



College Submission  
July 2023

# Proposed Initial Accreditation Terms Glossary – Ahpra and Medical Board Public Consultation

## About the Australian College of Rural and Remote Medicine (ACRRM)

ACRRM's vision is *the right doctors, in the right places, with the right skills, providing rural and remote people with excellent health care*. It provides a quality Fellowship program including training, professional development, and clinical practice standards; and support and advocacy services for rural doctors and the communities they serve.

ACRRM is accredited by the Australian Medical Council to set standards for the specialty of general practice. The College's programs are specifically designed to provide Fellows with the extended skills required to deliver the highest quality Rural Generalist model of care in rural and remote communities, which often experience a shortage of local specialist and allied health services.

ACRRM has more than 5000 rural doctor members including 1000 registrars, who live and work in rural, remote, and Aboriginal and Torres Strait Islander communities across Australia. Our members provide expert front line medical care in a diverse range of settings including general practices, hospitals, emergency departments, Aboriginal Medical Services, and other remote settings such as RFDS and Australian Antarctic Division.

## General Comments

Our thanks to the Accreditation Committee for the opportunity to provide feedback on its proposed initial glossary of terms across the spectrum of accreditation. We recognise the value in using a common language to discuss the work and quality processes across healthcare professions and are pleased to support the initiative.

The College is generally comfortable with the glossary. As outlined below we seek your consideration of the following issues which are of particular interest to ACRRM members and our training programs.



## Students, trainees, and registrars' terminology

The term "students" is used throughout the glossary to describe people in training toward healthcare qualifications. This terminology is not used to describe people training on our Fellowship programs and would be assumed within the medical specialist sector to only refer to undergraduates.

We would recommend that the wording throughout the glossary be revised to reference medical specialist Fellowship trainees and also to ensure that the "proposed meanings" make sense in the context of medical specialist trainees.

Where the term "student" is referenced (and where this is intended to also relate to medical specialist fellowship training) the terms "trainee, and/or registrar" should also be referenced. There are also definitions which will need to be more extensively revised in order to accurately describe medical specialist trainees. For example, the proposed meaning of "Outcomes based approaches" describes these approaches only as they apply to the graduate student professional standard. These issues may be further clarified by including the range of typologies of people undertaking training in the glossary.

## Clinical Supervisor

The College would like to recommend that the "Clinical Supervisor" definition proposed meaning include a reference to the role of the clinical supervisor in assessing the safety of the person in training.

As above the proposed meaning should also reference registrars and trainees as well as "students".

The College would also see value in some clarification regarding the differences between a clinical supervisor and all the other types of trainer that are identified in the "terms" section. For example, not all supervisors are necessarily clinical supervisors.

Term	Proposed Meaning	Source
<p><b>Clinical supervisor</b></p> <p><i>also known as work-integrated learning supervisor, clinical placement supervisor, preceptor, supervisor, work placement supervisor, professional experience placement supervisor, midwifery professional experience supervisor</i></p>	<p>A person who supervises students doing their clinical placement and is generally responsible for the patient's clinical care.</p>	<p>Adapted from a range of sources including professional accreditation authority documents, TEQSA glossary of terms and education provider resources.</p>

## Training Sites and Campuses

There is need to provide a more detailed definition of the different types of training and campus sites and how these might be classified. Training sites in our training program define the context for training post and supervisor accreditation and as such clarity of understanding around this terminology is of particular importance.

ACRRM would see value in providing some further clarification on the differences between and across training sites and training campuses. Under ACRRM Fellowship standards training sites may take many diverse forms often applying different combinations of in situ and remote supervision models. Education and learning that occurs at the training site typically involves a mixture of direct instruction from supervisors, apprenticeship-styled learning, self-directed online learning, and structured online learning through the College's national education program. This flexible approach is necessary to enable quality-controlled training in the diverse circumstances of rural, remote, and Aboriginal and



Torres Strait Islander healthcare delivery and it is important that the glossary definition can encompass this diversity.

Term	Proposed Meaning	Source
Training sites/campuses	The physical location from where a program of study is being delivered. This location may or may not be owned by the education provider which enrolls the student. For e-learning (online) or other distance education programs this would be the location at where the electronic course material is maintained.	<a href="#">TEQSA Glossary of terms</a>

### Social Accountability/Social Responsibility

The College notes that this is a very broad term which may be used as a tool for setting accreditation standards. We note that the proposed meaning reads as a checklist of a range of different ways that a healthcare provider and/or education provider, might demonstrate social accountability and/or social responsibility. We would see benefit in some further clarification as to how these might be measured.

Term	Proposed Meaning	Source
Social accountability/social responsibility	<p>When a health practitioner:</p> <ul style="list-style-type: none"> <li>places the care of the patient first</li> <li>delivers care in a culturally safe, responsive, person-centred, environmentally responsible, ethical, and professional manner that is free from bias and discrimination</li> <li>contributes to the ongoing improvement of individual and societal health outcomes</li> <li>advocates to protect and promote the health of their community.</li> </ul> <p>When an education provider:</p> <ul style="list-style-type: none"> <li>references the needs of Australian communities in the design and delivery of programs</li> <li>ensures graduates can practice in a culturally safe, responsive, person-centred, environmentally responsible, ethical and professional manner that is free from bias and discrimination</li> </ul>	Based on the <a href="#">National Boards' shared Code of conduct and the Australia Pharmacy Councils Accreditation Standards</a>



Term	Proposed Meaning	Source
	<ul style="list-style-type: none"> <li>undertakes research and service activities targeted toward addressing the current and future priority health concerns of society, and</li> <li>advocates for, contributes to, and leads practice change for the ongoing improvement of individual and societal health outcomes.</li> </ul>	

## College Details

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*ACRRM acknowledges Australian Aboriginal People and Torres Strait Islander People as the first inhabitants of the nation. We respect the Traditional Owners of lands across Australia in which our members and staff work and live, and pay respect to their Elders past present and future.*