RACP Framework for

Educational Leadership and Supervision

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"The hardest conviction to get into the mind of a beginner is that the education upon which he is engaged is not a college course, not a medical course, but a life course, for which the work of a few years under teachers is but a preparation."
- Osler

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Foreword

Recent research in medical education shows that the level of proficiency a trainee achieves by the end of training is a major determinant of the standard of practice they will achieve throughout their career (Asch 2009)[1]. Asch's study provides empirical proof of what we all intuitively understand: training matters. Training needs to be as good as it can be to ensure continued high standards of healthcare.

Over five thousand members of the Royal Australasian College of Physicians (RACP), Fellows of other medical colleges, and healthcare professionals invest considerable time, effort and energy in supporting our trainees in their educational journey towards Fellowship and unsupervised practice.

Knowing that high quality supervision translates into excellent physicians and patient care, we recognise that educational leaders and supervisors are the single most valuable resource in training the next generation of physicians. With medical education moving towards competency-based training in an increasingly complex and challenging healthcare environment, it is essential to recognise the importance of the role they play in shaping a healthcare system fit to meet population needs.

We do this by first acknowledging medical education as a specialised area of practice requiring a unique set of skills, knowledge and experience. The College is making a significant investment to build a quality educational leadership and supervisory workforce to help grow Physicians of the future who train in more than 700 accredited settings across Australia and New Zealand, aligned to 21st century healthcare needs.

At an individual practitioner level, this document provides clarity by defining the expectations of our educational leaders and supervisors; the knowledge skills and competencies required of them; and how they will be selected and evaluated.

At a health system level it emphasises the importance of the educational leadership and supervisory workforce and the expectation that appropriate time and resources are allocated to Physicians undertaking these roles.

This framework was developed by a working group of Fellows, trainees and College staff, co-chaired by Dr Ross Nicholson and Dr Paul Myhill, and is based on comprehensive research and consultation with the Membership.

It is envisaged that this document will evolve over time to ensure we continue to meet the needs of trainees, healthcare settings and the communities we serve. We welcome feedback on this document and the standards it frames to assist with monitoring, evaluation and future refinement.

I believe this framework will help to foster excellence in training for all RACP trainees, and support the resourcing required within healthcare systems to deliver high quality physician training and patient care. I congratulate all College supervisors for their valuable contribution to physician training, and their continuing commitment to supporting a shared vision of excellence in health and medical care for the future.

Dr Jonathan Christiansen
Chair, College Education Committee

1. Asch, D. et al. (2009) Evaluating Obstetrical Residency Programs Using Patient Outcomes. JAMA. 2009;302(12)

About the College

The Royal Australasian College of Physicians (RACP) oversees the training of more than 61 specialist pathways, representing a supervisory workforce of over 4,500 educators. The College plays an important role in setting standards for physician education and supporting supervisors in their role.

RACP and health system responsibilities

The College and local training settings face different challenges and manage different responsibilities. Although both work in collaboration to deliver high quality training, each have unique areas of accountability.

It is recognised that Educational Leaders and Supervisors have multiple responsibilities as both an employee in the workplace and with their College role.

It is important that the needs and priorities of both training and service delivery are balanced.

Workplace

- Workplace policy, procedures and guidelines
- Employment
- Work-based learning opportunities and clinical supervision
- Patient safety and care

College

- Professional standards, accreditation and curriculum
- Membership
- Educational leadership and supervision
- Safe and quality training

RACP Educational Leaders and Supervisors are delegated College roles. It is expected that they are carried out under College auspices with College support, and comply with this framework, and the corresponding Educational Leadership and Supervision Policy.

Educational Leaders and Supervisors are required to comply with the Code of Conduct, these guidelines, and any other directions which may be issued to them in writing, should they wish to rely on the Deed of Indemnity.

About this document

High quality supervision strengthens the safety and quality of healthcare, both now and in the future. It is arguably one of the most important investments in training. Leadership, guidance, support, assessment and education are all essential for a trainee to be equipped with the tools necessary for successful physician practice.

It is challenging to fulfill all aspects of supervision and the requirements of the diverse specialty training program in a single role. This framework has been developed with the understanding that supervision encompasses many important elements, applied with unique emphasis for each individual trainee. It outlines critical elements to meet best practice standards while allowing flexibility and refinement for local implementation.

The ultimate purpose of this framework is to drive excellence in medical education and optimise physician trainee outcomes. The document covers four sections:

1. **The roles and structure of educational leadership and supervision.** A flexible role structure which outlines core functions, roles and responsibilities of Educational Leaders and Supervisors in the context of the RACP Training Program. This includes time allocations recommended by the College for educational leaders and a supervisor: trainee ratio for Educational Supervisors in Basic Training.
2. **The RACP Standards for Educational Leadership and Supervision**. A framework outlining the expected standards, behaviours, skills and knowledge required for excellent educational leadership and supervision.
3. **Accreditation, selection and appointment.** The selection process and eligibility criteria for newly appointed Educational Leaders and Supervisors. Accreditation upon completion of the Supervisor Professional Development Program.
4. **Evaluating the effectiveness of educational leadership and supervision.** Tools and guidance to support the monitoring and evaluation of training programs, and individual supervisor effectiveness.

This framework is applicable to Educational Leaders and Supervisors of RACP Trainees across the Divisions, Faculties and Chapters. It is expected that all RACP members in an educational leadership or supervisory role for the College will abide by the standards set out in this document, and the principles outlined in the Educational Leadership and Supervision Policy available on the RACP website: www.racp.edu.au/trainees/education-policies-and-governance/education-policy. It is also important for all members in a supervisory role to be familiar with the program requirements outlined in the handbooks available online:

Basic Training: https://www.racp.edu.au/trainees/basic-training/basic-training-program-requirements

Advanced Training: https://www.racp.edu.au/trainees/advanced-training

The information contained within this framework aligns with the expectations of the community we serve and our regulators: the Australian Medical Council (AMC) and Medical Council of New Zealand (MCNZ). The framework aims to safeguard the reputation and career mobility of our members and closely reflects best practice in medical educational supervision and training, both nationally and internationally.

This document will be regularly reviewed and refined to reflect the changing environment, ongoing evaluation and feedback from members.

Changes at a glance

A summary of the key changes outlined in this document are summarised below.

Roles and Structure of educational leadership and supervision

Key changes	Rationale
Basic Training	
• Time allocations have been recommended for Network Directors and Training Program Directors. • A maximum ratio of supervisors to trainees has been recommended.	• Feedback from members has indicated this would assist Educational Leaders and Supervisors to emphasise the importance of the role and inform the appropriate allocation of resources.
• New role categories have been introduced to streamline the current 12 supervision roles across RACP training programs.	• A common understanding of roles, responsibilities and competencies will help build a cohesive and aligned supervisory workforce and support system for our trainees, and continuity of training and associated processes.
• Network Directors are formally recognised in the Basic Training role structure.	• To recognise the importance of the role of educational leadership at a network level and support the move towards network accreditation.
• Directors of Physician Education and Directors of Paediatric Physician Education are defined as Training Program Directors at a College level. This does not necessitate the change of role titles locally.	• The framework clarifies and emphasises the role of Training Program Directors as Educational Leaders.
• The Professional Development Advisor role is incorporated into the Educational Supervisor role.	• To recognise that teaching and assessment of competence needs to integrate medical expertise with professionalism.
• Ward Service Consultants (WSCs) are defined as Rotation Supervisors.	• To more accurately describe the function of the role.
• Advanced Trainees are formally recognised as Assistant Supervisors.	• To acknowledge and recognise the important role that Advanced Trainees play in the education and training of Basic Trainees.
Advanced Training	
• Training Program Directors will be introduced for each specialty through a staged implementation process in consultation with each Advanced Training group.	• This aligns with feedback from stakeholders and best-practice that educational leadership should be carried throughout the whole training program to ensure the standards of training are of the highest quality and to mitigate risk.

The RACP Standards for Educational Leadership and Supervision

Key changes	Rationale
A competency framework has been developed for Educational Leaders and Supervisors. This sets the standards of the expected behaviours, skills and knowledge of Educational Leaders and Supervisors.	Defining the necessary competencies to be successful in a role can assist to: • Ensure supervisors demonstrate sufficient expertise. • Contribute to effective recruitment and selection. • Provide a basis to evaluate performance. • Identify skill and competency gaps more efficiently. • Help to plan required training and professional development. • Plan sufficiently for succession. • Make change management processes work more efficiently.

Accreditation, selection and appointment

Key changes	Rationale
A formal selection and appointment process will apply to those who are new to RACP educational leadership and supervision roles. Those who have had a supervisory role prior to January 2019 (Australia) or December 2018 (New Zealand) are not required to be selected. • Accreditation status will be awarded upon completion of the Supervisor Professional Development Program. • Accreditation status will be a requirement for all Fellows in RACP educational leadership and supervision roles from 2020.	• Educational Leaders and Supervisors are an important workforce with a specialised skill set. Having individuals who meet the selection criteria and have attended supervisor training courses will assist physician training programs to be of the highest calibre.

