 hours

Measuring outcomes is a quality improvement process that includes review of a doctor's everyday work and resultant patient/health outcomes. The doctor can then analyse, reflect on and use the data/information gathered to develop their practice and identify professional development needs, with a view to improving patient care and health outcomes.

Activity type	Description
Audit	Clinical unit/ departmental meetings Clinical outcome meetings, including grand rounds, M&M Hospital clinical review panels/ committees Adverse events reviews/ meetings Organisation of or review of clinical services Root cause analysis Audit of medical records Medico-legal reports Office record review Random case analysis Cultural safety/ health equity Workplace standards – e.g culture, bullying and harassment Review of feedback and consultation mechanisms Regulatory compliance
Safety and quality	Critical incident/ near miss/ adverse event report or review Individual or group quality improvement project Patient outcomes data review and analysis Participating in a quality improvement program/ project Clinical outcome meetings – M&M Hospital clinical governance/ review committees Multi-disciplinary team meetings (patient outcomes focus) Program or policy evaluation Clinico-pathological correlation meetings Comparison of own/ department data with broader data sets – benchmarking PDSA cycles
Publications/ research	Reviewing/ writing reports on healthcare outcomes relevant to your practice Multi-disciplinary team meetings focused on patient outcomes Literature review of a patient outcome topic/s Author/ co-author of article relating to patient outcomes Develop or present educational material

7. Supporting Evidence

The Medical Board of Australia defines the following evidence types as acceptable to demonstrate CPD activity.

Category of CPD	Acceptable evidence	Exclusions - unacceptable evidence
Clinical Audit	**Explanation**: A clinical audit compares actual clinical practice against established standards of practice. The audit has two main components: An evaluation of the care that the individual practitioner provides and a quality improvement process. **Evidence**: • Certificate confirming completion of clinical audit eg NPS, college approved audit tool etc. and a reflection on what was learned; **OR** • Short summary of recommendations and implemented changes and a reflection on what was learned; **OR** • Description of the process that was undertaken and a reflection on what was learnt.	Nil
Peer Review	**Explanation**: Meetings undertaken by and with peers with the aim of updating knowledge and improving practice through the presentation of one's own work to one's peers with the expectation of free and frank review. **Evidence:** • Documented account of case review or discussion with peer or team and a reflection on what was learned; **OR** • Evidence of logbook or diary entry and a reflection on what was learned; **OR** • Description of peer review activity and a reflection on what was learnt.	Nil
Performance Appraisal	**Explanation**: Activities that allow the practitioner to review their practice /performance. **Evidence**: • Documentation to show how you reviewed or improved your practice or performance and a reflection on what was learned; **OR** • Description of the process undertaken and a reflection of what was learnt from the appraisal.	Nil
Courses	• Certificate or record of attendance; **OR** • Letter/statement/correspondence from organiser/ administrator/ employer verifying your attendance.	The following do not show that you actually attended: Receipts Itinerary Agenda Program
Conferences, forums, seminars	• Certificate or record of attendance; **OR** • Receipts with a copy of the official Program; **OR** • Letter/statement/correspondence from organiser/ administrator/ employer verifying your attendance.	The following do not show that you actually attended: Itinerary Agenda
Online Learning	• Web based verification (can include print out of completion screen, list of completed modules printed from website, evidence that questions have been attempted); **OR** • Statement of participation; **OR** • Certificate of completion; **OR** • Literature perusal that has been diarised.	on-planned, non-measured reading Web-surfing
Reading; Journal or Targeted textbook or Book	• Documentation trail listing articles, journals, books or textbooks read including the title of the article, journal, book, the date read and duration of time.	Statutory declaration stating 50 hours reading undertaken without full documentation list that is relevant to your scope of practice
Meetings	• Record/letter of attendance; **OR** • Minutes, or equivalent that showed the practitioner attended. • Must include name of organisation, date, duration of time.	The following does not show that you actually attended: Agenda
Publication	• ·Title/copy of publication that give details of the published work.	Nil
Research	• Title/copy of publication papers, copies or excerpts of research proposal or activity log and outcome statement.	Nil
Education Teaching or supervision	• Letter/statement/correspondence from organiser/ administrator/ employer certifying your role as a supervisor.	Nil
Other	• Please provide explanation of what other CPD activities you completed if they don't fit into one of the categories above.	Nil

8. Types of CPD Activities

8.1 My Health Learning and HETI/ NSW Health Resources

My Health Learning is the NSW Health eLearning system providing high quality, self-managed online learning for NSW Health staff. My Health Learning provides access to online and face-to-face education.

