



PROFESSIONAL DEVELOPMENT PROGRAM

GUIDE TO ACCREDITATION OF EDUCATIONAL EVENTS

The Accreditation Process

To ensure Continuing Medical Education (CME) providers deliver educational events for ACRRM members that maintain a high standard and level of relevance to the ACCRM curriculum, the Professional Development Program (PDP) requires providers to submit an Application for Accreditation of Educational Events. This application covers details on:

1. The type of educational event (e.g. conference, workshop, seminar etc)
2. The provider details (including contact details)
3. The event details (including venue, date(s) and times and requirements)
4. The event description (including topics, target audience and learning objectives)
5. The relevance to ACRRM's educational domains and curriculum areas
6. The nature of assessment of the educational event

The Application for Accreditation of Educational Event form is available in electronic format on the ACRRM website (www.acrrm.org.au) under [Education – PDP-Providers](#) or can be requested directly from PDP staff by calling 1800 223 226 or emailing requests to pdp@acrrm.org.au.

Completed applications should be submitted to ACCRM via email to pdp@acrrm.org.au.

Process for Assessing Applications

Professional Development Program staff review completed applications to ensure all details are correct and the event is relevant to the ACCRM curriculum and educational domains. Details of the application are then forwarded to the ACRRM Accreditation Sub-Committee on a weekly basis. The Accreditation Sub-Committee reviews applications and provides approval (or reasons the application was not approved) within 10 working days of receipt of the details. Providers are usually advised of the accreditation status and PDP point allocation by PDP staff within one month of receipt of the application. ACRRM will also promote accredited educational events by publishing details online on our web-based platform RRMEO (Rural & Remote Medical Education Online at www.rrmeo.org.)

Criteria for the Assessment of Applications

The following criteria are used by ACRRM PDP staff and the Accreditation Sub-Committee to assess provider applications:

- 1) Is there evidence in the application that the planned educational event is based on rural medical practitioner's educational needs?
 - o This evidence is provided by cross-referencing the topics and learning objectives against the ACCRM curriculum area(s).
- 2) Does the educational event relate to one or more of the ACCRM educational domains?
 - o This evidence is provided by cross-referencing the topics and learning objectives to the most relevant ACCRM educational domain(s).
- 3) Does the educational event have clear, specific learning objectives?
 - o This evidence is provided by clearly defined learning objectives outlining the outcome or performance expected as a result of the educational event. Learning objectives should be specific, concise and observable or measurable.
- 4) Does the application show that the evaluation strategies are sound?

- This evidence is provided by detailing the evaluation and assessment processes carried out to identify whether the learning objectives have been attained.

Unsuccessful Applications

In the event of an application not receiving accreditation feedback will be given to the applicant as to the reasons for non-accreditation.

By submitting an application for accreditation of an educational event to ACRRM providers agree to deliver to ACRRM the following:

With the application attached in electronic file format:

- Details of the Contact Person for providing ACRRM with documentation
- A copy of your activity / program / course outlining times of specific sessions, topics and details of presenters / facilitators and their relevant qualifications
- Any other relevant documentation such as pre-reading, assessment instruments, evaluation forms or promotional flyers.

Following the Educational Event:

- All ACRRM members who attend/complete this educational activity with a record of their participation outlining the number of hours

One month following the educational event in electronic file format:

- Attendance lists complete with all attending ACRRM Member's details and ACRRM membership number.
- A summary of the event evaluation results including relevant assessment details

Completing the ACRRM Application for Accreditation of Education Events

Section 1 - Type of Educational Event:

Providers should indicate the type of educational event ACRRM accreditation is being applied for from the following options

