

# **SPECIFICATION FOR BASIC VOCATIONAL TRAINING IN ADULT MEDICINE AND PAEDIATRICS**

## **1.0 PREAMBLE**

This specification describes the requirements for basic physician training in adult medicine and paediatrics. It is based on the handbooks 'Requirements for Physician Training, Adult Medicine, New Zealand' published by the Royal Australasian College of Physicians (RACP), 2000, 'Requirements for Physician Training, Internal Medicine and Paediatrics, New Zealand 1998 and additional information provided by the College, its members, and other information sources. This specification will be updated once the Paediatrics handbook for 2000-2001 is available.

This training leads on to advanced physician training which is described in a separate specification, *Advanced Vocational Training in Adult Medicine and Paediatrics*.

In this specification, the term 'registrar' means registrar in training as defined in Section 3.1 Registrar Eligibility.

## **2.0 DESCRIPTION OF SERVICE**

The RACP describes basic physician training as a minimum of 36 months of clinical and educational experience from the time of graduation, 24 months of which must be in adult medicine or paediatrics. Training may be commenced during the intern (house officer) year, if he/she obtains an appropriate position in an accredited hospital.

The first pre-registration year is a generic house officer year, which is covered under a separate specification (Probationary Registration Year).

During the period of basic training the registrar should build on the cognitive and practical skills acquired during medical school and the pre-registration year and acquire a broad knowledge of the principles and practice of adult medicine or paediatrics, and develop a satisfactory level of clinical competence that will equip them for advanced training. This requires clinical and other educational opportunities in a supportive learning environment, with both career guidance and guidance on learning techniques available during the course of this training.

The programme should introduce the wider aspects of vocational training including effective service delivery, resource management, health policy and population health.

Trainees will gain experience in follow-through of patient care both in in-patients, from initial presentation and admission through to discharge, and of outpatients.

At a national level, the RACP Committee for Physician Training assesses the adequacy of the training of those preparing for the FRACP examination (basic physician training). Registrars are eligible to apply to sit this examination near the end of their third year of basic training. The examination is sat during the fourth or fifth graduate year.

A local Director of Basic Physician Training is appointed by the RACP in each accredited hospital and has responsibility for general oversight of the training programme, planning and co-ordination of the learning opportunities for the registrars (including mentor arrangements), and verification of the training experience of individual registrars to the College's Committee for Physician Training (CPT) and Committee for Paediatric Physician Training (CPPT).

The knowledge and skills of the registrars are assessed by the FRACP examination.

## **2.1 LEARNING ENVIRONMENT**

Training is on the basis of both apprenticeship and formal teaching in an environment of excellence. The principles of adult learning apply to both models. The example set by senior medical staff and other staff strongly influences the quality of the learning experience. This requires both good role modelling by the supervisor and active participation by the registrar, with critical feedback given positively in both directions at appropriate times.

Learning takes place in clinical settings (wards, outpatient departments and ambulatory care clinics), and includes access to regular continuing medical education sessions such as journal clubs, grand rounds, departmental meetings and research seminars provided by the employer for the benefit (ongoing education) of all medical staff. An environment of excellence in these activities is an important element of training.

Knowledge is advancing quickly in medicine, and therefore one of the important elements of training is to gain self-directed learning skills to enable registrars to keep up with, and critically evaluate, current practice and scientific information. These skills form the basis of lifelong learning.

The training includes development of specialist medical professional competence and wider aspects of vocational training.

?? The more specific professional training experiences which basic registrars require to prepare themselves for the FRACP examination include developing:

?? A thorough grounding in the theory and practice of adult internal medicine or paediatrics.

- ?? High levels of skill in history taking, physical examination, diagnosis, therapeutics and rehabilitation.
- ?? Excellent skills in communication with patients, their relatives/caregivers and other health professional staff including general practitioners.
- ?? Skills in collation and presentation of clinical information for peer learning.
- ?? An ability to identify medical problems and develop strategies for their solution.
- ?? Responsibility for total management of patients in adult internal medicine or paediatrics.
- ?? An ability to work as part of a multidisciplinary team including appropriate referral to other health professionals and delegation to junior medical and other staff.
- ?? Expertise in the efficient organisation of patient care, including discharge planning and effective communication with those having ongoing responsibility for the patient (general practitioners and other primary health care providers).
- ?? Understanding of the application of evidence-based guidelines, including technology assessment.
- ?? understanding of the importance and practical application of quality assurance and monitoring of outcomes to maintain standards and improve efficiency.
- ?? Skills in critical appraisal and assessment of medical literature.

