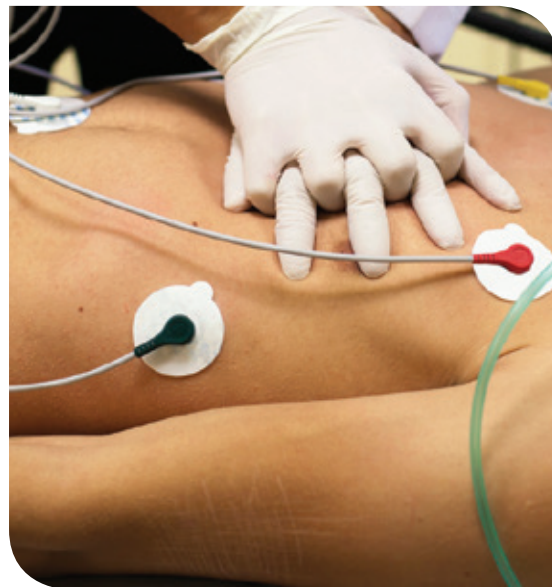




# Advanced Specialised Training

Standards for Supervisors  
and Teaching Posts



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# Overview of the ACRRM Vocational Training Program

The Australian College of Rural and Remote Medicine (ACRRM) is one of two medical colleges in Australia accredited to determine and uphold the standards that define and govern competent independent medical practice in the specialty of general practice. ACRRM is particularly focussed on standards that apply to appropriate and safe practise in rural and remote contexts.

The ACRRM Vocational Training Program is a four-year integrated program of clinical learning and experience. All training must take place in accredited posts. Registrars can apply to enter the training program after completing an intern year.

The program consists of three stages of learning and experience:

- 12 months Core Clinical Training (CCT) in accredited hospitals
- 24 months Primary Rural and Remote Training (PRRT) and
- 12 months Advanced Specialised Training (AST) in a range of settings depending on the discipline, or 24 months if completing AST in Rural Generalist Surgery.

## ACRRM training pathways

There are three pathways to achieve Fellowship of ACRRM:

1. The Vocational Preparation Pathway is delivered by Regional Training Organisations (RTO) in the Australian General Practice Training program.
2. The Remote Vocational Training Scheme is delivered by Remote Vocational Training Scheme (RVTS).
3. The Independent Pathway is delivered by ACRRM.

## AST disciplines

The following disciplines are available for AST:

- Aboriginal and Torres Strait Islander Health
- Academic Practice
- Adult Internal Medicine
- Anaesthesia
- Emergency Medicine
- Mental Health
- Obstetrics and Gynaecology
- Paediatrics
- Population Health
- Remote Medicine
- Rural Generalist Surgery

Curricula and Standards for:

- Anaesthetics are managed by the Joint Consultative Committee for Anaesthetics (JCCA)
- Obstetrics and Gynaecology are managed by RANZCOG

The remaining disciplines curricula and standards are managed by ACRRM.

Advanced Specialised Training is open to registrars undertaking training towards Fellowship of ACRRM or for any doctor at PGY3 or above providing they have met the prerequisites as outlined in the individual curriculum.

Individual curriculum statements for each AST discipline are available at: <http://www.acrrm.org.au/training-towards-fellowship/curriculum-and-requirements/advanced-specialised-training>

## **AST posts**

This document contains the generic Standards for Supervisors and Teaching Posts in Advanced Specialised Training. Standards specific to the individual discipline, for example the qualifications for the specialist supervisor and the types of facilities suitable for training, are specified within the individual curricula.

Training for Advanced Specialised Training must be undertaken in institutions accredited by ACRRM / JCCA or RANZCOG. Such institutions must have the caseload and teaching capacity to provide training with a sufficient range of experience to meet the requirements of the curriculum for that discipline. Posts with established educational links to other institutions and / or involvement with undergraduate teaching and other vocational training would be highly desirable.

Training may be split across more than one facility. It may also be necessary for registrars to undertake one or more short-term secondments to gain specific skills.

Posts that are accredited for at least 12 months specialist training in that discipline will generally meet the standards for AST; however they must also gain accreditation for ACRRM AST. Posts are required to have an understanding of the AST curriculum and have a teaching plan, documenting how they plan to deliver the curriculum to registrars over the 12 months.

Registrars undertaking Advanced Specialised Training will require clinical and educational supervision plus mentoring. At a minimum a specialist supervisor and a general practitioner mentor is required.

Accreditation of ACRRM supervisors and teaching posts is conducted at the regional level in conjunction with the local Regional Training Organisation (RTO) and ACRRM.

Application forms are available at <http://www.acrrm.org.au/training-towards-fellowship/training-your-registrars/supervisors-and-teaching-posts>

# Definitions

ACRRM uses the following definitions, when referring to teaching posts in ASTs.

## **Registrar**

A registrar is any doctor undertaking Advanced Specialised Training.

## **Specialist supervisor**

A doctor holding Fellowship of the relevant medical college, or recognised equivalent qualification, who is overall responsible for the clinical and/or educational supervision of the registrar.

## **Academic supervisor**

A doctor with an academic tertiary qualification or experience who provides supervision for a registrar undertaking an AST summative project.

