

Medical Training Standards

2018

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Introduction

The Townsville Hospital, a leader in health service delivery, education and research in regional Australia is the tertiary referral university hospital in North Queensland, Australia. It provides medical education and training in partnership with James Cook University, other universities and health services, community & private health providers and specialist medical colleges.

THHS offers a training network that delivers a coordinated training program across a range of settings, taking into account learning environment, support and curriculum implementation. Our dedicated staff and clinicians are committed to clinical excellence, professional development and pastoral care. We value our trainees and support them in learning the skills they need to succeed in their learning journey.

THHS medical training standards articulate the elements that provide the foundation for ensuring and measuring quality training and are central to accreditation as a quality assurance mechanism.

The standards:

- ensure trainees receive the supervision and opportunities to develop appropriate knowledge and skills that enable them to deliver high quality patient care;
- support a wide range of training opportunities aligned to the curriculum requirements;
- promote the health, wellbeing and interests of trainees.

The THHS standards were adapted from the RACP training provider standards which are aligned to the Australian Health Ministers Advisory Council. Elements of the standards are covered by the following categories: Environment and Culture, Quality Management of Training, Training Support and Implementing the Curriculum,

The ultimate goal of achieving minimum training standards is to ensure that workplace training develops highly skilled clinicians who deliver safe and effective healthcare to patients, now and into the future.

How effectively the standards are implemented in each Department is evaluated through a peer review process. Each department is to evaluate another department's implementation of the standards, indicating whether or not the criteria have been met. The aim is that each Department is evaluated by at least two other Departments.

1. Environment and Culture

Purpose

To ensure a high-quality care environment and culture which meet the training needs of trainees and support educators.

Outcome

The delivery of safe and high-quality medical practice. Trainees and Fellows are engaged in quality and safety, leadership and management, research and health policy, patient and population centred care, systems and advocacy.

The learning environment and culture values learning and trainees have a positive learning experience. Educators are well supported, respected and appreciated. THHS is committed to promoting excellence in training. Training and education are incorporated as an important focus of strategic planning and investment in teaching trainees.

A suggested Professional Practice Framework:

- medical expertise
- ethical and professional behaviour
- judgement and decision making
- leadership and management
- health policy, systems and advocacy
- communication
- quality and safety
- teaching and learning
- research
- cultural competence

Responsibility

Senior Medical Leadership Team and Heads of Medical Department Forum develop and maintain the learning environment and culture. They are responsible for taking action if concerns are raised about patient safety and training.

1.1. Safety and Quality

The environment and culture encourage safety-promoting behaviours and support the delivery of high-quality patient and population care.

Setting Criteria

- 1 THHS has a high standard of medical practice.
- 2 THHS values and prioritises quality care and safety. This is formalized through a system of clinical governance with clear lines of responsibility and accountability which ensures quality medical practice.
- 3 THHS regularly evaluates its practices and improves the quality of its service.
- 4 THHS has a system and culture that enables issues to be raised about the standard of care without fear of consequence.
- 5 Trainees receive an orientation to each new setting and rotation.
- 6 Handover occurs when there is a transition in care.
- 7 THHS has clinical service accreditation in all departments and services offering training and education.
- 8 Medical training is utilised as one of the tools to improve clinical service delivery standards (eg- Medication safety, infection control) and to implement selected strategic priorities of THHS(eg- closing the gap, leadership development, provision of care closer to home)

A process exists to review practices and improve quality. THHS seeks and responds to feedback and concerns.

Trainee orientation takes place when they start working in a new setting and rotation. During orientation the setting clearly sets out the trainee's duties, their role in the team, supervision and reporting arrangements, and how they can gain support from educators. In addition, it sets out workplace knowledge, practices and policies to be followed and how to access work and learning resources. As part of the orientation, the trainee meets the team and other health professionals with whom they will work.

A formal handover is organised to provide continuity of care and maximise learning opportunities. Handover occurs between shifts.

1.2. Learning Environment

THHS fosters a culture that values learning and supports training while acknowledging that trainees are paid employees with an obligation to provide clinical care during their training placements.

Criteria

- 1 THHS demonstrates leadership, professionalism, effective communication and teamwork.
- 2 THHS provides a safe, respectful learning environment and effectively addresses bullying, discrimination, harassment, sexual harassment and any behaviour that undermines self and/or professional confidence as soon as it is evident.
- 3 Trainee duties, work patterns and workload are balanced with the delivery of quality care and optimise trainee learning.