The online learning system was introduced to standardise the delivery of education and the assessment of staff knowledge and skills across NSW Health, ensuring consistency in training and equity of opportunity for all staff.

Benefits of using My Health Learning:

- Reduced duplication of training. All NSW Health staff have their unique training and education records stored in a central database, which is accessible when they move between Local Health Districts.
- Integrated eLearning platform for easier recording and reporting of user data.
- Automated training and certification reminders ensure staff meet mandatory training requirements and stay up to date with training.
- Access to more sophisticated analytics and role-based dashboards for managers.

Generally, HETI CPD Home will accept any internally developed learning resource as a valid CPD activity, but it may check that logged activities are relevant to a member's scope of practice or professional development goals.

HETI CPD Home may categorise MyHealthLearning activities according to their CPD domain in future editions of the HETI CPD Handbook.

8.2 External Resources

8.2.1 Resources Developed/ Endorsed by Other Accredited CPD Homes

Many PGY3-5 doctors will seek admission to a vocational training program. Some colleges have designated courses that are pre-requisites for entry.

HETI CPD Home will generally recognise education and other CPD activities provided by Australian medical colleges. Recognition is not an endorsement nor accreditation of these activities, although they will generally be accepted as a qualifying CPD activity.

HETI CPD Home may check that logged courses are relevant to the member's scope of practice or professional development goals. At its discretion or during a CPD audit, HETI may assess an activity using the criteria listed below (see 3).

8.2.2 Educational Resources Developed by Accredited Higher Education Providers

This category may include Certificate, Diploma, Bachelors, Masters or PHD level courses related to a member's professional practice, or individual units. They may be:

- Clinical – i.e., Masters of Pain Management, Master of Public Health
- Non-clinical – i.e., MBA, Master of Clinical Medicine (Leadership and Management)

HETI CPD Home will generally recognise these courses as valid CPD activity but reserves the right to check its relevance to a member's scope of practice, career plans or during an audit. HETI CPD Home may ask members for more evidence that the course satisfies its quality criteria. This may include more details about the course outline and learning outcomes.

8.2.3 Other External Resources

Examples in this category may include private education providers, non-AMC-accredited CPD providers, overseas non-tertiary education providers, or online learning platforms (i.e., LinkedIn Learning, GreatCourses, Massive Open Online Courses).

HETI CPD Home will not formally endorse or accredit these resources. The member will need to demonstrate that the resource is of requisite quality, is relevant to their scope of practice, and provide substantiation that they have completed the course/ resource.

HETI CPD Home will conduct random checks of external resources against specific assessment criteria from the list provided in Section 3 below. It may also assess resources as part of a CPD audit. HETI CPD Home may ask you for more information about an external resource before approving it as a valid CPD activity.

8.2.4 Activities Developed by the Member

HETI CPD Home acknowledges that its members may be involved in the development of educational materials themselves.

Members are welcome to submit these activities as CPD. However, HETI may assess them against the criteria below in the same way it would for other educational material. Members are encouraged to read the assessment framework and provide a self-evaluation when submitting self-developed educational material as CPD activity to assist with random sampling and audit processes.

Please note that courses or resources provided externally to NSW Health may be assessed for quality, and all courses undertaken may be assessed for relevance to a member's documented professional development plan as outlined in the CPD Activity assessment process document.

9. HETI CPD Assessment Criteria

When assessing an activity for suitability for inclusion in a Member's CPD portfolio, the following criteria may be considered. Members can use the criteria below as a checklist when selecting CPD activities. Education providers or CPD Home members may be asked for clarifying information about:

- Organisation offering the activity
- Which element(s) it is related to (Education, Performance, Outcomes)
- Is a health professional educator/practising clinician involved in the content planning, development or presentation of the activity?
- Title
- Learning outcomes/audit outcomes (rationale for these)
- Mapping to Good Medical Practice
- Delivery mode (educational underpinning of this)
- Frequency (one-off, recurring etc)
- Activity template including design of activity (content)
- Total hours
- Relevance of activity for CPD home members
- How learning needs are assessed – educational value
- Cost to learner and any sponsorship
- Number of participants
- What evidence of learning/behaviour change will be generated? (i.e., assessment tasks compared to self-assessment)
- Evaluation – how was the activity evaluated?
- Advertising – is the advertising compliant with any relevant regulation?