Evaluating the effectiveness of teaching and learning

Key changes	Rationale
Educational Leaders and Supervisors are encouraged to engage in, and promote continuous quality improvement of training programs and supervisor professional development.	Routine evaluation is an important aspect to ensure quality. Review of professional practice by a peer is a valuable part of developing professional skills.

Section 1
The Roles and Structure of Educational Leadership and Supervision

Section 1.1: The Basic Training Program

- Core functions in Basic Training
- Educational leadership and supervision roles

Section 1.2: Advanced Training Programs (Divisions, Faculties and Chapters)

- Core Functions in Advanced Training
- Educational leadership and supervision roles
- Introduction of Training Program Directors

Section 1: At a Glance

The Roles and Structure of Educational Leadership and Supervision

This section outlines the core functions, roles and responsibilities of Educational Leaders and Supervisors in the Basic and Advanced Training programs (Divisions, Faculties, and Chapters).

The Basic Training Program

What's new?

This document introduces some important changes to the current educational leadership and supervision roles:

- FTE allocations have been set out for Network Directors and Training Program Directors. A maximum supervisor: trainee ratio has been recommended for Educational Supervisors.
- Role descriptions to clarify responsibilities and expectations have been introduced and are outlined in Appendix 1.
- Directors of Physician Education and Directors of Paediatric Physician Education are defined as Training Program Directors (at a College level only) to establish a common language across training programs. This does not necessitate the change of role titles locally.
- The Professional Development Advisor (PDA) role is incorporated into the Educational Supervisor duties. This means development of a trainee's personal and professional qualities, previously facilitated by PDAs, is now the responsibility of Educational Supervisors.
- Ward Service Consultants (WSCs) are now known as Rotation Supervisors to align with terminology used in training settings.

Required roles in Basic Training

Each Basic Trainee must be allocated a named individual for the following roles:

- Network Director (Educational leadership and oversight of the network training program – where a network exists only)
- Training Program Director (oversight of teaching and training in the local context either at a training site or across a network of sites).
- Educational Supervisor (oversight of individual trainee educational requirements and longitudinal progression).
- Rotation Supervisor (direct observation and oversight of individual trainee teaching, learning and assessment in a rotation).

Role structure

- The role structure is flexible and can be adapted to suit the context of training settings.

The Advanced Training Program (Divisions, Faculties and Chapters)

What's new?

- Role descriptions to clarify responsibilities and expectations are outlined in Appendix 2.
- Training Program Directors will be introduced for each specialty through staged implementation and in consultation with each Advanced Training group.

Required roles in Advanced Training

Each trainee must be allocated an:

- Advanced Training Supervisor (direct observation and oversight of individual trainee teaching, learning and assessment).

Section 1: Roles and Structure of Educational Leadership and Supervision

Section 1.1. The Roles and Structure of Educational Leadership and Supervision in Basic Training

This section outlines the core functions, roles and responsibilities of Educational Leaders and Supervisors in the Basic Training Program.

Core functions in Basic Training

There are four core functions essential for educational leadership within the Basic Training Program and supervision of each Basic Trainee:

Core functions

- Oversight of a network training program (where a network exists).
- Oversight of the local training program.
- Oversight of educational requirements and the longitudinal progression of individual trainees.
- Direct observation and oversight of teaching, learning and assessment of individual trainees in a rotation.

In many cases these functions may be undertaken by the same person, depending on the training setting. Each setting will optimise supervision taking into account the number of trainees, accredited training programs and size of the healthcare setting.

To allow flexibility across the range of teaching environments, this framework includes a number of required supervisory roles and additional roles that may be necessary depending on the setting.

The Basic Training Program: College Educational Leadership and Supervision Roles

There are four roles required for each Basic Trainee. These roles may be undertaken by the same person in smaller settings.

Required College roles in Basic Training		
Role	**Function**	**Role summary**
Network Director (where a network exists)	Educational leadership and oversight of the network training program (where a network exists)	Provides educational leadership across a network of training settings. Responsible for coordinating the delivery of a Basic Training Program (in the first instance, with a view towards all training programs) across all settings within a network to ensure the standards of training are of the highest quality. This includes establishing appropriate systems to support a supportive training culture. As the College moves towards a network training structure, it is anticipated that this role will be a requirement across Australia and New Zealand.
Training Program Director (formerly Director of Physician Education)	Educational leadership and oversight of training program delivery	Provides educational leadership within a training site. Responsible for planning, implementing, managing and advocating for the RACP Training Program in accordance with College training requirements. May be part of a networked training program.
Educational Supervisor	Oversight of longitudinal progression	Oversees and monitors the longitudinal progress of a trainee. Responsibilities include assisting trainees to plan learning, providing timely feedback on progress and assembling the evidence of progression to make summative progress decisions and mid/end of year progress reports.
Rotation Supervisor (formerly Ward Service Consultant)	Oversight of trainee teaching, learning and assessment on a rotation	Provides direct oversight of trainees during a rotation. Responsibilities include assisting trainees to plan teaching opportunities for the rotation, conducting work-based assessments, providing feedback and completing rotation reports.

Section 1.1. The Roles and Structure of Educational Leadership and Supervision in Basic Training

Time allocation for educational leadership and supervision roles

Physician education has changed dramatically in the past few years. In line with the increasing accountability associated with educational leadership and supervision, it is now an expectation that appropriate time is allocated to Physicians undertaking these roles to perform their duties outlined in appendices 1a and 1b.

The RACP has determined time allocation guidelines for educational leadership roles and a ratio for Educational Supervisors to Trainees, listed below. These apply to the Basic Training Program only

When putting these recommendations into practice, it is important to think holistically about the supervisor workforce. The guidance provided around staffing allocations can be built into individual roles; how this fits across all available supervisors within a setting or network for maximum efficiency should be reviewed.

These guidelines are strongly recommended by the College; it is anticipated they will be mandated through the revised settings accreditation standards in the future.

RACP guidance on the time allocation for educational leadership roles.

Network Director	
Trainees per network	**FTE**
>90	0.7 (may be a shared role)
75-90	0.6 (may be a shared role)
50-74	0.5
30-49	0.4
<30	0.2

Training Program Director	
Number of trainees	**FTE**
• 5-20 trainees OR • Multiple sites in a metro area with less than five trainees	0.1 – 0.2
• 20+ trainees OR • Multiple sites in rural or regional areas	0.2 – 0.3

Educational Supervisor	
• Recommended maximum ratio between Educational Supervisors and trainees	1 supervisor per maximum 10 trainees* *It is recognised that managing a trainee in difficulty can require more time. A supervisor in this instance should be allocated fewer trainees and not the maximum number.

These guidelines reflect the current practice of some jurisdictions (NSW Basic Physician Training) and align closely with the data collected in the Capacity to Train Consultation (2016) on current practice.

The RACP is undertaking in-depth research to determine our capacity to train. This includes developing time allocation requirements for all educational leadership and supervisory roles. Future updates will include information about the time allocation for other supervisory roles and these requirements will be clearly communicated and outlined in a later version of this document.

Recognised College roles in Basic Training

It is at the discretion of the training setting whether the following roles are included in the local Basic Training Program.

Role	Function	Role summary
Deputy Training Program Director	Support oversight of training delivery at one setting	Supports the Training Program Director with the planning, implementation and management of the Training Program.
Assistant Supervisor	Support trainee teaching and learning	Supports Rotation Supervisors by providing direct oversight of trainees, additional guidance, assessment and feedback, and facilitating teaching and learning opportunities.

Descriptions for each of these roles including RACP reporting lines, eligibility criteria and the selection processes can be found in Appendix 1a.

These roles and functions may be combined in different ways to suit the context of the training setting.

Examples of how they may be structured in different training settings can be found in Appendix 1b.

Other acknowledged roles for clinical care that contribute to teaching and learning

There are a variety of health service staff who contribute to the teaching and learning of RACP trainees. These health professionals carry out roles with a clinical and workplace focus; they are not College roles.

Role	Function	Role summary
Clinical Supervisor	Support trainee teaching and learning	Clinical Supervisors are recognised for their valuable contribution to physician training and education. The Clinical Supervisor is not a formal or designated College supervisory role with assigned responsibility. Educational and training activities are often delegated by a College Rotation Supervisor. Rotation Supervisors are ultimately responsible and accountable for ensuring these training activities take place.
Allied health professionals, nurses, Fellows of other colleges, patients, and their families	Support trainee teaching and learning	Allied health professionals, nurses and Fellows of other colleges contribute significantly to the learning experience of trainees. Their feedback on trainee performance is particularly valuable. Patients and families also play an important role.

Section 1.2: The Roles and Structure of Educational Leadership and Supervision – Advanced Training (Divisions, Faculty and Chapters)

The RACP offers 61 training pathways, which lead to the award of one of seven qualifications. These qualifications align with 45 specialist titles recognised by the Medical Board of Australia (MBA) and allow for registration in nine vocational scopes with the Medical Council of New Zealand (MCNZ).