Notes

The learning environment is multi-professional and supports learning for all professional groups.

Trainee learning is greatly influenced by the ways in which doctors around them practice medicine and in turn this impacts on the quality of their practice following graduation and throughout their career.

THHS has processes to address and prevent bullying, harassment and discrimination. The policies are publicized to trainees and educators.

THHS focuses on the balance between delivery of service, delivery of quality care and access to workplace learning.

Rosters are designed to provide effective, high quality clinical care whilst minimise stress, fatigue and transitions in care. A trainee's hours of work, number of new and ongoing patients, work patterns (including on-call, overtime and secondary employment) and leave are monitored to ensure they are safe, reasonable and equitable. Where issues are identified action is taken.

THHS aims to deliver its service in a way that optimises care delivery, workplace learning and training opportunities.

2. Quality Management of Training

Purpose

To ensure there are effective systems of governance and leadership to manage and improve training and education.

Outcome

THHS strives for best practice training and continuously improves the quality of its training.

There is leadership and effective governance of training, including:

- a systematic and coordinated approach that is used to deliver training and its individual programs
- effective training systems, structures and processes that support training activity
- adequate resources and functional relationships that ensure everyone involved in the delivery of training knows where to seek help or advice and are adequately supported to carry out their roles
- active collaboration with other training providers
- directors and leads who have demonstrable credibility and capability to lead, manage and deliver training
- trainee access to high-quality learning experiences that contribute to achieving curriculum learning objectives and meeting training program requirements
- a high level of educator satisfaction with the training they provide.

Responsibility

Leaders at an executive level or equivalent develop, integrate into THHS senior management system and maintain training governance and leadership. They are responsible for taking action when concerns are raised about training governance and the management and delivery of training.

2.1. Governance

THHS sustains a systematic approach to training responsibilities and relationships.

Criteria

- 1 THHS is committed to and takes responsibility for supporting and delivering training.
- 2 Medical education and training is embedded into the workplace and executive clinical governance systems
- 3 THHS has a governance system which oversees training and continuously improves the quality of training.
- 4 THHS complies with all relevant legislation and regulations.
- 5 THHS has effective processes which guide training.
- 6 THHS assesses the impact service changes will have on training and considers educator and trainee views before implementing change.
- 7 THHS communicates, collaborates and has effective relationships with trainees, educators, and other training providers.

Notes

THHS collaborates with the Specialty Colleges to ensure that their individual training standards are implemented and adhered to. THHS is accountable for delivering training in accordance with these standards.

Working with these Specialty Colleges, THHS is committed to:

- promoting and providing high-quality accessible learning experiences
- fostering an environment of inquiry, scholarship and professional development
- seeking and responding to trainee and educator feedback
- allowing concerns to be raised openly and safely
- supporting trainees and educators to engage in activity that improves training
- valuing and recognising staff contribution to training
- implementing service delivery models that enhance training
- training is fair and based on the principle of equality

THHS measures its performance against its Medical Training Standards and other indicators to improve the quality and outcomes of training. THHS effectively rectifies situations where standards

are not met or concerns are raised.

The delivery of services changes over time. THHS assesses the impact on the deliver and quality of training before implementing changes. This is particularly important when services are being redesigned.

Services within the great THHS setting work together to deliver training and have a written agreement which specifies their formal commitment to the arrangement stating their responsibilities, reporting lines and dispute resolution process.

2.2. Training Management

THHS manages people, resources and structures to deliver best practice training.

Criteria

- 1 THHS effectively administers and delivers training programs
- 2 THHS has a structure with the authority, capacity and resources to plan, implement and review training.
- 3 THHS determines the number of trainees it has in relation to its capacity to resource training and deliver sufficient work and training experiences that align with the curricula.
- 4 THHS ensures that trainee recruitment and appointment is fair, rigorous, documented and transparent.
- 5 THHS effectively communicates the services it offers and its training opportunities.
- 6 THHS regularly evaluates training to make sure standards are being met and to improve the quality and equitability of training.
- 7 THHS has a system for raising concerns about training. The system will investigate, respond and provide feedback to individuals who raise concerns.