10. HETI CPD Assessment Process

HETI CPD Home may assess CPD activities:

- During a CPD audit
- At any other time as a quality assurance mechanism

If an activity is chosen for assessment, HETI CPD Home will contact members if an activity is being assessed. It will be first screened by an administrator and then evaluated by a medical educator (e.g. the HETI CPD Home Clinical Chair). If necessary, HETI may refer the activity to a subject matter expert.

Activities will be considered for quality and relevance for the CPD members. The assessor will apply the criteria above and report findings to HETI CPD Home.

HETI CPD Home may then contact the member and advise them one of the following outcomes:

- That more information about the activity is required
- That the activity does not meet the assessment criteria and will therefore not count towards the annual total hours
- That the activity has been checked and is approved as a CPD activity

In the instance that an activity is found to not meet criteria, members have the right to request reconsideration through the *HETI CPD Home Reconsideration Review and Appeals Policy.*

11. CPD Exemptions and Variations

Exemptions from or variations to CPD may be granted for a period of between six and twelve months. The following circumstances are generally considered to be qualifying exemptions from CPD requirements:

- Prolonged period of serious illness
- Carers leave
- Parental leave
- Extended leave from work – e.g. a sabbatical, full time study
- Stress/ trauma related to domestic violence or being the victim of serious crime
- Unforeseen hardship – e.g. natural disaster
- Extended absences related to cultural responsibilities

You will need to provide a written application and include supporting evidence.

Outcomes may include an exemption for an approved period or a variation to the requirements such as a pro-rata target of CPD hours.

Please read the HETI CPD Home Exemptions and Variations Policy before applying. Contact HETI if you need more advice.

12. CPD Audits and Compliance

HETI CPD Home will use data from the portal to track your progress throughout the year. It will offer assistance if your records are incomplete or if you need guidance to fulfil your PDP goals. The HETI CPD Home Audit and Compliance Policy outlines the process by which HETI will select records for audit and describes the audit process.

All CPD Home programs must have a process to audit at least 5% of its members' CPD records annually. The purpose of the audit is to:

- Ensure that the quality of CPD activities is adequate
- Ensure records are complete and up to date
- Inform any future improvements to the CPD program via thematic or trend analysis

It is important to respond to requests for information from HETI about your CPD Records. If you do not respond and are not compliant with the CPD requirements, HETI CPD Home is obliged to report this to the Medical Board of Australia. This may impact your registration as a medical practitioner.

13. Conflicts of Interest

As per the NSW Ministry of Health 'Conflicts of Interest and Gifts and Benefits Policy', any staff involved in the support, assessment or governance of CPD Home must perform their duties in a fair and unbiased way and not make decisions which are affected by self-interest or personal gain. In the instance that, in the course of business, an organisation or Member is known to HETI staff, this relationship should be disclosed. If there is an actual or perceived conflict of interest, an alternative HETI staff member may be asked to undertake the provision of support, assessment or decision making.

This includes conflicts of interest across all areas related to CPD home, including;

- CPD Home Member Support Services
- Audits
- Assessment of CPD content
- Reconsideration, Review and Appeals
- CPD Home Steering Committee

In the instance where a member believes there is a conflict of interest, please contact the HETI CPD Home Unit and due process will be followed to support you. For more information on Conflicts of Interest, please see the HETI CPD Homes Conflicts of Interest Information document.

14. Support and Remediation

HETI CPD Home is committed to supporting its members on their CPD journey. Through HETI CPD Home you can access expert advice and support about:

- Using the HETI CPD Home Portal
- Complying with your CPD requirements
- Educational and other resources available through HETI
- Training opportunities available throughout NSW Health
- Clinical advice from HETI Non-Specialist Program or HETI Networked Training advisors
- Clinical activities that may help you meet your professional development goals
- Cultural awareness and safety
- Whatever your issue, HETI will help find someone with the expertise to help.