Advanced Training programs are coordinated by specialty-specific Advanced Training Committees, Faculties and Chapters, at a College level.

This section outlines the core functions, roles and responsibilities of Educational Leaders and Supervisors in the Advanced Training Program (Divisions, Faculties and Chapters).

Core functions in Advanced Training

To enable a trainee to progress through Advanced Training, two essential functions are required:

Core functions
• Oversight of the breadth and depth of the specialty, and training in the local context. • Oversight of a trainee's educational requirements, longitudinal progression and work based assessment in training.

In many cases, these functions may be carried out by the same person, depending on the number of trainees, accredited training programs/settings and geographic scope of the specialty.

Advanced Training (Divisions, Faculty and Chapters): Educational Leadership and Supervision Roles

Required roles in Advanced Training (Divisions, Faculties and Chapters)

There must be a named individual allocated to the following role for each Advanced Trainee.

Role	Function	Role summary
Advanced Training Supervisor	Direct observation and oversight of individual trainee teaching, learning and assessment	Provides direct oversight of Advanced Trainees including guidance, assessment, feedback and support in the context of each trainee's experience. Responsible for: 1. Facilitating teaching and learning opportunities, and conducting work-based assessments. 2. Assisting trainees to plan learning for the rotation. 3. Overseeing progression and providing additional support for trainees who are not on track. 4. Transferring information about trainee progress to the next supervisor and evaluating the rotation.

Detailed responsibilities for this role, including RACP reporting lines, eligibility criteria and the selection process can be found in Appendix 2.

For individual specialty-specific supervisor requirements, i.e. number of supervisors required and FRACP status, refer to the *Specialty Specific Advanced Training Program Requirements Handbook*, which can be found on the RACP website:

Basic Training: https://www.racp.edu.au/trainees/basic-training/basic-training-program-requirements

Advanced Training: https://www.racp.edu.au/trainees/advanced-training

The introduction of Training Program Directors in Advanced Training

In response to stakeholder feedback, the College is now working towards the introduction of Training Program Directors across all specialties through a staged implementation process and in consultation with each Advanced Training Committee.

Introduction of this role will allow local expertise to further optimise training and supervision, and mitigate risk. A summary of the function of the role and a summary of responsibilities is outlined below.

Training Program Directors in Advanced Training

Role	Function	Role summary
Training Program Director	Responsible for the specialty training program at a regional, state or national level (depending on the specialty).	Leads the specialty training across multiple settings to ensure all program objectives are achieved, including planning and implementation, advocating for trainees, and ensuring the quality of education and training.

The position description for the role will include the responsibilities outlined in Appendix 2. A summary of the benefits of introducing a Training Program Director role in Advanced Training are outlined below.

Australasian Faculty of Public Health Medicine (AFPHM) and Australasian Faculty of Occupational and Environmental Health Medicine (AFOEM)

The following educational leadership roles in the Australasian Faculty of Public Health Medicine (AFPHM) and Australasian Faculty of Occupational and Environmental Health Medicine (AFOEM) will now be categorised as Training Program Directors to establish a common language across physician training programs:

- Regional Education Coordinator (AFPHM)
- Remote Area Training Program Director (AFOEM)
- Regional Training Program Director (AFOEM)

This does not necessitate the change of role titles locally.

Benefits of introducing the Training Program Director role in Advanced Training

- Educational leadership for the specialty within a geographic area.
- Local oversight of adherence to RACP training objectives, curricula requirements, policies and accreditation standards.
- Risk mitigation, evaluation and quality assurance.
- Support for the implementation of new RACP initiatives.
- Advocacy for the specialty training program within a geographical area.

Given the specific nature of specialty training programs, the role can be adapted to suit the context of each specialty, taking into account the number of trainees, accredited programs and governance structures already in place.

Section 2
The RACP Standards for Educational Leadership and Supervision

Section 2: At a Glance

The RACP Standards for Educational Leadership and Supervision

The RACP Standards for Educational Leadership and Supervision outline the core behaviours, skills, knowledge, attitudes and values that should be displayed by Educational Leaders and Supervisors across all RACP Training Programs.

What's new?

The RACP Standards have been developed to:

- Provide clarity about expectations.
- Establish a consistent and transparent approach to providing quality supervision.
- Protect and drive excellence.
- Make it more explicit to clinicians and their employers that the roles for Educational Leaders and Supervisors are a dedicated and core part of the work of healthcare settings rather than duties to be undertaken in discretionary time.
- For these professional outcomes to be achieved, there is a requirement for dedicated time and resources from the College, Commonwealth government, jurisdictions and local settings.

About the Standards

Four domains have been identified as being key to achieving excellence in the supervision of College trainees:

- Quality and Safety
- Learning Environment and Culture
- Teaching and Facilitating Learning
- Educational Leadership and Management

At the heart of the standards are the 9 domains of professional practice for all physicians and paediatricians.

Requirements for Basic and Advanced Training

Using the RACP Standards for Educational Leadership and Supervision

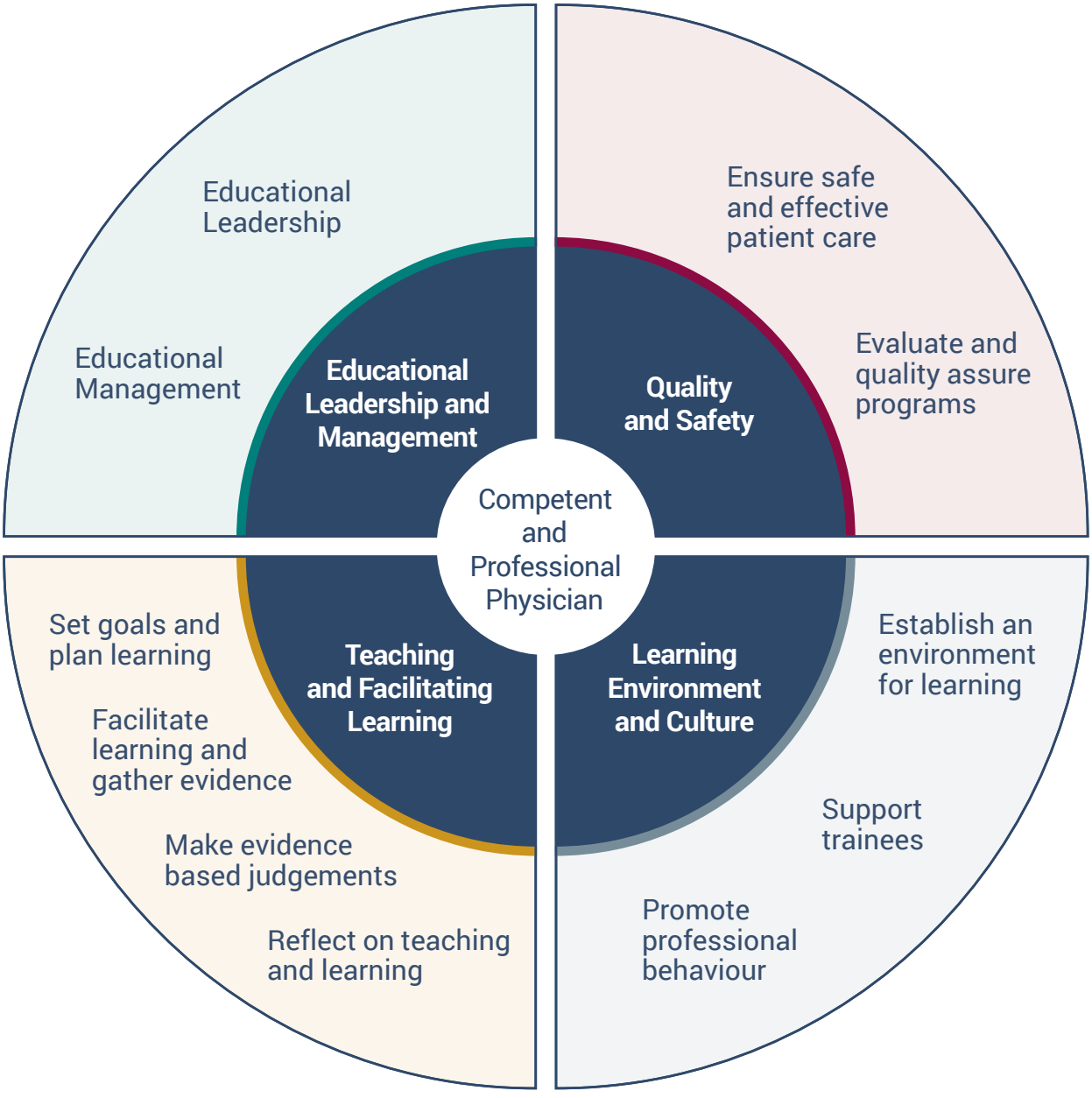
All Educational Leaders and Supervisors are encouraged to aspire to meet the standards. They will provide the foundation for:

- Selection and appointment – to assess competency as part of the 'self assessment' and 'confirmation' stages of the selection process.
- Monitoring and evaluation – as a baseline for the evaluation of supervisor effectiveness.
- Personal and professional development – tools for self-assessment and peer review to identify development needs.

