

ED-Org-8.11 Program Requirements–Group Learning and Activities



1. Policy Statement

- 1.1. EV GP Training (EV) aims to deliver a training and education program designed to give registrars the knowledge, skills and attitudes necessary to practice unsupervised in general practice.

2. Application and Scope

- 2.1. This procedure applies to all registrars enrolled in the Australian General Practice Training (AGPT) Program.
- 2.2. This procedure comes into effect as of 1 July 2020.

3. Principles

- 3.1. To be eligible for vocational recognition as a GP, registrars must satisfactorily complete all mandatory requirements of EV, the Royal Australian College of General Practitioners (RACGP) and/or Australian College of Rural and Remote Medicine (ACRRM) program requirements.
- 3.2. Registrars must provide the evidence requested by EV or the relevant College/s of their completion of the mandatory program requirements.
- 3.3. Registrars must complete the mandatory program requirements within the specified timeframes set by EV or the relevant College/s in order to remain in the program and to complete the fellowship requirements within training time.
- 3.4. Failure to complete within the set timeframes may result in the registrar being subject to procedure *ED-Org-8.17 Registrar Withdrawal*
- 3.5. Registrars must refer to the RACGP and/or ACRRM curriculum and assessment policies available at www.racgp.org.au/education/./policies and www.acrrm.org.au/fellowshipandbook

4. Procedure

Group Learning

4.1. Peer Learning Workshops (PLWs)

- 4.1.1. Workshop topics are set in accordance with the curricula of both the RACGP and ACRRM. Peer Learning Workshops (PLWs) provide a way for registrars to network with one another and designed to encourage active learning and participation.
- 4.1.2. Workshop dates are set well in advance and EV will provide registrars and practices with these dates before the commencement of each training semester.
- 4.1.3. PLWs are delivered by EV during core vocational training covering terms from GPT1/CGT1 to GPT3/CGT3 either face-to-face or online.
- 4.1.4. EV provides a total of 130 hours of workshop education, 112 hours are delivered over the first GPT/CGT training year with a minimum of 67 hours in the first GPT1/CGT1 term. The remaining 18 hours of workshop time is allocated to the second GPT/CGT year.

Term	General	Rural
GPT1/CGT1	11 workshops including 2-day orientation	10 workshops including 2-day orientation
GPT2/CGT2	6 workshops	7 workshops
GPT3/CGT3	3 workshops	2-day workshop
ES/CGT4 (GP)	NA	2-day workshop

- 4.1.5. It is expected that registrars will attend 100% of workshop education with absence permitted only on the basis of personal leave, annual leave or other statutory leave. If a registrar is on leave or for any reason misses part of the PLWs, they are required to satisfactorily complete a Catch-Up Program (CUP). The CUP will cover the curriculum objectives of the missed workshop(s). Registrars may also be required to complete other activities that support the workshop program.

