

Abridged RACMA CEP Manual June 2009

The abridged CEP Manual was developed by the CEP Committee at a Manual Revision Workshop on 26th Feb 2009. It is envisaged that this will be a dynamic document with regular revisions. It builds on the previous CEP Manual which was last revised in 2007, incorporating feedback received by Fellows and Members.

You will find that:

1. the manual has been simplified;
2. there is an emphasis on both individual and group learning;
3. there is a move to learning plans rather than learning contracts;
4. there is an emphasis on electronic CEP documentation either using the RACMA eCEP tool available through the College website or the RACMA RRMEO programme which is available through the Australian College of Rural and Remote Medicine website for Queensland and Northern Territory members;
5. CEP activities are now measured in points rather than hours in line with the continuing education programs of the other learned Colleges. The basic principle is that 1 point = 1 hour, but there will be some activities where the points loading will vary depending on the nature of the activity. More information about activities weighting will shortly be made available;
6. a paper-based system is still available for members who prefer to use this;
7. to improve compliance with the Policy 20 per cent of CEP participants without current CEP certificates will be audited, excluding those who have been audited in previous five years and those who are participating in the College's eCEP program.

Part 1: About the Continuing Education Program

Introduction

The RACMA CEP Program will enable you to maintain your continuing professional development as a full time medical administrator or clinician manager, taking into account your current employment, your career aspirations, and your perceived strengths and weaknesses.

The RACMA CEP Program focuses on individual responsibility for the development of learning plans and commitment to ongoing professional development.

Fellows and Members must meet the College's CEP requirements for ongoing certification.

Underlying principles

The design of the CEP Program is based on the following principles:

- Fellows and Members are responsible for their own learning;
- Individual learning needs and styles differ and participants start from different bases;
- Fellows and Members have different needs and opportunities in their jobs;
- Individual Fellows and Members have different career plans;
- CEP groups (traditional RACMA CEP) are a form of peer review and learning, and assist promotion of collegiate culture;
- Individuals commit to a learning plan, with regular review.

Quality assurance

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RACMA CEP maintains quality assurance through a system of reviews by state CEP Coordinators, annual statements of completion, triennial certificates when requested, and annual audits for compliance.

Minimum requirements

RACMA CEP requires a minimum of 50 points/hours per annum (or 150 points/hours per triennium) of participation in the appropriate [CEP activities](#) preferably aligned with the RACMA [CURRICULUM](#) and COMPETENCY FRAMEWORK.

The process involves creating a learning plan, completing a log of activities to fulfil the learning plan and then periodically reviewing progress against the learning plan with revision of educational goals as required. More information about the process is available in Part 2.

CEP activities

A range of CEP activities can be undertaken individually or as part of a learning group or a combination of both. Individual activities include:

- attendance at meetings/conferences/ lectures;
- professional reading;
- preparing and presenting education, including publication of same;
- college activities; and
- research.

CEP learning groups have been the traditional form of learning for RACMA Fellows and Members. More information about CEP learning groups can be found [here](#).

Peer review, journal clubs and other discussion forums can also be used to meet your CEP requirements. More information about the types of activities that can be undertaken can be found [here](#).

Other medical colleges

Fellows and Members who participate in CEP programs of other Colleges may meet some or all of their RACMA CEP requirements depending on the nature of the activities.

The process involves submitting the log of activities undertaken with the other medical college(s) to RACMA, preferably with the RACMA relevant activities highlighted for review, consideration and advice. **Note:** This is the log/list of activities undertaken and NOT a copy of the certificate issued by the other medical college(s). Such certificates do not normally provide the level of detail required to make an assessment of appropriateness for RACMA CEP.

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Log of activities

There are several ways to log your activities and submit them to the College either by using the:

- College's online [eCEP tool](#) (for all);
- RACMA on RRMEO (for Queensland and Northern Territory members); or
- downloadable [ACTIVITY LOG FORM](#).