If you need help with CPD remediation, HETI CPD Home can assist by:

- Helping to develop or review a Professional Development Plan
- Assistance to find resources that may help a member complete the requisite CPD hours across the CPD domains
- Providing advice about the potential relevance of resources to a member's scope of practice Assistance completing CPD returns

15. Reconsideration, Review and Appeals

The HETI CPD Home Reconsideration, Review and Appeals Policy sets out the way in which HETI CPD Home provides a fair and reasonable, structured process for members to query or appeal a decision. HETI is also committed to using the outcomes of any of these processes to inform evaluation exercises and continuous quality improvement processes for the program.

If you have any concerns about a decision of the HETI CPD Home, please contact HETI to discuss your options and the process you may need to follow.

16. Communicating with CPD Home Members

HETI CPD Home may need to contact members throughout the year to:

- Remind you to complete your Professional Development Plan
- Remind you to log your activities
- Offer assistance if your activity log suggests that you may be at risk of not completing your required CPD
- Notify you that you have been selected for audit and what the outcome is

- Advise you of any changes to the program
- Invite you to provide feedback for evaluation purposes

Please read our HETI CPD Home Communication With Member Procedure and contact HETI if you have any questions.

17. Contacting HETI CPD Home

HETI CPD Home staff will receive and triage all calls and emails (HETI-CPDHome@health.nsw.gov.au). If an enquiry is administrative, members will be directed to the most appropriate staff member.

If necessary, you may be referred to the HETI Clinical Chair or another clinical expert, in order to assist to the greatest extent possible.

If you require remediation for underperformance, HETI CPD Home may assist in accordance with the HETI CPD Home Remediation Procedure.

If you wish to make a complaint or a more formal grievance against the program or an individual associated with the program, requests will be treated in confidence. You will be supported to work through the resolution process according to relevant procedures – i.e., *NSW Health Grievance Policy or the HETI CPD Home Reconsideration, Review and Appeal Policy.*

18. Records Management, Data Collection and Privacy

Consent To Use Personal Information

By joining the HETI CPD Home, members are consenting to the use of their personal information and records for purposes relating to the management of the HETI CPD Home. This includes tracking activity, communicating with members, audit, quality improvement, and regulatory reporting.

CPD records are protected by industry standard security measures according to HETI and NSW Health policies and procedures.

HETI CPD Home may also collect the following information:

- Feedback in the form of surveys to inform program evaluation
- Information relating to reconsiderations, reviews and appeals
- Information relating to complaints
- Information about whether a member has been granted/ refused and exemption or variation
- Detailed and summary reports from audits

HETI CPD Home will not store credit/ debit card information.

Data will be managed operationally according to the HETI CPD Home Records Management Process Statement.

19. Cancellation of CPD Home Membership

Members are able to change CPD Homes but must have at least one CPD Home at all times. If you choose to leave or are no longer eligible to remain a member in the next CPD cycle, for example if you join a specialty training program, HETI will provide you with a statement of activity so that you can transfer it to your new CPD Home.

Members will be notified at least 3 months in advance if they may need to join another CPD Home from the start of the next CPD cycle. Your membership will then lapse

on 31 December, and you will be sent a statement of activity for the 3 years prior in case you are audited by the MBA.

Existing subscribers not intending to renew their subscription for the next full CPD Year must advise CPD Home prior to 1 December of the current CPD year. This will ensure we have time to amend your subscription status for the following year. Notification of intent to cancel should be emailed to the HETI CPD Home.

20. Leaving the HETI CPD Home

You will be sent a statement of activity when you cancel your membership, which includes all activity you have logged with HETI CPD Home. After confirming receipt of the records, HETI will delete your records and user profile.

If you leave part way through the year, you will be able to download all your CPD activity so that you can easily transfer information to your new CPD Home.

Please note that other CPD Homes may have different requirements and fees. Please check before you make any commitments.

If you wish to cancel your membership, please contact HETI CPD Home.

Departing members will be asked to participate in a survey to provide feedback to the HETI CPD Home program.