- 4.1.6. EV is aware that many registrars have parental responsibilities and sometimes their usual childcare arrangements change at the last minute. In such circumstances, registrars should generally plan to complete catch-up activities rather than bring their child/ren or other family members in to the workshop. The nature of the content of the PLWs is often not appropriate for children and EV does not have the facilities or appropriately qualified staff to supervise children. If a registrar needs to bring in an infant for breastfeeding, this is usually possible but should be agreed with the workshop coordinator prior to attending the workshop.
- 4.1.7. In some circumstances registrars may provide evidence of having achieved the learning objectives by another method. Any such application will be subject to independent review based on demonstrated achievement of the learning outcomes. Alternately and only if available, the registrar may attend another workshop containing the same educational content.
- 4.1.8. Part-time registrars are expected to meet their workshop attendance requirements as if they were full-time. This means they are expected to meet their workshop attendance requirements in the first six months of a term as if they were full-time so as not to compromise the continuity and educational value of the workshop program.
- 4.1.9. Attendance at ALS/REST, WES or cluster groups does not count towards the workshop program.
- 4.1.10. Registrars (in collaboration with their Practice Manager) should ensure all workshops are blocked out of the appointment book and should not be on call the day prior to a workshop.
- 4.1.11. Registrars on the rural pathway will be offered accommodation to attend face to face workshops on the following basis:
- Where travel is more than 90 minutes or 150 km from their practice, accommodation (and breakfast) will be offered on the preceding night;
 - Where accommodation is no longer required, registrars must give at least 24 hours' notice to EV otherwise they are responsible for any costs incurred.
- 4.1.12. Registrar Medical Educators (RMEs) have the opportunity to teach registrars whilst gaining personal knowledge, skills and competencies required for a career in medical education. The role can assist registrars becoming well-informed and inspired GPs. These positions are accredited as Extended Skills posts and can therefore count towards RACGP training time. For more information, visit our website at www.evqptraining.com.au/training-opportunities/skills/
- 4.2. RCE Exam Preparation Workshops
- 4.2.1. RCE exam preparation workshops are aimed at registrars enrolled in the exam segment.
- 4.2.2. It is optional to attend and not considered part of the PLW workshop program.
- 4.2.3. Where a registrar has failed an exam segment, relevant exam preparation workshops may be mandatory, in addition to the regular workshop requirements.
- 4.3. Weekend Educational Series (WES)
- 4.3.1. Voluntary educational sessions are offered to registrars on some weekends in Hawthorn, Churchill or online throughout the training year.
- 4.3.2. The workshops can include interactive lectures, advanced surgical skills training, plastering skills and Implanon insertion training.
- 4.3.3. It is optional to attend and not considered part of the PLW workshop program.
- 4.4. Aboriginal and Torres Strait Islander Health Curriculum
- 4.4.1. All registrars are required to satisfy the requirements of the Aboriginal and Torres Strait Islander Health curriculum as defined in the RACGP and ACRRM curricula for completion of training.
- 4.4.2. The aim of the program is to provide a cultural and historical perspective on which to build an effective and culturally informed approach to clinical problems that are common in Aboriginal and Torres Strait Islander patients in urban, country and remote areas.
- 4.4.3. For general pathway registrars, the following is required:
- GPT1, GPT2 and GPT3 registrars must attend all the Aboriginal Health session held in each level of their workshop program; and
 - Completion of a 500-word reflective piece in response to a book, poem or film.
- 4.4.4. For rural pathway registrars, the following is required:

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- Attendance at a GPT1/CGT1/GPT2/CGT2 PLW which includes a day spent at Lake Tyers or alternative as advised; and
- Completion of a 500-word reflective piece in response to a book, poem or film.

4.5. Emergency Training

4.5.1. Registrars must complete approved emergency training in order to achieve vocational training.

4.5.2. For RACGP, registrars must successfully complete:

- A Basic Life Support (BLS) course completed within the 12 months prior to commencing GPT1; and
- A BLS course completed within the 12 months prior to applying for Fellowship; and
- Advanced Life Support (ALS) completed within the four years prior to applying for Fellowship.
- All BLS and ALS courses must meet the requirements of the RACGP's *Basic Life Support and Advanced Life Support Guidance Document*.
- Registrars are expected to source their own training as long as it meets the requirements as defined above and provide a copy of the certificate to EV.

4.5.3. For ACRRM, registrars must successfully complete a minimum of two approved ALS courses:

- Rural Emergency Skills Training (REST) course by the end of the second CGT training year; and
- A second approved accredited Tier 1 course or two accredited Tier 2 courses.
- All courses must be completed within the 10 years prior to Completion of Training. For further information, refer to ACRRM's [Fellowship Training Handbook](#)

4.5.4. For FARGP, registrars must complete a second approved ALS course.

4.5.5. Secondary approved emergency training for both RACGP and ACRRM include:

- Rural Emergency Skills Training (REST);
- Advanced Life Support in Obstetrics (ALSO);
- Advanced Paediatric Life Support (APLS);
- Clinical Emergency Management Program (CEPM) Advanced; and
- Early Management of Severe Trauma (EMST)

4.6. EV eLearning (EVe)

4.6.1. EVe is an online learning environment containing a wide range of learning modules and resources which can be accessed at any time. Modules are arranged by curriculum area and by pathway.

4.6.2. The majority are registrar focused but there are growing number of modules and resources for practices.

4.6.3. Other modules and mock exams are also available and registrars may be required to complete specific modules as part of their training.

4.6.4. Many of the resources on EVe are interactive modules that are best viewed on screens with larger dimensions, such as desktops and laptops. It is most reliable in Google Chrome web browser and a reliable internet connection is required.

4.6.5. Registrars who are required to complete an EVe module should take a screen shot or photo of the completion slide when prompted. This provides a record to submit for completion.

4.7. Cluster Groups (Gippsland)

4.7.1. Cluster groups are small regionally based learning groups delivered in Gippsland.

4.7.2. Attendance is optional and the structure of the meetings is decided amongst the group and facilitated by a regional medical educator.

4.7.3. Registrars in hospital and general practice terms are encouraged to attend and contribute to the cluster group meeting.