Notes

Training is underpinned by sound medical education and adult learning principles.

THHS allocates sufficient funding, time, facilities and staff to support training.

Training structures and systems are led by clinicians, linked to THHS training standards. Directors, clinical leads or supervisors of Training with the support of relevant Heads of Medical Departments lead each training program within THHS. Clinical Dean in collaboration with SMLT and HOMD provides strategic leadership for medical training.

Every trainee accesses high-quality training. A coordinated approach is taken to ensure effective management and leadership of training. Common elements of training, access to and use of resources, are coordinated. There is collaboration across programs and settings, advocacy for training and sharing of training improvements and innovations.

Training information is comprehensive, current and accessible. It includes the services provided, training opportunities available, policies, processes, role, rotation, training program and setting descriptions. THHS regularly review their training programs, rotations and assessment processes.

Trainees have a structured mechanism through which they can provide confidential feedback about

their training and the learning environment. THHS act on feedback and modify training or rectify issues to improve the experience for trainees, educators and managers. Supervisors contribute to monitoring of training and program development.

3. Training Support

Purpose

To ensure:

- Educators have the necessary knowledge and skills for their role and are given the support and resources they need to deliver effective training.
- Trainees receive effective training and pastoral support.

Outcome

Educators are engaged in training. They actively seek to develop the skills, attitudes and practices of trainees by supporting learning, offering feedback, supervising trainees and leading training programs.

Educators maintain and develop their training knowledge, skills and behaviours. They participate in relevant professional development, appraisal processes and training improvement activities.

As much as practical and feasible, THHS is committed to ensuring trainees are satisfied with their employment arrangements, rotations, and setting allocations and rosters.

Trainees maintain their health and wellbeing and are aware of how to access advice and services in relation to career and health issues. THHS promotes points of contact within the service whom trainees can contact for support.

Responsibility

THHS provide systems and structures to support trainees and educators.

3.1. Educator Leadership, Supervision and Support

Educators are skilled and supported in their teaching and leadership roles.

Criteria

- 1 Educators are selected, inducted, trained and appraised.
- 2 Educators have an appropriate workload and trainee numbers to effectively fulfil their roles and responsibilities.
- 3 Educators have access to resources necessary to meet the curriculum learning objectives and training program requirements.
- 4 Educators are developed and supported; they understand their roles and responsibilities and participate in professional development appropriate to their training role.
- 5 Training providers support educators by dealing effectively with concerns raised in delivering

their training responsibilities.

- 6 Training providers enable educators to liaise with each other to ensure a consistent approach to training locally and across specialties and settings.

Notes

Educators are selected against defined suitable criteria and are inducted into their role. They have access to professional development and training.

The appraisal of educators is undertaken by peers, follows the THHS process and considers their teaching and assessment abilities, professionalism, and their ability to plan, implement and manage training. The appraisal process acknowledges challenges, celebrates success and encourages educators to aspire to quality.

Supervisors have time allocated in their positions and resources to meet their training responsibilities and deliver training that promotes high-quality care and a positive learning experience. Directors are paid for their allocated time or have protected time and have authority and resources – including staff – to fulfil their training program leadership and management responsibilities.

3.2. Trainee Support and Wellbeing

Trainees receive a fair, positive and supported training experience.

Criteria

- 1 Trainees are supported to maintain their wellbeing and seek help.
- 2 Trainees receive information and support to transition between the different stages of training and return to training following a career break.
- 3 Trainees can access flexible training arrangements dependent upon Specialty Colleges' Flexible Training Policies and workload of the service departments.
- 4 Trainees have a forum to communicate and exchange information.
- 5 Trainee work arrangements enable them to complete their training program requirements and maintain their wellbeing.
- 6 Trainee rosters are accurate, fair, flexible and timely.
- 7 Trainees have a designated workspace, secure space for personal items and a private learning environment

Notes

Trainees are encouraged to take responsibility for their own health and wellbeing and are supported at a local level through a preventative and remedial system and culture. They have access to resources to support their health and wellbeing and to education and pastoral support. The resources include access to confidential counselling services, career advice, occupational health services and trainee forums, and assistance with resolution of difficulties in trainee-supervisor relationships.

A trainee's wellbeing is monitored regularly through face-to-face meetings. Appropriate support systems are in place for Indigenous and culturally and linguistically diverse trainees.