21. Appendix One

Examples of relevant resources mapped to corresponding Activity Domains				
Domain	Resource	Mandatory & Frequency	Time	Learning Outcomes
Health Inequities	Respecting the Difference - Know the Difference **Course Code: 39988681**	Y (every 8 years)	2 hours	This module will teach you how to: 1. Work with Aboriginal staff and colleagues in a culturally sensitive way across all areas of NSW Health. 2. Empower and support patient-facing staff to provide culturally sensitive care.
Health Inequities	Respecting the Difference - Be the Difference **Course Code: 428003510**	Y (every 8 years)	4 hours	1. Identify ways you can work more effectively with Aboriginal patients, clients and staff using holistic and trauma informed approaches to service delivery. 2. Demonstrate and apply an understanding of the Aboriginal perspective of health and wellbeing when working with the local Aboriginal community. 3. Implement improvements in the service environment that increase cultural safety. 4. Demonstrate a commitment to equity, cultural sensitivity, and accessibility to health services for Aboriginal people. 5. Identify and fulfil responsibilities relating to relevant Aboriginal policies and procedures. 6. Identify local Aboriginal programs, staff, community services and other resources (including Elders) that support health service delivery to Aboriginal people. 7. Demonstrate ways of building rapport and skills in communicating positively with Aboriginal people.
Health Inequities	Health Equity and the Social Determinants **Course Code: 242567952**	N	1 hours	1. Describe the difference between equity and equality. 2. Implement strategies in work roles that contribute to the improvement of health equity of clients. 3. Identify the impact of health inequity and social disadvantage on health outcomes. 4. Identify and use relevant services to reduce the impact of social disadvantage for consumers.
Health Inequities	Health Promotion Resources **Course Code: 43286215**	N	8 hours	1. Describe some conceptual frameworks and underlying principles of health promotion. 2. Provide state-wide and local context for health promotion action. 3. Provide practical tips and tools for project planning.
Health Inequities	Community and Inclusion **Course Code: 129461147**	N	10 mins	1. Relate to the perspectives of people with disabilities and the value of inclusion.
Health Inequities	Promoting inclusive healthcare: LGBT **Course Code: 223561775**	N	50 mins	1. For lesbian, gay, bisexual, and transgender (LGBT) clients describe how to ensure a respectful and safe healthcare experience. 2. Reflect on the alignment of your own attitudes and behaviours towards LGBT clients and the NSW Health CORE values. 3. Reflect on your work team's behaviours with LGBT clients, and how well they meet organisational expectations. 4. Describe how the historical experiences of LGBT people impacts on the willingness of these communities to access healthcare. 5. For LGBT clients describe how misgendering, language choices and judgemental behaviours impacts on healthcare outcomes.
Health Inequities	Let's Talk Disability **Course Code: 67951622**	N	30 mins	1. Identify people with disability whether or not it is obvious. 2. Implement a person-centred approach when caring for people with disability. 3. Implement a person-centred approach when caring for people with disability. 4. Promote dignity and respect for people with disability. 5. Use a variety of strategies to communicate effectively with people with disability. 6. Provide access to fair and equitable services for people with disability.
Professionalism	SM Between the Flags - Tier 2: Communication, Teamwork and Documentation **Course Code: 90689128**	Y (once only)	15-30 mins	1. Discuss the importance of effective communication and identify barriers to effective communication in the health care setting. 2. Identify effective use of a systematic communication tool (e.g. ISBAR). 3. Discuss the importance of teamwork and demonstrate the ability to work effectively within a team. 4. Discuss the importance of accurate and timely documentation and a clearly documented medical management plan.
Professionalism	Respectful Partnerships **Course Code: 328188718**	N	25 mins	1. Respect the scope of practice, experience, expertise and value of your partner/s. 2. Work in partnership to provide evidence-based, culturally safe maternity and child and family health care to Aboriginal families. 3. Respect the barriers and challenges that each role (Aboriginal health worker and clinician) may face when providing care. 4. Identify opportunities to build rapport, trust and understanding with your partner/s.