4.7.4. Registrars should not be on-call the night of a cluster meeting and must be provided with adequate travel time to attend cluster meetings.

4.7.5. Meetings are held in the evening on a monthly basis (except in December and January) and available in Latrobe, Wellington, West Gippsland, South Gippsland and East Gippsland.

Learning Activities

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4.8. Educational Enhancement Activities

- 4.8.1. EV offers registrars the opportunity to complete the following educational enhancement activities:
- Peer Teaching Presentation
 - Community Issues Project
 - GP Audit
- 4.8.2. Rural pathway registrars who commenced GPT1/CGT1 prior to semester 2.2016 are required to complete all three activities.
- 4.8.3. All other registrars must complete at least one of these activities but can elect to complete more than one if they choose.
- 4.8.4. The educational enhancement activity should be completed by the end of core vocational training.
- 4.8.5. Some practices may request that their registrar completes a particular activity during the placement and in this case, the activity must be finalised before the end of that placement.
- 4.8.6. For detailed information, including contacts and forms, refer to the *Learning Activities Guideline* available to download in [EV Help](#)

4.9. DISQ and CFET Surveys

- 4.9.1. Feedback has a crucial role in a registrar's learning by encouraging the registrar to think about their performance and ways to improve it. Feedback is obtained from multiple sources has been found to be a reliable way to assess a doctor's performance.
- 4.9.2. RACGP registrars are encouraged to undertake one or both surveys:
- Doctor's Interpersonal Skills Questionnaire (DISQ) can be undertaken in GPT1;
 - Colleague Feedback Evaluation Tool (CFET) can be undertaken in GPT2
- 4.9.3. The combination of the DISQ and CFET surveys will give a 360-degree assessment of a doctor's professional skills, and interpersonal and communication abilities.
- 4.9.4. For detailed information, including contacts and forms, refer to the *Learning Activities Guideline* available to download in [EV Help](#)
- 4.9.5. For ACRRM registrars, it is mandatory to complete a summative Multi-Source Feedback (DISQ and CFET) assessment during CGT. ACRRM registrars must refer to the [Fellowship Assessment Handbook](#) available on their website as completion is a prerequisite for fellowship. ACRRM registrars contact CFEP Surveys direct to enrol in the summative MSF assessment.

4.10. ACRRM Online Modules

- 4.10.1. ACRRM provides registrars with a growing selection of interactive modules through ACRRM Online Learning.
- 4.10.2. Registrars are required to complete at least **four** FACRRM recommended online learning modules before the end of core vocational training.
- 4.10.3. The online learning modules must be approved by ACRRM as suitable for training. These are marked on the Educational Inventory as 'FACRRM recommended'.
- 4.10.4. For more information on this activity, refer to ACRRM [Fellowship Training Handbook](#)

4.11. Procedural Skills Log

- 4.11.1. Procedural skills are an important component of the competencies required for independent general practice. Most training environments provide the opportunity to gain at least some of these skills.
- 4.11.2. For ACRRM registrars, satisfactory completion of the CGT logbook is a **mandatory** requirement for fellowship. The CGT procedural skills logbook is available through ACRRM's 'My Training Portfolio' section in 'My College' dashboard as a requirement for fellowship. Registrars must achieve certification at specified competency levels or higher as detailed in ACRRM's [Fellowship Assessment Handbook](#)
- 100% of the essential logbook procedures; and
 - 75% of the important logbook procedures
- 4.11.3. ACRRM registrars undertaking an **AST in Emergency Medicine** are also required to satisfactorily complete the EM AST procedural skills logbook as details in ACRRM's *Fellowship Assessment Handbook*.

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- 4.11.4. For other registrars, EV provides a procedural skills log designed to flag important procedural skills for independent general practice. It also provides the ability for the registrar to record their progress in acquiring these skills. Registrars can download the logbook from *EV Help*
- 4.11.5. The procedural skills log groups procedures into ‘Essential’ and ‘Desirable’. It is intended that this tool be used by registrars, in discussion with their supervisor, to maximise opportunities for learning these skills at each placement.

5. Additional Information

- 5.1. ED-Org-8.12 Program Requirements – In-Practice Feedback and Learning
- 5.2. ED-SD-8.11.2 Learning Activities Guidelines
- 5.3. ACRRM’s Fellowship Training Handbook
- 5.4. ACRRM’s Fellowship Assessment Handbook
- 5.5. RACGP’s Basic Life Support and Advanced Life Support Guidance Document

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