Trainees receive timely, accurate and comprehensive information about their rotations and assessments. A workspace is a writing space with adequate privacy. The workspace is available when required, is near to the delivery of service and has easy access to information technology and telecommunications required to undertake work.

Private, safe and quiet overnight accommodation is provided when a trainee is required to be onsite, on call, working after hours or if returning home is a safety issue. Longer term accommodation is provided when trainees undertake a rotation at a setting that is geographically remote.

4. Implementing the Curriculum

Purpose

To ensure the training and Professional Qualities Curricula are delivered.

Outcome

Trainees successfully complete training and are prepared for independent practice as skilled clinicians.

Responsibility

Medical departments or service group medical directorates will:

- implement the curricula and deliver appropriate high-quality assessments
- ensure trainees receive relevant work experiences and learning opportunities
- ensure only trainees who demonstrate the professional standards, curriculum learning objectives and training program requirements are recommended for independent practice.

Trainees are:

- responsible for their own learning and achieving the learning outcomes required by the curriculum
- expected to engage in the work experiences offered, take part in structured learning opportunities and assessments, and undertake self-directed learning.

Medical Education Services take the responsibility for PGY 1 and 2 training THHS wide.

4.1. Curriculum Delivery

The curriculum is implemented so that trainees achieve the learning objectives and become independent, skilled clinicians.

Criteria

- 1 The training program is structured to provide experiential, social and formal learning which provides trainees with opportunities to increase their level of professional responsibility and achieve the curriculum learning objectives.
- 2 Trainees receive an orientation which explains the curriculum, the formal learning program and

rotations in the training program. Orientation is provided at the start of every new rotation.

- 3 Training providers facilitate identification of mentors for trainees.
- 4 Formal learning is accessible, aligned to the curriculum and adjustable for different levels of trainee competence.
- 5 Trainees have opportunities to participate in research and technology-enhanced learning opportunities.
- 6 THHS has the capacity, resources and facilities for trainees to learn and safely meet their work responsibilities.
- 7 Rotations provide ample work experiences and learning opportunities of appropriate breadth and depth in alignment with the curriculum learning objectives.
- 8 Patient rounds and appointments are undertaken at times that facilitate patient-based teaching, completion of trainee duties and attendance at formal learning.
- 9 Trainees are permitted time for formal learning.
- 10 The coordinated training program provides a trainee with the necessary work experiences and learning opportunities required to successfully complete the training program.

Notes

THHS will:

- Define what curriculum learning objectives can be partially or completely achieved using rotation descriptions
- Ensure that rotations are delivering learning opportunities that support achievement of the curriculum learning objectives
- Coordinate movement of trainees equitably within the setting to provide breadth and depth of training.

Rotations

A setting provides an up-to-date rotation description that outlines the profile of work; rotation structure; trainee work experiences and learning opportunities; and supervision and assessments. The supervisor responsible for the rotation aligns the available training opportunities to the trainee's learning needs. Rotations have sufficient social learning opportunities including patient-based teaching and sharing, and working and collaborating with colleagues and multidisciplinary teams.

Formal Learning

There are opportunities for formal learning within a rotation and the training program. Formal learning for the training program is planned, structured, aligned to the curriculum and regularly delivered with a flexible format that maximises attendance, participation and effectiveness.

There is a distance education strategy and communication infrastructure to deliver learning effectively. Trainees attending the formal learning program are not interrupted by service delivery demands unless there is an exceptional and unanticipated need to maintain patient safety.

Trainees are provided with equitable opportunities and encouraged to attend external conferences

and courses relevant to their training. Study leave entitlements, including the application process, are transparent, equitable and understood by trainees.

Training Resources

THHS has the workload, profile of work, services (including administrative, diagnostic, investigative, interventional, operative, consultative and therapeutic), access to educational infrastructure and facilities (including teaching rooms, clinical skills and wet laboratories, simulation environments, meeting rooms, computers, technology, visual aids, and specialty-specific literature and databases) to deliver the training program.

4.2. Supervision

A high standard of supervision is provided to trainees at all times.