Section 2: The RACP Standards for Educational Leadership and Supervision

The RACP Standards for Educational Leadership and Supervision have been developed to provide clarity about expectations, drive excellence and establish a consistent and transparent approach to providing quality supervision.

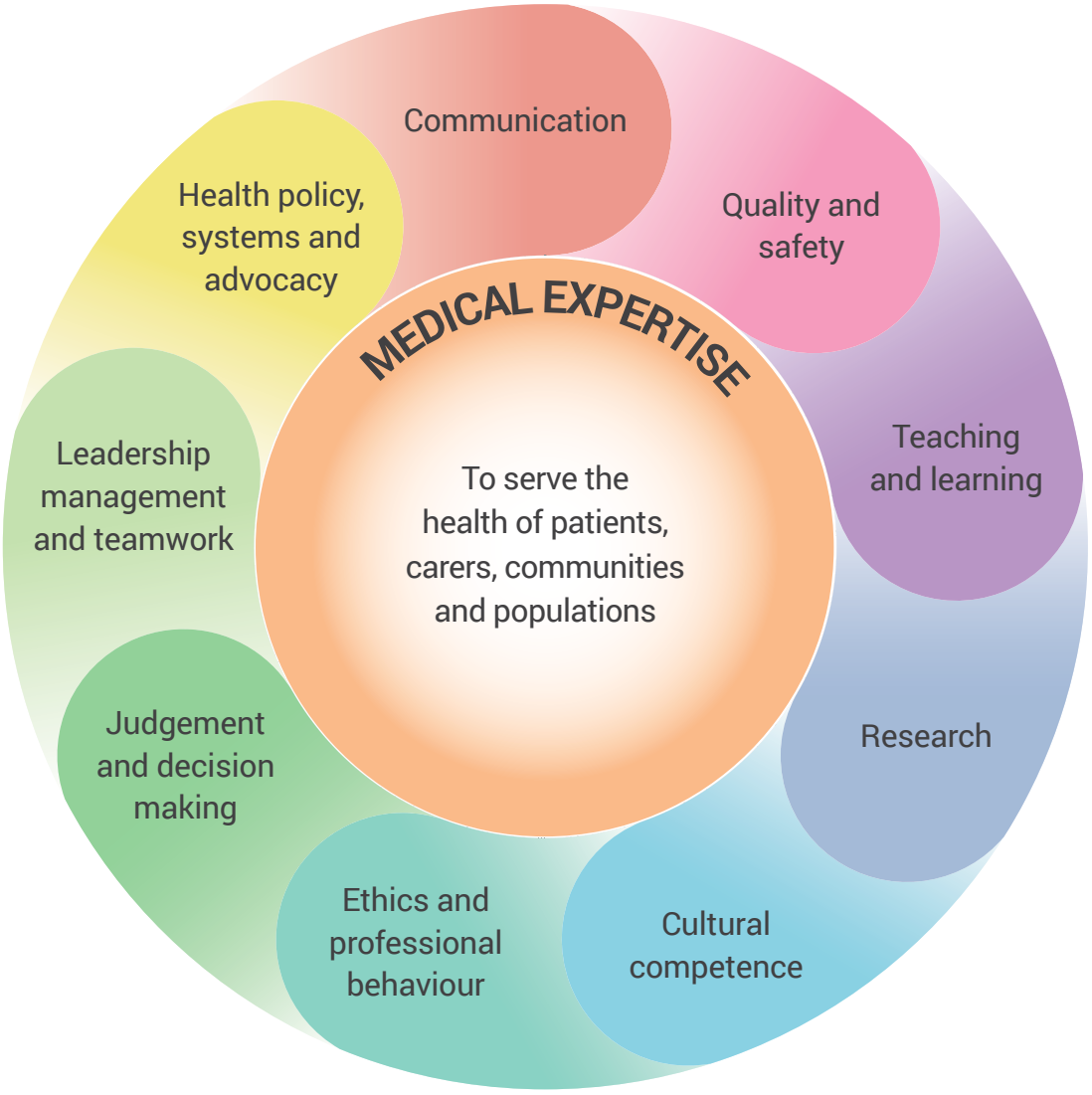
Four domains have been identified as being key to achieving excellence in the supervision of College trainees: Quality and Safety; Learning Environment and Culture; Teaching and Facilitating Learning; and Educational Leadership and Management. Within each domain there are three levels of competence. An explanation of these levels can be found on page 22. The specific competencies associated with each domain can be found on pages 23–26.



Competent and professional physicians

The competence of a physician is crucial to the success and quality of the supervision they provide. At the heart of the RACP Standards for Educational Leadership and Supervision are the 9 domains of professional practice for all physicians and paediatricians.

These are shown in the Professional Practice Framework diagram below. It is expected that all Educational Leaders and Supervisors exhibit competence in these domains in all aspects of their practice.



Levels of competence

Within each domain there are three levels of competence: Foundation, Intermediate and Advanced.

The levels of competence expected for individuals undertaking each supervisory role are as follows.

Role	Function
• Assistant Supervisors (Basic Training)	Foundation
• Rotation Supervisors • Educational Supervisors • Supervisors (Advanced Training Divisions, Faculties and Chapters)	Intermediate
• Training Program Directors • Network Directors	Advanced

The RACP Standards for Educational Leadership and Supervision should be viewed as a progression of competence. It will be helpful for supervisors to read the competencies from left to right.

As it is a progression, supervisors who are competently operating at a certain level should also be competent at the previous level/s. For example, it is expected that those who are supervising at the Advanced Level will also hold the competencies of the Foundation and Intermediate levels.

Some of the competencies are weighted towards clinical specialties. The competencies can be adjusted, where required, for those who supervise in non-clinically focused training programs.

Using the RACP Standards for Educational Leadership and Supervision

The College encourages supervisors and Training Program Directors to use the standards as a self-assessment tool for their own supervisory practice, and to identify areas for targeted learning and professional development.

Many of the skills and competencies outlined in the standards can be developed by completing the Supervisor Professional Development Program (SPDP) face-to-face or online workshops. More information is available on the RACP website: www.racp.edu.au/fellows/supervision/supervisor-professional-development-program

The College also has a variety of self-paced online courses and e-learning modules available on the RACP website: www.racp.edu.au/fellows/resources/e-learning-portal

Domain 1: Quality and Safety

This domain outlines the competencies required for medical educators to optimise safe patient/client care and incorporate high quality training into care delivery.

Theme	Foundation	Intermediate	Advanced
Ensure safe and effective patient care	• Identify risks to the safety and wellbeing of patients/clients and trainees, and intervene when necessary. • Demonstrate an appropriate level of supervision to ensure patient/client and trainee safety.	• Identify and allocate work-based activities for trainees that are appropriate to their level of training. • Balance the needs of service delivery with training. • Ensure trainees are not given inappropriate tasks or an excessive workload.	• Ensure trainee duties, work patterns and intensity of work is appropriate. • Ensure all trainees have an appropriate supervisor in the workplace.
Evaluate and quality assure	• Demonstrate an understanding of evidence-based supervision and education principles.	• Adopt strategies for self-assessment and seeking feedback on supervisory practices to identify areas for improvement. • Engage in ongoing professional development relevant to supervision activities.	• Ensure all supervisors have the required competencies for the role and assist with supervisor selection. • Encourage the professional development of those in supervisory roles. • Monitor and evaluate supervisor effectiveness and take action to improve the performance of supervisors when required.

Domain 2: Learning Environment and Culture

This domain outlines the competencies required for maintaining an effective environment for learning in the workplace.

Theme	Foundation	Intermediate	Advanced
Establish an environment for learning	• Foster and promote a supportive and effective learning environment for trainees. • Establish positive working relationships and communicate effectively with trainees.	• Involve the trainee in improving the educational environment. • Engage the multi-disciplinary team in trainee teaching and learning. • Promote a culture of high quality teaching and learning.	• Act to protect and promote supervision within the workplace. • Encourage open communication, understanding, mutual respect and acceptance between supervisors, multi-disciplinary teams and trainees. • Actively seek to diminish the negative impact of poor role models, tribalism and detrimental aspects of the hidden curriculum[2]. • Identify and act on areas for improvement in the learning environment.
Support trainees	• Identify and support trainees experiencing difficulties and escalate as appropriate.	• Identify, support and manage trainees experiencing difficulties in accordance with the RACP Training Support Policy and Pathway.	• Oversee and manage the application of the RACP Training Support Policy Pathway. • Assist supervisors with the review, support, management and remediation of identified trainees in difficulty. • Facilitate the resolution of difficulties within the trainee / supervisor relationship.
Promote professional behaviour	• Promote a culture which is free from discrimination, bullying and harassment. • Demonstrate appropriate professional and ethical behaviour.	• Recognise the influence of cultural and religious backgrounds, attitudes and beliefs. • Contribute to an inclusive environment where differences are valued and encouraged, and ensure equal opportunity for trainees. • Take early corrective action to deal with bullying and any offensive, humiliating or intimidating behaviours.	• Embed ethical and professional standards in supervisory practice and create an environment with zero tolerance for all forms of discrimination, bullying and harassment. • Respond to complaints immediately and take reasonable actions to prevent anti-discrimination, bullying and harassment. • Ensure all trainees and supervisors are aware of employer policies, reporting processes, and principles of equal opportunity, anti-discrimination, bullying and harassment.