Category	Course	Mandatory	Duration	Learning Outcomes
Professionalism	Privacy - It's Yours to Keep **Course Code: 326771159**	N	15 mins	1. Describe the various types of privacy breaches. 2. Discuss the implications of these breaches to patients, staff and others. 3. Understand the consequences of these breaches to staff, with regard to reporting and quality.
Professionalism	Health Literacy and Teach Back **Course Code: 241744958**	N	70 mins	1. Adopt a universal precautions approach to delivering health information. 2. Use a range of techniques including non-verbal, visual and plain language when communicating health information. 3. Improve communication methods used at individual and organisational levels. 4. Use teach-back effectively as a regular part of client interactions.
Ethics	MHPiP 1 My Ethical Practice **Course Code: 326032422**	N	17 mins	1. Recognise and align professional behaviour to legislation, regulations, standards, codes, policies and ethical requirements relating to work role. 2. Provide person-centred, trauma-informed and recovery- oriented care based on ethical principles (beneficence, non- maleficence, justice and autonomy) irrespective of legal status. 3. Identify potential ethical issues/dilemmas in working with persons with lived experience and their carer/family, responding to potential ethical issues if/ as they arise. 4. Develop and engage in professional relationships which focus on setting and maintaining safe and professional boundaries. 5. Describe how to report illegal or unethical conduct to an appropriate person. 6. Demonstrate ethical decision-making in working with persons with lived experience and their carers/ families inclusive of role- modelling, commitment to moral and professional behaviours, partnership working and inclusive practice.
Ethics	Clinical Handover **Course Code: 47857717**	N	25 mins	1. Learn how to enhance clinician's ability to conduct an effective clinical handover.
Ethics	ims+ How to Notify an Incident **Course Code: 259009870**	Y (once only)	30-45 mins	1. Overview of the ims incident reporting system.
Ethics	Open Disclosure **Course Code: 47311513**	Y (once only)	30 mins	1. Outline the essential elements of Open Disclosure. 2. Identify when Open Disclosure is required. 3. Describe the role of an apology in Open Disclosure. 4. Describe how to initiate Open Disclosure. 5. Outline the difference between clinician disclosure and formal Open Disclosure. 6. Outline the requirements for Open Disclosure in NSW Health facilities. 7. Outline when to refer and Open Disclosure session for complaint management.
Ethics	Clinician Disclosure **Course Code: 49145772**	N	2 hours	1. Understand NSW Health's open disclosure processes and the links between incident management and open disclosure. 2. Understand clinician disclosure from the perspective of clinicians and patients and families. 3. Be able to recognise and apply the key elements in apologising with empathy and confidence. 4. Utilise the STARS tool as an aid to Clinician Disclosure discussions.
Ethics	Cyber Security Fundamentals **Course Code: 349301434**	Y (every 2 years)	15-30 mins	1. Identify and prevent common cyber threats by following best practices. 2. Recognise phishing emails and follow best practices to properly handle them. 3. Use email safely and identify sensitive information that should not be sent by email. 4. Follow best practices for creating and managing passwords.
Culturally Safe Practice	Respecting the Difference - Know the Difference **Course Code: 39988681**	Y	4 hours	This module will teach you how to: 1. Work with Aboriginal staff and colleagues in a culturally sensitive way across all areas of NSW Health. 2. Empower and support patient-facing staff to provide culturally sensitive care.

Culturally Safe Practice	Respecting the Difference - Be the Difference **Course Code: 428003510**	Y	4 hours	1. Identify ways you can work more effectively with Aboriginal patients, clients and staff using holistic and trauma informed approaches to service delivery.
				2. Demonstrate and apply an understanding of the Aboriginal perspective of health and wellbeing when working with the local Aboriginal community.
				3. Implement improvements in the service environment that increase cultural safety.
				4. Demonstrate a commitment to equity, cultural sensitivity, and accessibility to health services for Aboriginal people.
				5. Identify and fulfil responsibilities relating to relevant Aboriginal policies and procedures.
				6. Identify local Aboriginal programs, staff, community services and other resources (including Elders) that support health service delivery to Aboriginal people.
				7. Demonstrate ways of building rapport and skills in communicating positively with Aboriginal people.
Culturally Safe Practice	Culturally Responsive Health Care **Course Code: 39962639**	N	25 mins	1. Recognise circumstances that may impact the healthcare needs of people from culturally and linguistically diverse backgrounds.
				2. Identify culturally responsive and inclusive strategies to provide safe, equitable, patient-centred care.
				3. Identify culturally supportive communication tools and services to meet a person's healthcare needs.
Culturally Safe Practice	Promoting Acceptable Behaviours in the Workplace **Course Code: 39964553**	Y	15-30 mins	1. Differentiate between acceptable and unacceptable behaviour in the workplace.
				2. Explain the effects of unacceptable behaviour on the individual and on the workplace.
				3. Identify the policy and legislative frameworks for dealing with unacceptable behaviour in the workplace.
				4. Describe the supports available in the workplace to help you deal with unacceptable behaviour.
				5. Reflect on your own workplace behaviour.

