RACGP/ACRRM Activity Approval

RANZCOG Course / Seminar / Workshop

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| **Activity title**  |  |
| **Location/ Venue** |  | **Activity duration (hrs) by CPD type** | **Educational Activities (EA)** |  |
| **Start and end dates** |  | **Performance Review (PR)** |  |
| **Expected number of participants** |  | **Outcome Measurement (OM)** |  |
| **Number of presenters / facilitators**  |  | **Total duration of activity (hrs)** |  |

**Aligning activities to the CPD Domains**

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| For an activity to be recognised as meeting the chosen activity type, it should be a minimum of 30 minutes in duration and meet the criteria below. Some examples are provided for guidance.  |
| **Educational activities:**Activities that expand General Practice knowledge, skills, and attitudes.  | e.g. Reading, viewing, and listening to educational material in the form of lectures, courses, workshops, forums, panel and small group sessions.  |
| **Reviewing performance:**Activities that require the General Practitioner (GP) to reflect on feedback about their work. | e.g. Self-evaluation and reflection activities including direct observation of practice by colleagues and case discussions with peers. |
| **Measuring outcomes:**Activities that use GP work data to ensure quality results. | e.g. Assessing incident reports, undertaking practice audits, root cause analysis, quality improvement projects and including Morbidity and Mortality meetings and case conferences. |

**Delivery modes for teaching & Assessment methods**

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| **Example delivery modes for teaching/activities:**Didactic presentation (Lecture); Q & A session; Reading an article/case/report; Watching a video; Small group discussion; Polls; Brainstorming; Watching a demonstration; Case-based discussion/analysis; Skill stations; Scenario training/ Roleplays | **Example assessment methods (can be formal or informal):**Verbal feedback (related to activity); Directly Observed Procedural Skills (DOPS); Mini Clinical Examination (Mini CEX); Cased-based discussion/analysis; Analysing or evaluating data; Self-assessment or reflection; Developing an action plan; Peer review; Quiz questions |

Predisposing activity

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| **OPTIONAL** *(leave blank if not relevant)* **– Predisposing activity** If completing a **predisposing** activity is required for this activity, please include details below and include this item in your total hours.  |
| **Topic / activity** | **Duration** | **Delivery mode** (e.g., pre-reading, case analysis, questionnaire) | **Learning outcome(s)** covered | **CPD type****EA, PR, or OM** | If **assessment** of learning is included in this predisposing activity, provide a brief rationale of method chosen and how assessment measures the achievement of learning outcomes |
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Session plan

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| **Session Plan (insert extra rows as required)** |
| **Time (am/pm)** | **Topic/session title and overview**Include a brief description of the session and its purpose.It is important to ensure adequate information is provided to allow a clear understanding of each session. | **Presenter / facilitators name/s** and qualifications | **Duration** | **Delivery mode/activities** and rationale for choice*(see examples on the first page)* | **CPD type** EA, PR or OM  | **Learning outcomes** **covered** | If **assessment** of learning is included in this activity, provide a brief description/rationale*(see examples on the first page)* |
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Reinforcing activity

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| **OPTIONAL** *(leave blank if not relevant)* **– Reinforcing activity** If completing a **reinforcing** activity is required for this activity, please include details below and include this item in your total hours.  |
| **Topic / activity** | **Duration** | **Delivery mode** (e.g., pre-reading, case analysis, questionnaire) | **Learning outcome(s)** covered | **CPD type****EA, PR, OM** | If **assessment** of learning is included in this reinforcing activity, provide a brief rationale of method chosen and how assessment measures the achievement of learning outcomes |
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