2. The 'hidden curriculum' can be defined as the attitudes and values conveyed, most often implicitly, via the educational structures, practices, and culture of an educational institution.

Domain 3: Teaching and Facilitating Learning

This domain outlines the competencies required for medical educators to provide adequate teaching, learning opportunities and assessments.

Theme	Foundation	Intermediate	Advanced
Set goals and plan learning	• Demonstrate a clear understanding of the RACP Training Program requirements, curricula and learning outcomes.	• Negotiate learning plans with trainees based on their learning needs and goals, in the context of the Training Program and curricula. • Engage and motivate trainees to learn.	• Construct organisational plans which demonstrate how curriculum objectives can be met through work-based learning.
Facilitate learning and gather evidence	• Use effective educational techniques and tools.	• Facilitate a wide variety of work-based learning and assessment opportunities. • Support and monitor trainee progress towards their goals. • Align assessments with learning goals and work-based activities.	• Create a culture where work-based assessment is supported and integrated into the workplace. • Actively contribute to the continuous improvement and implementation of work-based teaching, learning and assessment.
Make evidence-based judgements	• Support trainees to build evidence of work-based learning. • Understand the importance of assessing learning.	• Combine multiple pieces of evidence to assess trainee performance against the training program curricula and requirements, and to generate high quality assessment reports.	• Analyse the causes of failure to fail and identify solutions. • Provide robust feedback to faculty members and encourage detailed supervisor reporting. • Ensure the supervisory team meet deadlines in accordance with College requirements.
Reflect on teaching and learning	• Understand the importance of reflection, giving and receiving feedback on performance. • Seek feedback and reflect on own supervisory practice.	• Use appropriate feedback styles and adapt feedback to the context. • Use systems of teaching and learning that encourage trainees to self-reflect, identify areas for improvement and to become more self directed. • Help trainees plan for future learning.	• Foster a positive environment where feedback is used to achieve goals and enhance teaching, learning and assessment. • Facilitate transfer of information on trainee progress.

Domain 4: Educational Leadership and Management

This domain outlines the competencies required for medical educators in leadership and management.

Theme	Foundation	Intermediate	Advanced
Educational leadership	• Demonstrate leadership qualities, such as integrity, approachability accountability and collegiality. • Provide a positive role model through demonstration of exemplary professional behaviours and relationships. • Recognise the influence and importance of role-modelling.	• Lead educational projects or programs in the workplace, for the benefit of trainees. • Work in collaboration with other Fellows, and interdisciplinary teams to educate trainees.	• Promote a strong link between the College and the workplace. • Facilitate the implementation of College innovations and change initiatives. • Develop solutions to minimise the impact of external challenges or changes, and workforce issues on teaching and learning. • Lead, engage and motivate the supervisory workforce, other Fellows and interdisciplinary teams that contribute to training.
Educational management	• Manage educational time and resources effectively. • Adhere to supervisor-specific College standards and policies.	• Contribute to and manage the planning and implementation of the RACP Training Program. • Meet deadlines in accordance with College requirements.	• Plan, implement and manage the RACP Training Program. • Advocate for the allocation of resources needed to meet program requirements and curricula objectives.

Section 3
Accreditation, Selection and Appointment

Supervisor accreditation

Selection and appointment

- Supervisor eligibility, selection criteria and process
- Network Director and Training Program Director, eligibility selection criteria and process

Section 3: At a Glance

Accreditation, Selection and Appointment

This section outlines the eligibility criteria, selection process and accreditation of Educational Leaders and Supervisors.

What's new?

From January 2019, in Australia, and December 2018, in New Zealand a formal selection and appointment process will apply to the following roles:

- Network Director (where networks currently exist)
- Training Program Director
- Educational Supervisor
- Rotation Supervisor
- Advanced Training Supervisor

Those who have carried out the role prior to this do not need to undertake the new process.

- Accreditation status will be awarded upon completion of the three Supervisor Professional Development Program (SPDP) workshops, effective immediately.
- From 2020, certification of accreditation will be a requirement for all Fellows engaged in RACP educational leadership and supervision roles.

Requirements for Basic and Advanced Training Programs

Selection and appointment process

The selection and appointment process includes the following four steps:

1. Review of role description and program requirements handbook to ensure familiarity with the expectations of the role.
2. Self-assessment of competence for the role against the appropriate level of the RACP Standards for Educational Leadership and Supervision.
3. Confirmation upon review and assessment of competencies at a local level (not applicable to Advanced Training Supervisors).
4. Appointment upon notification to the College and confirmation.

Eligibility and selection criteria

The eligibility criteria for each role sets out the required:

- years post Fellowship
- supervisory experience
- completion of SPDP workshops
- level of capability outlined in the RACP Standards for Educational Leadership and Supervision.

Accreditation

- Accreditation status will be awarded upon completion of the Supervisor Professional Development Program (three workshops).
- From 2020, certification of accreditation will be a requirement for all Fellows engaged in educational leadership and supervision roles.

Section 3: Accreditation, Selection and Appointment

Educational Leaders and Supervisors equipped with skills, knowledge, competencies and values outlined in the RACP Standards for Educational Leadership and Supervision are vital to effectively supporting trainees' progress towards unsupervised practice.

The introduction of a formal selection, appointment and accreditation process is an important step forward in quality assuring RACP Training Programs by ensuring all those undertaking supervision and leadership roles have the capability to successfully fulfill the role requirements.

Supervisor Accreditation

The College certifies Fellows as accredited supervisors upon successful completion of the required Supervisor Professional Development Program (SPDP) workshops.

Accreditation will be a requirement for all Fellows performing supervisory roles by 2020.

- Current Educational Supervisors, Advanced Training Supervisors, Training Program Directors and those appointed prior to January 2019 (Australia) or December 2018 (New Zealand) are required to complete all three SPDP workshops by 2020.
- Current Rotation Supervisors, and those appointed prior to January 2019 (Australia) or December 2018 (New Zealand), are required to complete SPDP Workshop 3: Work-based Learning and Assessment.

Supervisors who have already completed the SPDP are automatically accredited.

Selection and Appointment

The selection process applies to individuals wishing to undertake the following roles in Basic and Advanced Training from January 2019 (Australia) or December 2018 (New Zealand):

- Network Director (where networks currently exist)
- Training Program Director
- Educational Supervisor
- Rotation Supervisor
- Advanced Training Supervisor (Divisions, Faculties and Chapters)

Those who have carried out the role prior to these dates do not need to undertake the new process.

The selection and appointment process is competency-based. This means that in addition to years' experience, prospective supervisors must also demonstrate capability at the appropriate level of the RACP Standards for Educational Leadership and Supervision.

Network Director and Training Program Director – Eligibility Criteria and Selection Process

Network Director and Training Program Director or eligibility and selection criteria	
Suggested eligibility criteria	• Five years RACP Fellowship.* • Three years experience supervising medical trainees as an Educational Supervisor in RACP Basic Training (or equivalent experience). • Certification of completion of all three SPDP workshops.
Selection criteria	• In-depth knowledge of RACP Training Program requirements, curricula, educational policies and accreditation standards. • Commitment to meeting the Standards for Educational Leadership and Supervision and principles outlined in the Educational Leadership and Supervision Policy. • Advanced level of the RACP Standards for Educational Leadership and Supervision.
Desired skills and qualifications	• Qualification in adult education. • Experience in leadership and management. • Experience leading the implementation of change initiatives. • Experience as a Training Program Director.

Network Director and Training Program Director selection process	
Nomination	Network Directors and Training Program Directors are nominated by the Health Service (or by an expression of interest, depending on the Faculty or Chapter).
Step 1 Review	Ensure understanding of the expectations of the role by reviewing: • the Training Program Director Role Responsibilities (see Appendix 1a) • the relevant Basic Training Program handbook. Basic Training: https://www.racp.edu.au/trainees/basic-training/basic-training-program-requirements
Step 2 Self-assessment	Self-assess competence for the role against the Advanced level of the RACP Standards for Educational Leadership and Supervision.
Step 3 Selection	Selection for the role takes place first at the training setting level, in accordance with local selection processes, and RACP eligibility and selection criteria.
Step 4 Confirmation	Submit to the relevant training committee Chair, a Curriculum Vitae and covering letter, outlining suitability for the role, along with a letter of nomination from the Health Organisation.