Audit

Fellows and Members must meet the College's CEP requirements for ongoing certification. To ensure compliance 20 per cent of those without a current CEP Certificate (2006 – 2008) will be audited. This excludes those who have been audited in previous five years and those who are participating in the College's eCEP program.

Roles and Responsibilities

1. Fellows and Members

- Responsible for own learning plan, log of activities and review cycle.

2. Local CEP Coordinators

- Facilitate access to, and involvement in, CEP for their Fellows and Members;
- Responsible for review processes as delegated by National Director.

3. National Director Continuing Education/ Recertification

- Overall responsibility for CEP;
- Certificate sign off for three year cycle.

4. National Office

- Assist National Director and CEP Coordinators with CEP process;
- Maintain the database of CEP participation, certification and compliance.

Part 2: The RACMA CEP Process

Overview

RACMA CEP involves a three part process:

1. Develop a learning plan;
2. Log activities to fulfil objectives in learning plan;
3. Review success of learning plan.

As part of this process, RACMA can issue you with an annual statement of activity, as well as a triennial recertification certificate.

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Learning plan

The process of developing a learning plan can be complex or simple, depending on many factors. Analysis of personal strengths and weaknesses, the competencies required for both current and future positions, and the deficits between your current capacity and the desired capacity, can all be used in developing a learning plan. Often a learning plan may form part of an employer's annual performance appraisal, and this can be adapted for the purposes of the College.

MORE DETAILS ON ANALYSIS FOR LEARNING PLAN

The minimum data required for a learning plan includes:

- Educational goals;
- Planned activities to achieve goals;
- A timeline.

Ideally the goals should be aligned with the RACMA Competency Framework and most particularly the roles therein i.e. Medical Expert, Collaborator, Manager, Communicator etc.

Log of Activities

Activities can be logged using either RACMA's electronic [eCEP tool](#), RACMA on RRME0 or by downloading, gradually completing and submitting the [RACMA CEP ACTIVITY LOG FORM](#) to the College via email, fax or post.

Each activity on the log needs the following data:

- Date;
- Time spent on activity;
- Details of activity – name/ type/ provider;
- Optional – learning plan goal being fulfilled through activity.

At any given time FRACMA and MRACMA can print off a Statement of CEP Activities using the College's e-CEP tool if used to log your activities. Triennial certificates can also be issued by the College, if requested.

Review

After an annual review of your learning plan and activities, your learning plan goals can be revised. The option for triennial review will also remain available, with the College providing a signed CEP Certificate of Participation on request, following sign off by the CEP Co-ordinator (this is called a formal review). The formal review of the learning plan is usually the basis for the next triennial learning plan.

The Audit Process

Each year the College will audit of 20 per cent of FRACMAs and 20 per cent of MRACMAs. The purpose of this is for the College Council to be assured that members are meeting their obligations under the mandatory CEP policy and to inform itself about trends and priorities in members' professional development selections.

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CEP ACTIVITIES

Activity Type A: lectures, conferences and seminars

- RACMA approved/ medical administrator related conferences, lectures, seminars, workshops etc;
- Attendance at RACMA international, national and State/ Territory formal meetings and teleconferences and educational activities.

Activity Type B: individual study (journal and text reading etc)

- Professional reading in texts, journals and electronic media – specific details need to be provided.

Activity Type C: College activities

- Supervising and mentoring a Candidate or Fellow or Member;
- Participation as a Censor;
- Self Assessment Courses eg learning projects, CD-ROM/ internet tests;
- Quality and clinical governance activities;
- Research;
- Peer review activities;
- Journal club and other group meetings.

Activity Type D: other activities

Note: these need not be RACMA activities but must be management related:

- Preparing and presenting lectures and seminars;
- Formal presentations at conferences or meetings;
- Publication of papers, books or book chapter;
- Reviewer of articles for scientific journals or medical publications;
- College pamphlet/ publication authorship and/ or review.

Activity Type D: conjoint activities with other medical colleges

- The equivalent of the above activities certified by another College for their CEP, and evidence by submission of CEP Log for other College for review and validation by RACMA.