Overall objectives for training will be provided to registrars and supervisors, and performance assessed against these objectives at regular intervals throughout training. These objectives may be met through clinical placements, formal teaching, and other educational opportunities.

### **2.1.1 Clinical Placements**

#### ***General Requirements***

Clinical placement of a registrar shall be to a clinical team with responsibility for patients in the specialties of adult internal medicine or paediatrics on either an inpatient or ambulatory basis, or both.

These placements should be designed to develop a graded responsibility through each training year.

The range of clinical duties should be sufficient to allow the training objectives to be met, or supplementary sessions should be arranged in order to comply with all training objectives.

Support will be available for registrars to attend prescribed courses of study and tutorials directly related to the training programme. This responsibility is shared between employers and registrars and is likely to be four hours per week of employed time.

The principles of culturally appropriate care shall be applied to all aspects of clinical practice.

A knowledge of, and good practice in, medico-legal and ethical aspects of professional practice is also a requirement of training.

Workplace safety issues are the responsibility of the service provider and will apply to all registrars.

### ***Specific Requirements***

All registrars and supervisors must receive and agree on specific educational objectives for each individual placement. Evaluation of the placements and assessment of registrars' progress are measured against these objectives.

There is a minimum of 24 months core training in adult internal medicine or paediatrics, of which:

?? Not less than 12 months shall be in a hospital with full accreditation by the RACP.

?? Not more than six months shall be in any one sectional subspecialty.

Not more than six months in total may be in posts devoted full-time to coronary care, intensive care, and/or emergency medicine.

For the remaining 12 months the DPT may allow additional periods in:

?? Emergency Medicine and night and relieving roster (up to six months in each)

?? Psychiatry, nuclear medicine and dermatology (up to six months from one or a combination of those fields).

?? Supervised research (up to six months).

A DPT may, in the case of an individual trainee allow as creditable, a period of up to three months in a rotation not listed above, if, in the opinion of the DPT, the rotation has sufficient relevance to adult internal medicine.

Training is focused on gaining sufficient knowledge and experience to pass the FRACP examination, and on developing broad-based skills appropriate to a specialist physician.

### **2.1.2 Formal Teaching Programme**

Formal teaching is organised and delivered by appropriately skilled and experienced staff, applying currently accepted educational principles to the teaching programme.

Support will be available for supervisors to prepare for tutorials directly related to the training programme.

Training should be available for clinical and educational supervisors and teachers on current teaching and learning principles and techniques.

The structured educational programme provided in a currently recognised educational format should be a minimum of 120 hours per year duration (e.g. four hours per week for 30 weeks).

All registrars and supervisors must receive a copy of the relevant handbook.

### **2.1.3 Access to Resources**

To meet the objectives of the training programme, the registrar requires access to general facilities and resources which include:

?? A library, containing recognised texts and a relevant range of current journals, ideally with a computerised database.

?? Facilities for teaching in a clinical setting.

?? Facilities for meetings and teaching sessions.

?? A quality assurance programme.

?? A structured learning programme.

?? Audio-visual teaching equipment.

A broad range of clinical staff are expected to have input into the registrar's learning experience.

## **2.2 SUPERVISION**

There is a local Director of Physician Training (DPT) or Director of Paediatric Physician Training (DPPT) appointed by the RACP in consultation with hospital management in each accredited hospital who has overall responsibility for the training programme. In addition, there are clinical

supervisors and other contributors to the educational supervision of the registrars.

### **2.2.1 Clinical Supervision**

The clinical supervisor is usually the consultant in charge of the clinical team to which the registrar is attached.

Clinical supervisors usually have no more than two basic trainees under their supervision.

The level of supervision of the registrar is dependent on ability, and will vary as the registrar progresses through the programme. Opportunities for directly supervised, indirectly supervised and monitored but relatively independent, clinical practice should be provided according to the ability of the registrar. As a minimum, eight hours per week of direct registrar/supervisor clinical contact is expected, plus one hour of registrar/supervisor individual contact.

