



The Royal Australasian
College of Physicians

Advanced Training Committee in Adolescent and Young Adult Medicine
Site Accreditation Criteria for Core training

RACP Standards		Minimum Site Requirements	
1. Supervision			
1.1	There is a designated supervisor for each trainee.	1.1.1	<i>Advanced Trainees will be supervised by:</i> <i>For trainees on the PREP curriculum:</i> • 1 x supervisor per rotation, who is a Fellow of the RACP practicing in Adolescent and Young Adult Medicine; and • 1 x supervisor per rotation, who is a Fellow of the RACP (Core A) or 1 x supervisor per rotation, with an appropriate Fellowship and/or medical competence for that rotation (Core B) <i>For trainees on the new curriculum:</i> • 2 x supervisors per rotation, including a minimum of 1 supervisor per rotation who is a Fellow of the RACP and an Adolescent and Young Adult Medicine specialist
		1.1.2	<i>There should be no more than 2.0 FTE trainees per 1.0 FTE primary supervisor(s).</i>
1.2	Trainees have access to supervision, with regular meetings.	1.2.1	<i>The physician nominated as primary supervisor must work directly with the Advanced Trainee and be present to observe direct patient care.</i>
		1.2.2	<i>Trainees meet with their supervisor(s) formally at approximately three-month intervals a minimum of four times a year.</i>

1.3 Supervisors are RACP approved and meet any other specialty specific requirements regarding qualifications for supervisors.	1.3.1 <i>Supervisors will have attended an RACP Supervisor workshop within the last 5 years or intend to attend within 6 months of commencing as a supervisor.</i> 1.3.2 <i>Supervisors must be familiar with the requirements of the Adolescent and Young Adult Medicine Advanced Training Program and Curriculum.</i>
1.4 Supervisors are supported by the setting or network to be given the time and resources to meet RACP supervision requirements and criteria on supervision.	1.4.1 <i>Supervisors have protected non-clinical administration time, part of which can be allocated to supervision of trainees and informal meetings with trainees on a minimum weekly basis.</i> 1.4.2 <i>Supervisors have protected time to support the trainee to complete RACP training program requirements.</i>
2. Facilities and Infrastructure	
2.1 There are appropriate facilities and services for the type of work being undertaken.	2.1.1 <i>There is administrative support for the service so that trainees' clinical workload is not diminished by time spent on clerical work.</i> 2.1.2 <i>Trainees are provided with the following:</i> • <i>A dedicated workstation or office</i> • <i>A work e-mail address</i> • <i>A dedicated telephone</i> • <i>Appropriate software for clinical purposes</i> • <i>Access to printing, fax and photocopying facilities</i> • <i>Internet access to common information databases</i>
2.2 There are facilities and equipment to support educational activities, such as study areas and tutorial rooms.	2.2.1 <i>If trainees cannot physically attend formal education sessions, there must be facilities such as videoconferencing that allow them to access these.</i> 2.2.2 <i>Trainees must have access to the RACP Advanced Training Portal/Training Management Platform (TMP) using facilities provided by the workplace.</i> 2.2.3 <i>Trainees will have access to resources supporting remote electronic learning if required to work away from the primary training site.</i>

3. Profile of Work	
3.1 The setting must provide a suitable workload and appropriate range of work.	3.1.1 <i>The trainee's workload must encompass some or all the range of patient contacts required for the Advanced Trainee, including:</i> • <i>Ambulatory care/outpatient clinics</i> • <i>Involvement in a multi-disciplinary adolescent and young adult medicine team</i> • <i>Continuity of care across 12 months</i> 3.1.2 <i>The trainee must see predominantly adolescent and/or young adult patients.</i> 3.1.3 <i>The trainee must see a range of adolescent and young adult cases and conditions.</i> 3.1.4 <i>The trainee must be provided with leadership and advocacy opportunities to learn how to advocate on behalf of adolescents and young adults as well as to build the knowledge and confidence needed to be a leader in adolescent and young adult medicine.</i>
3.2 Trainees participate in quality and safety activities.	3.2.1 <i>The site involves the Advanced Trainee in quality assurance activities.</i>
3.3 There is the capacity for project work (including research) and ongoing training.	3.3.1 <i>The site should have an active clinical or basic research program to which the advanced trainees can contribute to obtain experience in research methodology. Alternatively, access to such research opportunities should be available.</i>
4. Teaching and Learning	
4.1 There is an established training program or educational activities such as multidisciplinary meetings, academic meetings, rounds and journal clubs.	4.1.1 <i>Trainees have access to regular adolescent and young adult medicine educational activities on site or an opportunity to attend at an affiliated site.</i> 4.1.2 <i>The site must provide Advanced Trainees the opportunity to discuss and teach in an academic context (for example with junior colleagues and undergraduate students).</i> 4.1.3 <i>The site must provide Advanced Trainees with the opportunity to participate in regular multidisciplinary meetings and discussions (for example with nursing staff and allied health staff).</i>

4.2	There are opportunities to attend external education activities as required.	4.2.1	<i>Trainees must be given the opportunity to attend external education events relevant to the practice of adolescent and young adult medicine as per the appropriate award entitlements for study leave.</i>
4.3	There is access to sources of information, both physical and online, including a medical library or e-library facility appropriately equipped for physician training.	4.3.1	<i>Trainees have access to a medical library and e-library suited to Advanced Training in Adolescent and Young Adult Medicine.</i>
5. Trainee Safety and Support Services			
5.1	There are workplace policies covering the safety and well-being of trainees.	5.1.1	<i>Trainees are aware of and have access to occupational health and safety resources, including a policy appropriate to the activities and environment of its service.</i>
		5.1.2	<i>All workplace policies and procedures required by Federal and State legislation are in place.</i>
5.2	There is a formal induction/orientation process for trainees.	5.2.1	<i>Supervisors or designees provide an orientation/induction into training at the setting to new trainee commencing in the first week of training.</i>