Criteria

- 1 THHS ensure trainees have appropriate supervision for all aspects of training whilst recognising the principle of increasing professional responsibility.
- 2 Supervision is monitored to ensure safe practice and effective training.
- 3 THHS ensure that trainees have appropriate, accessible and timely supervision and meet with their supervisors frequently.
- 4 Supervision arrangements are clearly outlined to the trainee and supervisor(s).
- 5 Supervision is provided by a sufficient number of qualified and skilled medical staff with the appropriate level of training and experience to ensure the delivery of high-quality learning opportunities for trainees.
- 6 Supervisors determine the trainee's level of competence and confidence and provide an appropriate level of supervision to ensure the trainee's responsibilities are appropriate for their level.
- 7 Supervision is conducted lawfully and professionally.

Notes

Supervision includes establishing and maintaining a learning environment; oversight at point of care; teaching; facilitating professional development; assessment; and monitoring individual learning and educational progress. There is regular communication and collaboration between educators to support trainee learning and completion of the training program.

Trainees receive timely assistance in point-of-care situations. There is a process to assess trainees at the commencement of their rotation to establish whether they can fulfil their work responsibilities.

Trainees know their scope of authority and only manage situations in which they are deemed competent.

THHS have written supervision processes and arrangements which are conveyed to the trainee and supervisor to ensure the trainee has appropriate supervision for all aspects of training. Trainees receive supervision from a named supervisor or supervisors who observe and oversee:

- The trainee's work at the point of care
- Individual trainee learning, teaching and assessment within a rotation
- can access the supervision they require
- can identify all the supervisors providing supervision
- knows their responsibilities and the supervisors' responsibilities
- knows the direct and indirect supervision arrangements
- knows from whom to seek assistance
- knows the circumstances under which supervisors are consulted about care.

4.3. Assessment

Trainees receive effective feedback and robust assessment.

Criteria

- 1 THHS implements assessment consistent with various training program requirements.
- 2 Educators carrying out assessment have expertise in the area being assessed, act honestly and effectively, and can justify their decision.
- 3 Clear processes exist to identify, manage and support trainees where there are concerns about their performance, progression, professionalism, conduct and/or health.
- 4 Training providers ensure trainees and educators are given time and resources to complete the assessments required.
- 5 Trainees receive regular and constructive informal and formal feedback on their performance and are encouraged to act on it.
- 6 THHS has a process by which trainee competence and progression are assessed, which takes into consideration all available assessments and supervisor feedback.

Notes

Assessment is mapped to the curriculum and occurs in a timely manner. THHS assessment processes align with the Specialty Colleges' training program requirements where applicable and outline the type and time of feedback and assessment. THHS has a discreet process for sharing information between educators about the performance and progression of a trainee. The processes are applied equitably.

The feedback and assessment processes are understood by trainees. Trainees are encouraged to take responsibility for their performance and seek feedback from supervisors. Trainees receive an outline of the assessment and feedback at the commencement of each rotation including who is responsible and how information will be gathered.

THHS ensure educators have the relevant capabilities and understand the feedback and assessment processes. Educators seek feedback from a range of health professionals and regularly monitor and provide timely constructive formal and informal feedback about a trainee's performance, progression

and areas of development. Trainee assessments, performance and progress are documented.

THHS has a process for managing trainee difficulties which ensures patient safety and trainee welfare and is aimed towards remediation. The process describes the general and academic guidance and remediation options for trainees in difficulty, how to inform the regulator where appropriate and the support services available to trainees. Educators identify trainees with difficulties or impairment early and participate in their remediation. When a concern is identified, support and actions are clearly articulated to the trainee, this is documented and action is taken. Trainees will not progress if they fail to meet the learning objectives of the curriculum. When the concern cannot be resolved, advice needs to be given on alternative career options.

5. Quality Assurance

Purpose

To ensure a high-quality implementation of the training standards.

Outcome

THHS strives for comprehensive, consistent training standards that are implemented in accordance with this and are prepared for peer review of others' training implementation.

Each Department:

- leads the evaluation of the implementation of the training standards
- supports transparent and consistent implementation of the standards
- uses a systematic and coordinated approach to implementation of the standards
- provides meaningful feedback and support to other Departments in the implementation of the training standards
- uses the [Checklist](#) to record performance of Departments against the criteria for implementation of the training standards

Responsibility

Senior Medical Leadership Team and Heads of Medical Department Forum develop the criteria against which the Departments will evaluate the implementation of the training standards. They are responsible for taking action if concerns are raised about implementing the training standards.