** Applications outlining demonstrated experience for those with less than five years Fellowship will be considered by the relevant committee on a case by case basis. For applicants with fewer post-FRACP years of experience, outline the support for this applicant available at the site.*

Selection and Appointment

Supervisor Eligibility Selection Criteria and Process

	Rotation Supervisor (Basic Training)	Educational Supervisor (Basic Training)	Advanced Training Supervisor
Suggested eligibility criteria	• RACP Fellowship or Fellowship of another college.* • Demonstrated experience educating medical trainees. • Certification of completion of the SPDP Work-based Learning and Assessment workshop.**	• Two years RACP Fellowship or Fellowship of another college.* • Two years experience as Rotation Supervisor in RACP Basic Training (or equivalent experience). • Certification of completion of all three SPDP workshops.**	• Three years RACP Fellowship or Fellowship of another college.* • Three years experience supervising medical trainees (or equivalent experience). • Certification of completion of all three SPDP workshops.**
Selection criteria	• Understanding of the RACP Training Program curricula and requirements, best-practice in medical education and principles of adult learning. • Commitment to meeting the principles outlined in the Educational Leadership and Supervision Policy. • Competence at the Intermediate level of the RACP Standards for Educational Leadership and Supervision.	• In-depth understanding of RACP Training Program curricula and requirements, best-practice in medical education and principles of adult learning. • Commitment to meeting the principles outlined in the Educational Leadership and Supervision Policy. • Competence at the Intermediate level of the RACP Standards for Educational Leadership and Supervision.	• In-depth understanding of RACP Training Program curricula and requirements, best-practice in medical education and principles of adult learning. • Commitment to meeting the principles outlined in the Educational Leadership and Supervision Policy. • Competence at the Intermediate level of the RACP Standards for Educational Leadership and Supervision. • Meets requirements set out in the relevant specialty specific Training Program Requirement Handbook.
Desired skills in qualifications		• Qualification in adult education.	• Qualification in adult education.
Confirmed by	• Training Program Director.	• Training Program Director.	• Advanced Training Committee when prospective approval application is submitted and approved.

** For applicants with less post-FRACP year of experience, outline the support for this applicant available at the site.*

***Nominees who have not completed the relevant SPDP workshops should endeavour to complete the workshops within 12 months following appointment to the role. Completion of the SPDP is a requirement for RACP Fellows only.*

The selection process is triggered when an individual is nominated for the role by a trainee or Training Program Director. Alternatively, an individual may express an interest in undertaking a supervisory role (self-nomination). Once nominated, prospective supervisors should follow the steps below to be formally selected and appointed to the role.

	Supervisor selection process		
	Rotation Supervisor (Basic Training)	**Educational Supervisor (Basic Training)**	**Advanced Training Supervisor**
Step 1 Review	Ensure understanding of the expectations of the role by reviewing: • the Rotation Supervisor Role Responsibilities (see Appendix 1a) • the relevant Basic Training Program Requirements handbook (https://www.racp.edu.au/trainees/basic-training/basic-training-program-requirements)	Ensure understanding of the expectations of the role by reviewing: • the Educational Supervisor Role Responsibilities (see Appendix 1a) • the relevant Basic Training Program Requirements handbook (https://www.racp.edu.au/trainees/basic-training/basic-training-program-requirements)	Ensure understanding of the expectations of the role by reviewing the: • Advanced Training Supervisor Role Responsibilities (see Appendix 2) • the relevant Advanced Training Program Requirements handbook (https://www.racp.edu.au/trainees/advanced-training)
Step 2 Self-assessment	Self-assess competence for the role against the Intermediate level of the RACP Standards for Educational Leadership and Supervision.	Self-assess competence for the role against the required skills and capabilities at the Intermediate level of the RACP Standards for Educational Leadership and Supervision.	Self-assess competence for the role against the required skills and capabilities at the Intermediate level of the RACP Standards for Educational Leadership and Supervision.
Step 3 Confirmation	The Training Program Director or Educational Supervisor assesses and confirms suitability for the role based on the eligibility and selection criteria.	The Training Program Director assesses and confirms suitability for the role based on the eligibility and selection criteria.	The Advanced Training Committee confirms appointment via approval of the prospective approval application submitted.
Step 4 Appointment	The Training Program Director is notified by the College of new supervisors listed on trainee application for training forms and confirms approval.	The Training Program Director is notified by the College of new supervisors listed on trainee application for training forms and confirms approval.	The supervisor signs the application for approval in Advanced Training or by using the online registration request upon approval.
Step 5 Accreditation	Undertake ongoing professional development. Rotation Supervisors who have not completed the SPDP Workshop 3: Work-based Learning and Assessment should endeavor to do so within 12 months of appointment to the role.	Undertake ongoing professional development. Educational Supervisors who have not completed all three SPDP workshops should endeavor to do so within 12 months of appointment to the role.	Undertake ongoing professional development. Advanced Training Supervisors who have not completed all three SPDP workshops should endeavor to do so within 12 months following appointment to the role.

Section 4
Evaluating the Effectiveness of Educational Leadership and Supervision

How the College evaluates training programs

Evaluation of teaching practice at a local level

Section 4: At a Glance

Evaluating the effectiveness of educational leadership and supervision

This section outlines some evaluation processes that are used by the College and can also be used by local training sites to ensure a high quality of teaching and learning is maintained.

What's new?

- A more explicit focus on evaluation activities and peer review methods to improve the evidence of medical education outcomes.
- A move to the development of a more supportive and reflective learning culture, based on peer learning and quality improvement to further enhance medical education at local settings.
- Supportive mechanisms to clearly identify innovations and strengths, which can be diffused and shared as well as identification of areas for further improvement to drive positive change.

Requirements for Basic and Advanced Training

- Supervisors and Training Program Directors are encouraged to engage in evaluation practices which adopt a strength-based approach to improving training programs at their local settings.
- Supervisors and Training Program Directors are also encouraged to evaluate their own performance as a trainer and that of others through personal reflection, peer review and trainee feedback.

Section 4: Evaluating the Effectiveness of Educational Leadership and Supervision

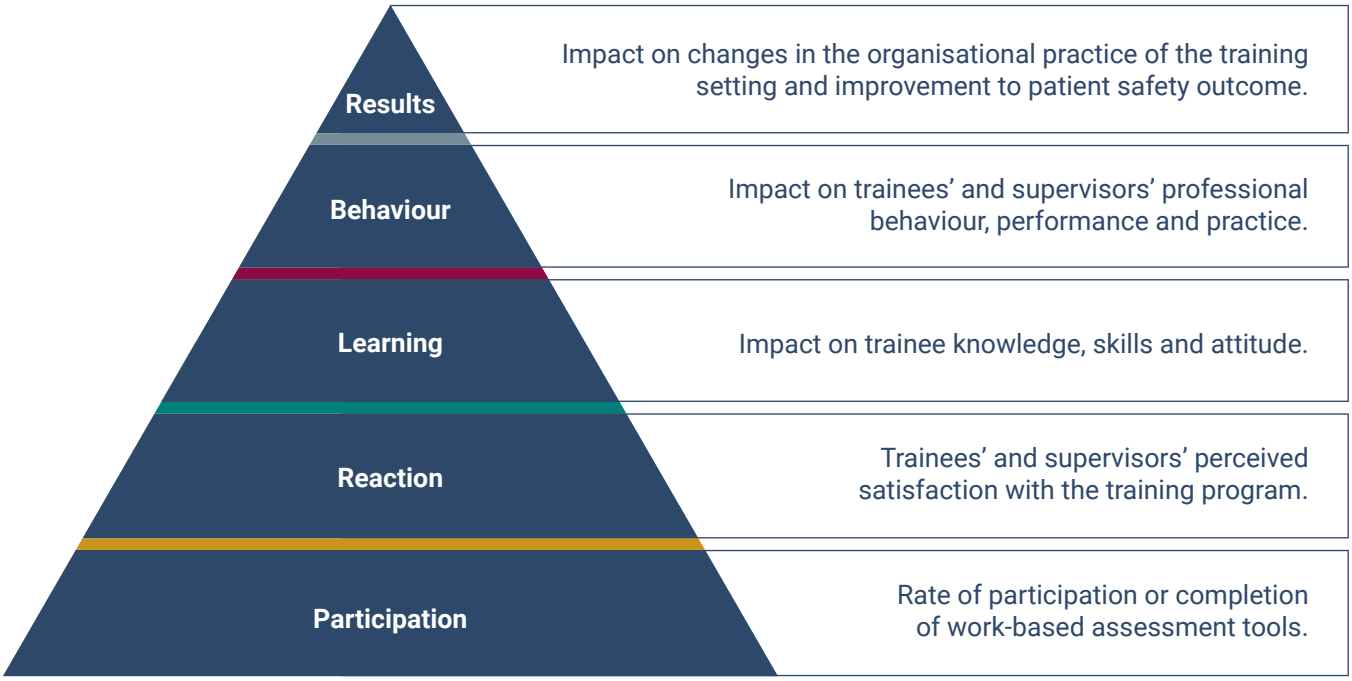
To maintain and promote a high quality training program and positive trainee outcomes, it is important for the College to evaluate the effectiveness of educational leadership and supervision.

Evaluation can provide valuable feedback on where improvements need to be made, and also facilitates supervisor professional development and reflection, which can drive quality improvement.