Culturally Safe Practice	Building a Safe Workplace Culture **Course Code: 120032854**	N	20-30 mins	1. Recognise your role as a manager in connecting and implementing the safety objectives of senior management with the broader workforce.
				2. Identify local contextual strategies to implement that will support the embedding of a 'staff safety culture' in the workplace.
				3. Recognise the safety responsibilities of your role as a manager to maintain safe work practices, in accordance with WHS legislation.
				4. Apply and integrate into day-to-day practices, a risk management approach to ensure the ongoing proactive health and safety of staff, patients and visitors.

i   https://www.monash.edu/medicine/study/student-services/definition-of-professionalism
ii Medical Board of Australia. Coversheet for CPD audit documentation. AHPRA.

21. Appendix Two

Good Medical Practice		Program-Level Requirements			
		Culturally Safe Practice	Addressing Health Inequities	Professionalism	Ethical Practice
2. Professionalism	2.1 Professional values and qualities of doctors	✓		✓	✓
	2.2 Public comment and trust in the profession			✓	✓
3. Providing good care	3.2 Good patient care	✓		✓	✓
	3.3 Shared decision-making	✓		✓	
	3.4 Decisions about access to medical care	✓	✓	✓	✓
	3.5 Treatment in emergencies			✓	
4. Working with patients	4.2 Doctor-patient partnership			✓	✓
	4.3 Effective Communication	✓		✓	✓
	4.4 Confidentiality and privacy			✓	✓
	4.5 Informed consent			✓	✓
	4.6 Children and young people			✓	✓
	4.7 Aboriginal and Torres Strait Islander health and cultural safety	✓	✓	✓	✓
	4.8 Cultural safety for all communities	✓	✓	✓	✓
	4.9 Patients who may have additional needs	✓	✓	✓	✓
	4.10 Relatives, carers and partners	✓	✓	✓	✓
	4.11 Adverse events			✓	✓
	4.12 When a complaint is made			✓	✓
	4.13 End-of-life care	✓		✓	✓
	4.14 Ending a professional relationship			✓	
	4.15 Providing care to those close to you			✓	✓
	4.16 Closing or relocating your practice		✓	✓	
5. Respectful culture	5.2 Respect for medical colleagues and other healthcare professionals			✓	✓
	5.3 Teamwork			✓	
	5.4 Discrimination, bullying and sexual harassment	✓		✓	✓
6. Working with healthcare professionals	6.2 Coordinating care			✓	
	6.3 Delegation, referral and handover	✓		✓	
7. Working within the healthcare system	7.2 Wise use of healthcare resources		✓	✓	✓
	7.3 Health advocacy	✓	✓	✓	
	7.4 Public health	✓	✓		
8. Patient safety and minimising risk	8.2 Risk management			✓	
	8.3 Doctors' performance – you and your colleagues			✓	
9. Maintaining professional performance	9.2 Continuing professional development			✓	
	9.3 Career transitions			✓	
10. Professional behaviour	10.2 Professional boundaries			✓	✓
	10.3 Reporting obligations			✓	
	10.4 Vexatious complaints			✓	
	10.6 Insurance			✓	
	10.7 Advertising			✓	✓
	10.8 Medico-legal, insurance and other assessments			✓	✓
	10.9 Medical reports, certificates and giving evidence			✓	✓
	10.10 Curriculum vitae			✓	
	10.11 Investigations			✓	
	10.12 Conflicts of interest			✓	✓
	10.13 Financial and commercial dealings			✓	✓
11. Ensuring doctors' health	11.2 Your health			✓	
	11.3 Other doctors' health			✓	
12. Teaching, supervising and assessing	12.2 Teaching and supervising	✓		✓	
	12.3 Assessing colleagues			✓	
	12.4 Medical students			✓	
13. Undertaking research	13.2 Research ethics			✓	✓
	13.3 Treating doctors and research			✓	✓

Program-level requirements have been mapped to the Good Medical Practice: A Code of Conduct for Doctors in Australia resource. Introductions at the beginning of each section of the Good Medical Practice: A Code of Conduct for Doctors in Australia resource have been deliberately omitted.

There are no additional program-level requirements other than the four Domains of Culturally Safe Practice, Addressing Health Inequities, Professionalism and ethical practice.

HETI acknowledges the traditional custodians of the lands across NSW. We acknowledge that we live and work on Aboriginal lands. We pay our respects to Elders past and present and to all Aboriginal people.