1. **Conference** – A large educational event, often with a broad professional focus, usually running over a number of days, and often consisting of concurrent sessions. Accreditation of conferences may require specific details of any skills-based sessions to allocate the appropriate points.
2. **Group Seminar** – A small to medium educational event, usually focussed on one or two specific clinical areas, mainly consisting of direct information presented in a single session (or sometimes sessions spread over one or two days). Group seminars which are repeated at different times or venues may be accredited with one application outlining the dates and venues where it is to be conducted. Seminar series with different topics delivered over a specified period may be accredited with a single application outlining the series dates and topics.
3. **Workshop** – A small to medium educational event, usually focused on one or two specific clinical areas involving a mix of direct information and activities to reinforce learning objectives. Workshops which are repeated at different times or venues may be accredited with one application outlining the dates and venues where it is to be conducted.
4. **Skills-based Training (inc simulator training)** – An educational event usually focussed on one or two specific clinical areas with a 'hands-on' component requiring the participants to demonstrate a specific clinical skill in a 'real-world' or simulated situation.
5. **Satellite Broadcast (inc. webcasts)** – An educational event usually focussed on a specific clinical area, mainly consisting of direct information presented by a televised or online broadcast. Satellite broadcasts are usually delivered to a range of venues at a specific time. Satellite broadcast series

with different topics delivered over a specified period may be accredited with one application outlining the series dates and topics.

6. **In Practice Visit** – An educational event conducted by direct contact in the medical practitioner's workplace, usually focussed on a specific clinical area. In practice visits of the same focus and duration conducted across a number of practices may be accredited with one application outlining the program
7. **Other (please specify)** – Any educational event not clearly defined by the above options. NB: Separate forms are available to register Clinical Attachments, Clinical Audits or Peer Review Groups.

Section 2 - Provider Details

1. **Event Name:** - Insert the title of the educational event
2. **Providing Organisation:** - Insert the name of the organisation providing the educational event
3. **Contact Person:** - Insert the name of the person responsible for organisation of the educational event including their Position Title
4. **Postal Address:** - Insert the postal address for any correspondence including the Town, State and Postcode
5. **Telephone & Facsimile:** - Insert the numbers for contact by telephone and fax
6. **Email & Website:** - Insert the email address and URL for the organisational website or website related to the educational event
7. **Assessment for Rural & Remote Procedural GP's Program Incentive** – If you wish to have the program assessed by ACCRM for the Rural & Remote Procedural GP's Incentive please indicate the relevant discipline from Anaesthetics, Obstetrics or Surgery by marking the appropriate box. NB: Procedural Grants are only available for educational events in excess of 6 hours duration with a significant component of Skills-based training in the relevant discipline. Please contact ACCRM on 1800 223 226 if you require further details regarding Procedural Grants.

Section 3 - Event Details

1. **Proposed Venue(s):** Insert the name of the venue for the educational event including the Street Address, Town and State. For educational events presented at multiple venues list each venue and date. You may attach these as a separate document if the educational events are part of an extensive program.
2. **Proposed Date(s):** Insert the date(s) of the educational event indicating the Start Time and End Time. For educational events presented on multiple dates list each date and venue as applicable. You may attach these as a separate document if the educational events are part of an extensive program.
3. **Hours:** Insert the number of hours involved with the educational event indicating;
 - a. **Preparation Hours** (e.g. time taken to prepare for the educational event such as Pre-reading which must be completed prior) – These activities may be accredited at 1 point per hour.
 - b. **Contact Hours for Direct Presentations** (e.g. the time devoted to direct presentation to participants) – These activities may be accredited at 1 point per hour.
 - c. **Contact Hours for Skill-based Activities** (e.g. the time devoted to 'hands-on' training requiring the participants to demonstrate a specific clinical skill in a 'real-world' or simulated situation) – These activities may be accredited at 5 mandatory points per hour.
 - d. **Contact Hours for Clinical Attachments** (e.g. the time devoted to training involving participants being attached to a Supervised Clinical Practice as part of the educational event) – These activities may be accredited at 2 mandatory points per hour.