Normal lines of clinical service responsibility and accountability shall apply to registrars at all times.

The registrar is essentially apprenticed to (i.e. works with and learns from) the clinical supervisor. As well as the direct clinical responsibility carried by the specialist for the work of all medical members of the clinical team, the additional responsibilities of a clinical supervisor are to:

- ?? Review the training objectives for each placement with the registrar at the beginning of the placement, and objectively assess progress against these objectives at least every three months and at the end of each placement.
- ?? Create a suitable individual learning environment for the registrar.
- ?? Ensure that a wide range of opportunities for clinical skill development is available to the registrar.
- ?? Provide guidance and advice to trainees regarding the cultural appropriateness of care provided.

Clinical supervisors may be called upon to contribute to an objective-based assessment of the registrar's suitability to sit the FRACP examination.

### **2.2.2 Educational Supervision**

Individual direct educational supervision provided by the supervisor includes:

- ?? Ensuring that the registrar makes effective use of the learning environment provided.
- ?? Directing and focusing learning so the registrar develops good self directed and lifelong learning techniques.

?? Ensuring the registrar develops an understanding of the wider aspects of vocational training.

The overall educational supervision is given by the Director of Physician Training (see below).

In addition, each registrar should choose a 'mentor' to guide them through their career development. This may be the Director of Physician Training, or the role may be vested in a senior colleague who has empathy with the registrar.

### **2.3 PROGRAMME COORDINATION**

The Director of Physician Training's primary role is to help registrars achieve the objectives of the basic physician training programme. This is through coordinating, teaching, information sharing and motivating registrars at all stages of training. The basic tasks relate to basic training and preparation for the exam.

The tasks of the Director of Physician Training are to:

#### Develop a Training Programme

?? Formulate a programme of educational activities aimed at basic trainees and potential basic trainees within the hospital.

?? Assist in the development of appropriate rotations.

?? Determine appropriate positions.

#### Select basic trainees and allocate term

?? Identify and counsel doctors who are considering physician training.

?? Be involved in the selection process for trainees.

#### Training and examination

?? Organise regular meetings with basic trainees.

?? Monitor the progress of individual trainees, giving feedback and advice where appropriate.

?? Administrative responsibilities relating to registration of trainees and applications for the examination.

?? Assist with trial written and clinical examinations.

- ?? Liaise with the Committee for Examinations of the College on arrangements for the examinations.
- ?? Review examination results with individual trainees, including if necessary facilitating counselling of failed candidates.
- ?? Discuss advanced training options with individual trainees.
- ?? Advocate for the registrars with the RACP and the employer.
- ?? Evaluate the educational value of clinical placements at least every three years.

## **2.4 EXPECTED OUTCOMES**

The overall aim of the training programme is to develop a combination of knowledge and understanding, skills and attitudes which are a foundation for advanced training and for lifetime practice as a physician.

Success in this period of training is seen as:

- ?? Completion of 36 months minimum of approved clinical experience.
- ?? Satisfactory performance during training as determined by an objective based, validated assessment process.
- ?? Success in both the written and clinical parts of the basic physician training of the FRACP examination.

The purpose of the FRACP examination is to assess competence in all facets of adult medicine or paediatric practice.

The written examination is held in March annually.

The clinical examination is held in June annually, with a supplementary examination held in Australia in August/September if necessary.

All registrars successful in the FRACP examination should move on to advanced training.

## **3.0 ELIGIBILITY**

### **3.1 REGISTRAR ELIGIBILITY**

a) Entrants to the programme must:

- ?? Be a graduate in Medicine and Surgery of a Medical School recognised by the Medical Council of New Zealand; and

?? Have general registration as a medical practitioner from the Medical Council of New Zealand.

?? Be formally registered with the Royal Australasian College of Physicians as a trainee on the Basic Physician Training Programme

Eligibility to sit the FRACP examination is determined by the College Committee for Physician Training or Committee for Paediatric Physician Training on advice from the local Director of Physician Training, and the registrar's record of clinical experience.