## **General Practitioner mentor**

A general practitioner who is working or has worked in a similar situation, to where the registrar intends to work. The supervisor should be a rural generalist who can put specialist information into rural context. Where the Specialist Supervisor is a specialist rural generalist, as is the situation for AST in Remote Medicine, the specialist supervisor may also be the general practitioner mentor. The mentor provides pastoral care and opportunities to debrief or act as a sounding board about cultural or personal issues.

## **Cultural mentor**

A person from the cultural group relevant to the AST. For example for AST in Aboriginal and Torres Strait Islander Health this may be a Aboriginal or Torres Strait Islander health worker, elder or community person with an in depth knowledge of the cultural issues within the community. The cultural mentor assists the registrar to identify their needs, issues, concerns and aspirations and facilitates professional growth by sharing knowledge and skills in a confidential, non-judgemental and culturally safe environment.

## **Teaching post**

A teaching post refers to the environment in which the registrar trains and works under supervision. A teaching post may be comprised of one or more sites that meet these standards.

# Standards for Supervisors and Mentors

This section describes the criteria for accreditation of specialist supervisors and general practitioner mentors. Registrars undertaking Advanced Specialised Training require clinical and educational supervision plus mentoring.

## 1. Specialist supervisor clinical qualifications and experience

The supervisor must have appropriate clinical qualifications and experience.

### Indicators

- 1.1 AHPRA Registration  
The supervisor must demonstrate current full and unrestricted registration with the Australian Health Practitioner Regulation Agency without any imposed restrictions, conditions, or limitations.
- 1.2 Qualifications  
The supervisor will generally be a Fellow of the relevant college or hold other suitable qualifications as specified in the curriculum.
- 1.3 Experience  
The supervisor must have not less than 5 years full-time experience in their discipline (this may include time spent in training).
- 1.4 Role Model  
The supervisor must be an appropriate role model, exhibiting a high standard of clinical competence, communications skills and professional values in relation to patient care.
- 1.5 Professional Development  
The supervisor must demonstrate commitment to ongoing professional development. To demonstrate compliance with this indicator, supervisors must be up to date with professional development requirements of their College.

## 2. Specialist supervisor role

The specialist supervisor has the overall responsibility for the clinical and educational supervision of a registrar in their post.

### Indicators

- 2.1 The specialist supervisor must ensure that a suitably qualified and experienced practitioner is accessible to provide supervision at times when the registrar cannot access the specialist supervisor or when the post includes more than one site.
- 2.2 The specialist supervisor must provide or facilitate access to educational activities relevant to the AST curriculum.  
These may include direct observation, small group discussions, case reviews, tutorials, experiential learning and online learning.
- 2.3 The specialist supervisor must agree to meet with the registrar early in the post to discuss and appraise the registrar's skills and experience and develop an individual learning plan.
- 2.4 The specialist supervisor must have regular contact with the registrar.  
The supervisor must negotiate methods and frequency of communication with the registrar.  
It is recommended that supervisors meet with the registrar formally at least fortnightly.  
Where the educational/academic supervisor is separate to the clinical supervisor as may be the situation of an AST in Academic Practice, Population Health, Remote Medicine, and Aboriginal and Torres Strait Islander Health, it is recommended that the educational supervisor meet with the registrar at least monthly to provide education and support with the summative project.
- 2.5 The specialist supervisor/s must provide a supervisor report every six months during training.  
The specialist supervisor is required to collate feedback from the department staff, discuss this with the registrar and then submit to the RTO.  
The educational/academic supervisor must provide a report to support the registrars Project Plan and final Project.
- 2.6 The specialist supervisor must work with the registrar to ensure that the workplace based assessments as defined in the curriculum occur.  
These include:
  - project for some disciplines
  - a minimum of five miniCEXs for clinical ASTs
  - a log book for procedural ASTs
- 2.7 The number of registrars per specialist supervisor must not exceed the supervisor's ability to provide supervision in accordance with the registrar's stage of training and individual needs.



- 2.8 The specialist supervisor must organise their clinical workload to be compatible with teaching commitments.

### **3. Specialist supervisor knowledge, skills and attributes**

The specialist supervisor has demonstrated abilities as a teacher.

#### **Indicators**

- 3.1 The specialist supervisor must demonstrate an understanding of the ACRRM Vocational Training program and the Advanced Specialised Training requirements.
- 3.2 The supervisor is expected to have training in providing supervision.
- 3.3 The supervisor must be skilled in assessing and providing feedback on performance, including establishing and reviewing learning plans.
- 3.4 The supervisor and mentor must maintain confidentiality regarding the registrar.  
This includes clinical decisions, progress in training, ethical matters and personal issues.
- 3.5 The supervisor and mentor must possess personal attributes suitable to undertaking a supervisory role, including:
- having well developed communication and interpersonal skills
  - having self awareness
  - being open minded
  - being reliable
  - being innovative, resourceful and flexible
  - having an understanding of their own limitations with the ability to refer when necessary.
- 3.6 The supervisor must demonstrate the ability to take overall responsibility for the clinical and educational supervision of a registrar in their post.