- e. Total Hours being claimed for the educational event which will include hours included in all above categories.
4. **Prerequisites & Additional Entry Requirements:** Indicate any requirements for participants prior to attending the educational event including pre-reading, level of professional experience, or prior training. For example: Participants must have completed a minimum of 12 months experience in obstetrics. If there is any relevant documentation such as articles for pre-reading or pre-tests these should be attached in electronic format.
5. **Enrolment Quotas:** Specify the minimum and/or maximum numbers for the educational event as applicable.
6. **Attendance or Enrolment Fees & Price Includes:** Specify the event cost to participants in Australian dollars and what is provided for this cost (e.g. registration, meals etc.) If the event is free please leave blank.
7. **Materials provided & Additional materials required but not provided:** Specify what materials are provided with the event and what participants are required to bring to the event (e.g. workshop manual provided, participants must bring their own stethoscope).

Section 4 - Event Description

1. **Brief Description:** Provide a summary paragraph describing the educational event. Please include the type and duration of event, presenter details and broad content area. (e.g. This two-hour seminar conducted by Dr. Jim Muir (Fellow of the Australian College of Dermatologists and visiting dermatologist at the Mater Hospital, Brisbane) will cover the latest online educational programs in the area of dermatology complete with a demonstration of the Tele-Derm online educational module)
2. **Topics Covered:** Provide a complete list of specific topic(s) that will be covered in the educational event
3. **Target Audience:** Indicate if the educational event is targeted at Rural Medical Practitioners, Rural Registrars by marking the appropriate box or describe any other professional groups as appropriate.
4. **Learning Objectives:** Provide an objective statement identifying each outcome or performance expected as a result of the educational event.

Writing Learning Objectives for ACRRM Accreditation

Learning objectives should be specific, concise, and *observable* or *measurable*. Learning Objective statements describe in direct language the *behaviour* that participants should be able to perform as a result of the educational event, any *conditions* that the behaviour is expected to be performed under, and any *criteria* that the behaviour is expected to meet.

Put simply a Learning Objective will describe *What* participants will be able to do (e.g. Recognise common lifestyle factors contributing to hypertension), *How* they will be able to do it (e.g. in a written post-seminar assessment by selecting from a range of options) and to what *Degree of Accuracy* or *Standard* (e.g. the three most common factors defined by the World Health Organisation).

In this example the Learning Objective would be "Participants will identify the three most common lifestyle factors contributing to hypertension, as defined by the World Health Organisation, from a range of 10 options in a post-seminar written assessment.

Additional Examples:

- Participants will identify currently accepted procedures for the safe prescribing of antidepressants, as defined by the National Prescribing Service, by written responses to four case studies provided.
- Participants will demonstrate the correct procedures for Cardio-Pulmonary Resuscitation using a "Resus-Annie" CPR model.

- Participants will verbally recall three lifestyle factors described by the World Health Organisation as major contributors to cardiac disease.

When writing objective statements, ask these questions:

- Does the objective focus on observable performance?
- Is the task measurable or observable?
- What criteria will I use to establish that the objective has been reached?

Note:

- Avoid words like *understand*, *learn*, and *know*. They are not measurable because there is no observable or measurable outcome involved.
- Sometimes the degree of accuracy is implied by words such as *correctly* and *successfully*.
- Not all educational events result in a tangible product. Therefore, when participants verbally demonstrate their learning, the measurable action involves *explaining*, or *discussing*.

Section 5 - Curriculum Area(s) & Educational Domain(s)

Educational events accredited for the ACRRM PDP must relate to the Curriculum Areas and Educational Domains defined by the College. Utilising the matrix provided, and with consideration of the Learning Objectives and Topics already identified for the educational event, providers should map the specific curriculum area(s) relating to their event against the relevant educational domains. This then defines the nature and level of education provided (e.g. Core Clinical Skills in Emergency Medicine or Advanced Clinical Skills in Anaesthetics).

The Curriculum is organised according to the major disciplines or topics that make up the speciality of rural and remote medicine. A process of extensive consultation was undertaken with rural and remote medical practitioner across Australia to achieve consensus on each curriculum area and the corresponding content. ACRRM's **Primary Curriculum for Rural and Remote Medicine** outlines the learning requirements for those training for, and working in, rural practice by providing clear information on the areas of vocational education and continuing professional development through each curriculum statement.