Evaluation can be undertaken at the macro level of the entire training program, at a network or local training setting level and at the individual educational leader or supervisor level.

Kirkpatrick's training evaluation model

Perhaps the best known evaluation methodology for in-depth evaluation of learning processes is Kirkpatrick's Evaluation Model (1994). The diagram below illustrates these levels of evaluation within the context of the RACP.



Level 1 – Participation:
The rate of participation or the degree to which trainees and supervisors have engaged with the learning and assessment cycle i.e. the rate of completion of LNA, PQR, Mini-CEX etc.

Level 2 – Reaction:
The degree to which trainees perceive satisfaction with training program and supervision provided.

Level 3 – Learning:
The impact of teaching on a trainee's knowledge, skills and attitudes.

Level 4 – Behaviour:
The degree to which the learning has impacted on trainee's professional behaviour, performance or practice.

Level 5 – Results:
From an organisational perspective, how performance has improved as a result of trainees applying their learning, such as improved patient care and safety.

How the College evaluates training programs

The College regularly evaluates its training and education programs. The evaluation processes address curriculum content, teaching and learning, quality of supervision, assessment and trainee progress.

This includes but is not limited to:

- Systematic collection and analysis of aggregated supervisor and trainee feedback from routine surveys **(see Trainee and Supervisor Surveys)**.
- Site visits and assessments against pre-determined standards as part of ongoing accreditation of training setting process **(refer to the Accreditation of Training Settings Policy and Standards)**.

Evaluation of teaching practice at a local level

Educational Leaders

are encouraged to evaluate their training programs and supervisor effectiveness within their own setting to drive quality improvement, and personal and professional development. Evaluation processes should use multiple sources of information including, but not limited to, feedback from trainees, healthcare administrators and allied health professionals. Educational leaders are encouraged to evaluate their own performance through personal reflection against the RACP Standards for Educational Leadership and Supervision.

Supervisors

are encouraged to evaluate their own performance as an educator through personal reflection against the RACP Standards for Educational Leadership and Supervision. Trainee feedback is a vital part of this evaluation and supervisors have indicated that trainees are perhaps the most important source of feedback about their effectiveness in the role. Just as trainees have their performance evaluated, peer review can be a helpful process for supervisors to receive feedback on their teaching.

Continuing Professional Development (CPD) points at three credits per hour (up to 50 credits per year) will be awarded for this activity. Guidance for a local peer review process is provided in Appendix 3 of this document.

Support and resources

Training Support

Training Support staff work closely with trainees, supervisors and College committees to coordinate support for trainees experiencing difficulties. To contact the Training Support Unit:

Australia

Phone: +61 2 9256 5457

Email: TrainingSupport@racp.edu.au

New Zealand

Phone +64 4 460 8159

Email: TrainingSupport@racp.org.nz

Difficulties with colleagues

Deciding what to do to resolve a difficulty with a colleague can be difficult, especially if they are in a more senior position. The Decision Tree may help as you consider your options. View the decision tree: https://www.racp.edu.au/trainees/trainee-support-services/trainees

Support Helpline

The RACP Support Program is a professional and confidential counseling service, available to all RACP Fellows and trainees 24 hours a day, seven days per week. The program provides members with access to confidential counseling, coaching and support for workplace and personal issues.

To make an appointment or to speak with an RACP Support Program consultant, call 1300 687 327 (Aust) or 0800 666 367 (NZ).

Supervisor Professional Development Program (SPDP)

At the College we recognise that supervision is key to the learning of our future physicians. It is vital that supervisors have access to professional development opportunities to support them in their roles as teachers and assessors. The College developed the Supervisor Professional Development Program (https://www.racp.edu.au/fellows/supervision/supervisor-professional-development-program) to meet this need.

Respectful behaviour in College Training Programs

The College has developed curriculum, policies and guidelines that articulate standards and behaviour expected of Fellows and trainees in the conduct of their professional duties. Download the Respectful Behaviour in College Training Programs Statement (PDF 314KB): https://www.racp.edu.au/trainees/education-policies-and-governance/professional-respectful-and-supportive-behaviour-in-physician-training-and-practice-for-high-quality-patient-care/what-are-the-professional-standards-and-behaviours-expected-of-racp-members

Appendices

Appendix 1a: Basic Training Role Responsibilities

- Network Director
- Training Program Director
- Educational Supervisor
- Rotation Supervisor

Appendix 1b: Basic Training Role Structure Examples

Appendix 2: Advanced Training Role Responsibilities

- Advanced Training Supervisor
- Training Program Director draft role responsibilities

Appendix 3: Peer Review Tools

- **Form 1:** Self-rating Questionnaire
- **Form 2**: Peer Observation Form
- **Form 3:** Post-observation Reflection

Appendix 1a: Basic Training Role Responsibilities

Network Director

Role overview – Network Director in Basic Training	
Role purpose	• To provide educational leadership and oversight of the delivery of the Basic Training Program across a network.
Key responsibilities	• Plan, implement and oversee the RACP Basic Training Program to ensure all Basic Training objectives are achieved at a network level. • Ensure the standards of training and teaching are of the highest quality.
Appointed by	• Health Service or Hospital.
Approved by	• The relevant Divisional Basic Training Committee (Australia or New Zealand).
College reporting line	• The relevant Divisional Basic Training Committee.

Role responsibilities	
Management of the local/ network Basic Training Program	• **Plan, implement and manage** the RACP Basic Training Program in accordance with RACP training objectives, curricula requirements, policies and accreditation standards across a network. • **Engage others** to participate in the educational supervision of Basic Trainees and select prospective candidates to supervisory roles, in accordance with the RACP supervisor selection process. • **Orientate and induct** new Training Program Directors, ensuring they understand the expectations of the role and are aware of their education and training responsibilities. • **Monitor and advise** prospective and current Basic Trainees about the training program, support selection into Basic Training activities and monitor the progress of all Basic Trainees within a network. • **Promote an environment and culture** conducive for effective learning in all network settings. Ensure resourcing, duties, work patterns and intensity of work optimises both learning and patient care, and act on risks to trainees, supervisors or patients. • **Support** those involved in the education and training of Basic Trainees with advice and guidance, and facilitate their professional development in the role. • **Assist Training Program Directors** who are supporting and managing trainees in difficulty, and facilitate the resolution of trainee/supervisor relationship difficulties.
Lead and influence the health system	• **Lead implementation** of new RACP initiatives and develop innovations to optimise integration and overcome barriers to success across a network. • **Advocate** for the appropriate resourcing of Basic Training within the network including funding, teaching and learning resources, and recognised time for education and training activities. • **Evaluate** the effectiveness of the network training program, initiating quality improvements to address emerging issues as well as engaging in peer review of supervisors.

Appendix 1a: Basic Training Role Responsibilities

Network Director selection and appointment

Eligibility and selection criteria	
Suggested eligibility criteria	• Five years RACP Fellowship.* • Three years experience supervising medical trainees as an Educational Supervisor in RACP Basic Training (or equivalent experience). • Certification of completion of all three SPDP workshops. **For applicants with fewer post-FRACP years of experience, outline the support for this applicant available at the site.*
Selection criteria	• In-depth knowledge of RACP Training Program requirements, curricula, educational policies and accreditation standards. • Commitment to meeting the Standards for Educational Leadership and Supervision, and principles outlined in the Educational Leadership and Supervision Policy. • Advanced level of the RACP Standards for Educational Leadership and Supervision.
Desired skills and qualifications	• Qualification in adult education. • Experience in leadership and management. • Experience leading the implementation of change initiatives. • Experience as a Training Program Director.
Selection process	
Nomination	Network Directors are nominated by the Health Service
Step 1: Review	Ensure understanding of the expectations of the role by reviewing: • the Training Program Director Role Responsibilities • the relevant Basic Training Program handbook (https://www.racp.edu.au/trainees/basic-training/basic-training-program-requirements)
Step 2: Self-assessment	Self-assess competence for the role against the Advanced level of the RACP Standards for Educational Leadership and Supervision.
Step 3: Selection	Selection for the role takes place first at the training setting level, in accordance with local selection processes and RACP eligibility and selection criteria.
Step 4: Confirmation	Prospective Network Directors submit to the relevant training committee Chair, a Curriculum Vitae and covering letter outlining their suitability for the role, along with a letter of nomination from the Health Organisation.