## **4. General practitioner mentor clinical qualifications and experience**

The general practitioner mentor must have appropriate clinical qualifications and experience.

### **Indicators**

#### **4.1 AHPRA Registration**

The mentor must demonstrate current full and unrestricted registration with the Australian Health Practitioner Regulation Agency without any imposed restrictions, conditions, or limitations.

#### **4.2 Qualifications**

The mentor must be a general practitioner, holding Fellowship with ACRRM, RACGP and/or is on the Specialist Register as a GP.

#### **4.3 Experience**

The mentor must be a general practitioner who currently works or has recently worked in a similar environment to where the registrar intends to work.

A specialist supervisor with appropriate experience may also fill this role.

#### **4.4 Professional Development**

The mentor must demonstrate commitment to ongoing professional development.

To demonstrate compliance with this indicator, supervisors must be up to date with professional development requirements of their College.

## **5. General practitioner mentor role**

The general practitioner mentor role is to assist the registrar to put specialist information into a rural community context.

### **Indicator**

5.1 The general practitioner must demonstrate an understanding of the ACRRM Vocational Training program and the Advanced Specialised Training requirements.

5.2 The general practitioner mentor must provide pastoral care, opportunities to debrief or act as a sounding board about cultural or personal issues, and the provision of a two-way supportive and listening role.

5.3 The mentor must have regular contact with the registrar.

The mentor must negotiate methods and frequency of communication with the registrar.

It is recommended that mentor and registrar meet formally at least monthly.

# Standards for Teaching Posts

This section outlines the standards required for accreditation as a teaching post for AST.

These standards focus on the ability of the post to enable registrars to develop the necessary knowledge and skills to fulfil the learning outcomes in the ACRRM AST Curriculum. These include organisation, facilities, clinical learning opportunities, policies and resources available to ACRRM registrars.

## 6. Features of Teaching Post

The teaching post must comply with the features of the post as outlined in the relevant AST Curriculum.

### Indicator

- 6.1 The post, which may be comprised of one or more facilities, will provide the registrar with the appropriate scope and level of experience.
- 6.2 The post must provide access for the registrar to support and supervision from experienced clinicians at all times.
- 6.3 The host employer must be committed to training and be able to provide the required level of teaching by appropriately experienced clinicians.
- 6.4 The teaching post must provide adequate but not excessive patient workload for the registrar.
- 6.5 The department has a functional patient information management system, which may be used for quality assurance, clinical audit and significant event analysis.  
Registrars are expected to participate in the above activities.

## 7. Training and Educational Resources

The teaching post must have a teaching plan that describes how the post organises teaching against the AST Curriculum.

### Indicator

- 7.1 The post must have a timetable for structured educational events and case review, including clinical audit and significant event analysis.
- 7.2 The teaching post must provide time for educational release activities in accordance with the training and the requirements of the AST curricula.
- 7.3 The teaching post ideally should have links with an academic institution and be a provider of undergraduate and other vocational training.
- 7.4 The post should have the capacity to communicate with other centres via telehealth or video link.

- 7.5 The post should provide ready access to in date relevant textbooks and also have internet access 24 hours a day for online web based educational and reference resources.

## **8. Clinical resources**

The teaching post must be suitably equipped with clinical resources and be adequately staffed.

### **Indicator**

- 8.1 The post must be suitably equipped with clinical and office equipment sufficient to allow the registrar to practise competently.
- 8.2 The post must provide adequate access to diagnostic and medical services.
- 8.3 The post must have adequate staff including medical, nursing, allied health and administrative staff.

## **9. Organisational management**

The teaching post must have clear and adequate organisational management arrangements.

### **Indicator**

- 9.1 The employer hosting the teaching post must enter into an appropriate employment arrangement with the registrar.
- 9.2 The employment arrangement needs to take into account learning/training opportunities, the registrar's professional ability and professional recognition in Australia, and be in line with any employer/employee relationship required by the overarching training organisation.
- 9.3 The registrar must be employed at the level of PGY 3 or above.
- 9.4 There should be protected teaching time of at least 2 hours per week.
- 9.5 The teaching post must ensure that the registrar and the teaching post are covered at all times by appropriate insurance and the registrar holds registration with the Australian Health Practitioner Regulation Agency.

## **10. Evaluation of training within the post**

The teaching post must have and utilise a structured process to evaluate the training within the post which demonstrates how information is gathered, analysed and acted upon to improve the quality of training.

### **Indicator**

- 10.1 The teaching post must provide a supervisor report to the relevant training organisation every six months, and ACRRM on request.
- 10.2 The teaching post must consent to registrars in the ACRRM Vocational Training program providing feedback to the relevant training organisation and ACRRM regarding the training environment provided by the post and the supervisors.
- 10.3 The post is required to establish mechanisms for registrars to provide feedback on the quality of training provided and show how this feedback has resulted in changes or improvements.
- 10.4 The teaching post must facilitate a site visit as required by the training organisation, for the purpose of quality assurance and/or accreditation.

Site visits are not mandated for posts holding accreditation by the relevant Specialist College, but may be undertaken at the discretion of the training organisation.