The following disciplines are covered by the Primary Curriculum for Rural and Remote Medicine:

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| <ul style="list-style-type: none"> • Aboriginal People & Torres Strait Islander Health • Aged Care • Adult Internal Medicine • Anaesthetics • Dermatology • Emergency Medicine • IT / IM • Management • Musculoskeletal Medicine • Obstetrics & Gynaecology / Women's Health • Ophthalmology • Oral Health | <ul style="list-style-type: none"> • Paediatrics • Palliative Medicine • Population Health • Principles of Rural and Remote General Practice • Psychiatry / Mental Health • Quality Use of Medicine / Pharmacology • Radiology • Rehabilitation Medicine • Research and Evidenced Based Medicine • Strategic Skills in Rural Medical Practice • Surgery • Child & Adolescent Health |
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Detailed Curriculum Statements for each area are available on ACRRM's website under [Education – ACRRM Curriculum](#)

These curriculum areas are mapped against one or more of the following educational domains:

Core Clinical Skills – defined as education that enables a rural medical practitioner to:

- diagnose, investigate and manage common conditions and presentations in rural and remote practice in internal medicine, surgery, obstetrics and gynaecology, paediatrics and psychiatry;

- manage peri-anaesthetic conditions and those requiring local anaesthesia in rural and remote practice;
- effectively utilise information provided by diagnostic disciplines in management of conditions in rural and remote practice;
- provide high quality primary and secondary care in rural and remote practice according to community needs and geographic conditions;
- communicate effectively and sensitively with patients, relatives and community members;
- take histories, conduct physical examinations and undertake necessary procedures in the management of common conditions in rural and remote practice.

Extended Clinical Skills - defined as education that enables a rural medical practitioner to:

- diagnose, investigate and manage complex and advanced conditions and presentations in selected areas of rural and remote practice;
- provide high quality primary, secondary and tertiary care in rural and remote practice according to community needs and geographic locations.

Emergency Care - defined as education that enables a rural medical practitioner to:

- manage emergency conditions and presentations in rural and remote practice;
- manage transport, evacuation and retrieval of patients requiring emergency care according to community needs and geographic conditions;
- undertake effective disaster management according to community needs and geographic conditions.

Population Health - defined as education that enables a rural medical practitioner to:

- provide public and environmental health services in rural and remote practice according to community needs and geographic conditions;
- incorporate health promotion and health education into their practice in rural and remote areas;
- apply a social model of health in undertaking rural and remote community medicine and community development initiatives;
- work effectively with other health professionals and agencies in providing public and community health services.

Aboriginal and Torres Strait Islander Health- defined as education that enables a rural medical practitioner to:

- understand the social, cultural, historical, economical and political framework that has influenced the current health status of Aboriginal and Torres Strait Islander people;
- provide culturally safe practice for Aboriginal and Torres Strait Islander people which contributes to social and emotional wellbeing of individuals and communities;
- diagnose, investigate and manage common conditions and presentations of Aboriginal and Torres Strait Islander people in rural and remote practice.

Professional Practice, Ethical and Organisation Skills - defined as education that enables a rural medical practitioner to:

- practise ethically in small communities with advocacy for patients and colleagues;
- effectively plan and manage the health and medical care of their patients;
- work effectively in the multidisciplinary teams for the health and medical care of their patients;
- manage, appraise and assess their own performance in the provision of health and medical care for their patients;
- engage in continuous learning and professional development for rural and remote practice;
- utilise information technology and communication networks to enhance and support their practice;
- utilise epidemiological concepts to inform their practice and to conduct and apply research which is relevant to their practice.

Rural and Remote Context - defined as education that enables a rural medical practitioner to:

- understand the social, economic and political issues facing rural and remote communities;
- practise in a manner which incorporates the realities of rural and remote health and community life;

- practise in interaction with a variety of educational and service providers;
- become effective members of rural and remote communities in Australia.