Medical registrars who do not meet the above criteria may be considered on a case by case basis.

b) Some registrars are classified by the RACP as "exemptees"<sup>1</sup>. Those exemptees eligible for CTA funding are:

(i) New Zealand graduates (who may have trained overseas and obtained either American Boards, Canadian Fellowship, South African Fellowship or UK membership) and who have returned to New Zealand to pursue their career here; or

(ii) Graduates with the above diplomas who have either general or temporary registration as a medical practitioner from the Medical Council of New Zealand and have registered and paid to sit the examination.

Exemptees who do not meet the above criteria will be considered on a case by case basis.

### **3.2 PROVIDER ELIGIBILITY**

Training in Adult Medicine or Paediatrics may only be undertaken in hospitals fully or partially accredited by the RACP for basic physician training.

Hospitals may be granted full accreditation or partial accreditation by the RACP. Full accreditation allows the whole of the basic training programme for any one registrar to be taken at that hospital. Partial accreditation allows for up to two years of the total basic training programme for any one individual registrar to take place at that hospital.

A list of fully and partially accredited hospitals for adult internal medicine or paediatrics is available from the RACP offices, or on the website <http://www.racp.edu.au>.

## **4.0 LOCATION AND SETTING**

---

<sup>1</sup> "Exemptee" refers to exemption from sitting the FRACP written examination.

Training will be provided at an accredited or partially accredited hospital.

Any secondment of a registrar to another location for further training experience must comply with Clause 4.4.(d) of the CTA contract document.

## **5.0 ASSOCIATED LINKAGES**

The training programme has established linkages with:

?? Royal Australasian College of Physicians (RACP), including the Committee for Physician Training, Committee for Paediatric Physician Training, and the Committee for Examinations.

?? Advanced RACP registrars at the same location.

?? Provincial hospitals which have registrar placements.

?? Schools of Medicine.

?? Other HHS based continuing medical education programmes.

?? Patient Advocates for Code of Health and Disability Services Consumer Rights and Privacy Issues.

## **6.0 PURCHASE UNIT AND REPORTING UNIT**

### **6.1 PURCHASE UNIT**

A registrar on the RACP Basic Physician Training programme, who is registered with the RACP **and** has declared to a Director of Physician Training his/her intention to sit FRACP Part I Examinations within 15 months.

Part-time registrars who are funded under this contract will be funded on a pro rata FTE basis.

## **7.0 QUALITY STANDARDS: PROGRAMME SPECIFIC**

*This section should be read in conjunction with Part 5 of the CTA contract document which specifies **generic** quality standards for all programmes under this contract.*

**The Provider will:**

?? Ensure placements are appropriate to the basic registrar's level of knowledge and experience, so that the training experience can be graduated and ongoing.

**The Clinical Supervisor will:**

?? Ensure all registrars receive an appropriate level of clinical supervision and training experiences in their day to day work with the minimum number of training hours described above.

?? Ensure all registrars are provided with a written copy of general and specific objectives for each clinical placement, and that evaluations are based on these objectives.

?? Ensure clear lines of accountability for patient care at all times, with backup available appropriate to the level of experience of the registrar.

**The Educational Supervisor will:**

?? Ensure that reports on registrars' progress are provided to the programme coordinator by the due date.

**The Director of Physician Training/Director of Paediatric Physician Training will:**

?? Ensure clinical supervisors are provided with overall and placement specific educational objectives, and are consistent in their assessment of registrars using measurable validation procedures.

?? Encourage registrars to select a mentor for advice on their career development.

?? Audit supervisors to ensure that recognised practices are applied and that a consistent approach is taken to registrar assessment, using measurable validation procedures.

?? Have a record of registrars preparing for the FRACP examination available on request, detailing their associated clinical and educational supervisors and career mentors.

## **8.0 REPORTING REQUIREMENTS: PROGRAMME SPECIFIC**

*This should be read in conjunction with Part 4 of the CTA contract document which specifies **generic** reporting requirements for all programmes provided under the contract.*

### **8.1 PROGRESS REPORTING**

Section 2.4 of the specification details the expected outcomes of the training programme purchased.

## **8.2 QUALITY REPORTING**

Reports as described in Part 4 of the CTA contract document require a summary of the programme. Part 5 of the contract requires that the provider have a quality plan in place for the ongoing monitoring of the training provided. The summary should refer to the outcomes of this internal quality management and make reference to the programme specific quality standards in Section 7.0 above, particularly supervision.