Section 6 - Nature of Assessment

Assessment is undertaken to identify the participant's level of attainment of the educational event's Learning Objectives. For formalised, structured, educational events each participant may undertake a rigid form of assessment such as an examination, test, or demonstration of skills. For less formal educational events providers may simply assess participant's involvement in discussing the material, or evaluate the event to identify participants level of satisfaction and 'self-report' of whether the learning objectives have been met.

The exact nature of assessment required will be determined by the learning objectives, educational content and process. Brief information-based seminars require less stringent assessment than intensive practical skills-based education workshops. Providers are required to identify the nature by which participants attending the educational event are to be assessed and how the event itself will be evaluated by indicating from the following options:

1. **Evaluation Form** – A form which is self-completed by the participant indicating their level of satisfaction with the program.
2. **Participation in Discussions** - Observation by the provider or facilitator that the participant has demonstrated a level of involvement through verbal interaction
3. **Skill-based Assessment** – Demonstrations of practical applications of learning objectives in a real-life or simulated scenario.
4. **Assignments & Tests: Submission of Hard Copy** – Documented and reviewed assessment through completion of specific materials (may also include submission of electronic documents).
5. **Assignments & Tests: Online** - Documented and reviewed assessment through completion of specific materials in an online or web-based environment
6. **Final Exam: Proctored** – A formal structured examination in which participants are directly supervised or monitored
7. **Final Exam: Online** – A formal structured examination which participants complete in an online or web-based environment
8. **Other (please specify)** – Any assessment process not covered by the above options.

Attendance Lists

Providers are required to submit Attendance Lists and Evaluation Summaries to ACCRM within 4 weeks following their event. To assist providers ACCRM supplies an Attendance List Template for completion after the educational event. The following details are required for the Attendance List:

1. **Event Name:** as described in the original application
2. **Event Code:** as provided by ACCRM on provisional accreditation of the event
3. **Providing Organisation:** as described in the original application
4. **Activity Date:** in the format DD/MM/YYYY
5. **Venue & Town:** as described in the original application
6. **Participating ACCRM Member Details** – including:
 - a. Their nine-digit ACCRM Membership Number
 - b. First and Last Names
 - c. Town and State of Practice

If any attending ACCRM members are intending to claim the Medicare Procedural Incentive please indicate this by noting in the appropriate column of the Attendance List. There is also a column for comments to be

included relating to participant (e.g. if a participant only attends part of a program, or presents and participates in the program)

Evaluation Summaries

Due to the variety of educational events, the details provided in an Evaluation Summary may vary depending on the duration and level of education provided. Evaluation Summaries submitted to ACCRM should cover the following details:

1. **Event Name:** as described in the original application
2. **Event Code:** as provided by ACCRM on provisional accreditation of the event
3. **Venue, Town and Date:** the venue town and date that the event was held on.
4. **Contact Person and Position Title:** the person most able to provide any additional details required by ACRRM on the event assessment and evaluation
5. **Number of ACRRM Members, Other Medical Practitioners and Other Participants attending the educational event**
6. **The Learning Objectives:** as described in the original application
7. **Nature of the Assessment Undertaken**
8. **The Number of Participants Assessed and the Completion or Pass Rate** (i.e. what proportion of participants successfully completed the assessment)

The Evaluation Summary may also contain descriptive information such as:

- demographics of participants (e.g. locality, professional background, areas of interest)
- evaluation of the event itself (e.g. participant satisfaction rates of content and process, topics identified as most or least relevant)
- changes or recommendations that may impact on future programs or events

In the event that a participant does not successfully complete an assessment process required the provider should not include that participant on an attendance list or notify ACRRM that they have not fully completed the educational event and the .

If you require further information or assistance to complete the Application for Accreditation of Educational Events, Attendance Lists or Evaluation Summaries please contact the ACRRM Professional Development Program on 1800 223 226 or pdp@acrrm.org.au.