Training Program Director

Role overview – Training Program Director in Basic Training	
Role purpose	• To provide educational leadership and oversight of the delivery of the Basic Training Program in an RACP accredited training setting.
Key responsibilities	• Plan, implement and oversee the RACP Basic Training Program to ensure all Basic Training objectives are achieved. • Ensure the standards of training and teaching are of the highest quality.
Appointed by	• Health Service or Hospital.
Approved by	• The relevant Divisional Basic Training Committee (Australia or New Zealand).
College reporting line	• The relevant Divisional Basic Training Committee.
Role responsibilities	
Management of the local/ network Basic Training Program	• **Plan, implement and manage** the RACP Basic Training Program in accordance with RACP training objectives, curricula requirements, policies and accreditation standards. • **Engage others** to participate in the educational supervision of Basic Trainees and select prospective candidates to supervisory roles, in accordance with the RACP supervisor selection process. • **Orientate and induct** new supervisors, ensuring they understand the expectations of the role and are aware of their education and training responsibilities. • **Monitor and advise** prospective and current Basic Trainees about the training program, support selection into Basic Training activities and monitor the progress of all Basic Trainees. • **Promote an environment and culture** conducive for effective learning. Ensure resourcing, duties, work patterns and intensity of work optimises both learning and patient care, and act on risks to trainees, supervisors or patients. • **Support** those involved in the education and training of Basic Trainees with advice and guidance, and facilitate their professional development in the role. • **Assist supervisors** who are supporting and managing a trainee in difficulty and facilitate the resolution of trainee/supervisor relationship difficulties.
Lead and influence the health system	• **Lead implementation** of new RACP initiatives, develop innovations to optimise integration and overcome barriers to success. Contribute to the strategic direction of the Basic Training Program through participation in state committees. • **Advocate** for the appropriate resourcing of Basic Training within the training setting including funding, teaching and learning resources, and recognised time for education and training activities. • **Evaluate** the effectiveness of the training program, initiating quality improvements to address emerging issues as well as engaging in peer review of supervisors.

Training Program Director

Training Program Director selection and appointment

Eligibility and selection criteria	
Suggested eligibility criteria	• Five years RACP Fellowship.* • Three years experience supervising medical trainees as an Educational Supervisor in RACP Basic Training (or equivalent experience). • Certification of completion of all three SPDP workshops. **For applicants with fewer post-FRACP years of experience, outline the support for this applicant available at the site.*
Selection criteria	• In-depth knowledge of RACP Training Program requirements, curricula, educational policies and accreditation standards. • Commitment to meeting the Standards for Educational Leadership and Supervision, and principles outlined in the Educational Leadership and Supervision Policy. • Advanced level of the RACP Standards for Educational Leadership and Supervision.
Desired skills and qualifications	• Qualification in adult education. • Experience in leadership and management. • Experience leading the implementation of change initiatives.
Selection process	
Nomination	Training Program Directors/Network Directors are nominated by the Health Service.
Step 1: Review	Ensure understanding of the expectations of the role by reviewing: • the Training Program Director Role Responsibilities • the relevant Basic Training Program handbook (https://www.racp.edu.au/trainees/basic-training/basic-training-program-requirements)
Step 2: Self-assessment	Self-assess competence for the role against the Advanced level of the RACP Standards for Educational Leadership and Supervision.
Step 3: Selection	Selection for the role takes place first at the training setting level, in accordance with local selection processes and RACP eligibility and selection criteria.
Step 4: Confirmation	Prospective Training Program Directors submit to the relevant training committee Chair, a Curriculum Vitae and covering letter outlining their suitability for the role, along with a letter of nomination from the Health Organisation.

Educational Supervisor

Role overview – Educational Supervisor in Basic Training

Role purpose	• To provide longitudinal oversight of a Basic Trainee's learning trajectory and educational progress over a training period.
Key responsibilities	• Support trainees to plan their learning pathways throughout their training to successful completion of the training program, and deliver safe, appropriate and high quality professional care. • Facilitate trainee personal and professional development. • Make summative progress decisions and complete mid/end of year progress reports.
Appointed by	• Training Program Director or Network Director.
Approved by	• Training Program Director or Network Director.
College reporting line	• Training Program Director. • The relevant Divisional Basic Training Committee. • RACP Education Services.

Role description

Manage the learning and development of trainees	• **Plan learning** in collaboration with the trainee, including identifying goals and developing a personal learning plan. • **Monitor trainee progression** through observation and work-based assessments, where possible. • **Meet regularly** with the trainee (at least twice a year) to review and monitor their progress. • **Deliver regular feedback to the trainee** on performance and progression. • **Review and monitor** the trainee progress against learning goals and objectives, adjusting the learning plan as appropriate. • **Facilitate development** of personal and professional skills and competencies, outlined in the Basic Training curricula. • **Make evidence-based judgements** drawing on evidence of learning and achievement, to determine overall performance against the training program curricula, and requirements to complete progress reports. • **Transfer important information** about educational progress and performance, and any existing support arrangement to facilitate ongoing support.* • **Evaluate and reflect** on supervisory practice to identify areas for improvement.

**This transfer should be only between College supervisors and Fellows directly involved in the training of a particular trainee, and should occur from one training rotation to the next.*

Support trainees and collaborate with other supervisors	• **Identify, act on and support trainees in difficulty,** including formally discussing issues of concern with the Training Program Director in accordance with the College's Training Support Policy and Pathway. • **Assist the Training Program Director** as required, with the planning, implementation and management of the RACP Training Program in the training setting. • **Liaise regularly with Rotation Supervisors** to gain an overview of trainee progression and performance. • **Advocate for College Standards** within the training setting, and demonstrate a commitment to maintaining professional standards.

Educational Supervisor

Educational Supervisor selection and appointment

The selection process can be triggered when an individual is nominated for the role by a trainee or Training Program Director.

Alternatively, an individual may express an interest in undertaking a supervisory role (self-nomination).

Once nominated, prospective supervisors should follow the steps below to be formally selected and appointed to the role.

Eligibility and selection criteria

Suggested eligibility criteria	• Two years RACP Fellowship or Fellowship of another college.* • Two years experience as Rotation Supervisor in RACP Basic Training (or equivalent experience). • Certification of completion of all three SPDP workshops.**
Selection criteria	• In-depth understanding of RACP Training Program curricula and requirements, best-practice in medical education and principles of adult learning. • Commitment to meeting the Standards for Educational Leadership and Supervision, and principles outlined in the Educational Leadership and Supervision Policy. • Competence at the Intermediate level of the RACP Standards for Educational Leadership and Supervision.
Desired skills and qualifications	• Qualification in adult education.
Confirmed by	• Training Program Director.

**For applicants with fewer post-FRACP years of experience, outline the support for this applicant available at the site.*

***Nominees who have not completed the relevant SPDP workshops should endeavour to complete the workshops within 12 months following appointment to the role.*

Selection process

Step 1 Review	Ensure understanding of the expectations of the role by reviewing: • the Educational Supervisor Role Responsibilities • the relevant Basic Training Program handbook (https://www.racp.edu.au/trainees/basic-training/basic-training-program-requirements)
Step 2 Self-assessment	• Self-assess competence for the role against the required skills and capabilities at the Intermediate level of the RACP Standards for Educational Leadership and Supervision.
Step 3 Confirmation	• Training Program Director/Network Director assesses and confirms suitability for the role against the eligibility and selection criteria.
Step 4 Appointment	• Training Program Director/Network Director is notified of new supervisors listed on Trainee Application for Training forms and confirms approval.
Step 5 Accreditation	• Undertake ongoing professional development. • Educational Supervisors who have not completed all three SPDP workshops should endeavour to do so within 12 months of appointment to the role. A certificate of accreditation will be issued by the College upon completion.

Rotation Supervisor

Role overview – Rotation Supervisor in Basic Training	
Role purpose	• To provide oversight of an individual Basic Trainee's teaching, learning, assessment and welfare throughout a rotation.
Key responsibilities	• Identify and facilitate learning opportunities for a Basic Trainee to meet their agreed outcomes and learning objectives. • Directly observe and supervise the trainee. • Conduct work-based assessments and complete end of rotation reports.
Appointed by	• Health Service or Hospital.
Approved by	• Training Program Director/Network Director or delegate (Education Supervisor).
College reporting line	• Training Program Director/Network Director or delegate (Educational Supervisor).

Role Description	
Directly observe trainees and monitor progress	The tasks outlined below may be carried out by a single Rotation Supervisor or shared between supervisors. Rotation Supervisors may delegate some tasks to Clinical Supervisors, however the Rotation Supervisor is ultimately accountable for ensuring all learning activities meet the appropriate standards. • **Apply best practice and adult learning principles** in delivering educational supervision. • **Plan learning relevant to available work-based opportunities** in collaboration with the trainee. • **Facilitate teaching and learning opportunities** including direct observation and providing support to trainees. • **Observe trainees** and complete work-based training and assessment tools (e.g. mini-CEX) in accordance with College standards and training program requirements. • **Meet with trainees regularly to provide feedback** on performance and professional development, and assistance evaluating learning outcomes. • **Facilitate development** of clinical and non-clinical professional qualities, skills and competencies outlined in the curriculum. • **Assess performance and progression** by completing end of rotation supervisor reports with trainees in a timely manner. • **Identify, support and manage trainees in difficulty**, formally discussing issues of concern with the Educational Supervisor and/or the Training Program Director where necessary, and in accordance with the RACP Training Support Policy and Pathway. • **Collaborate and communicate** regularly with the Training Program Director, Educational Supervisor and other Rotation Supervisors, to support the trainee to manage and complete the requirements of the training program. • **Transfer important information** about educational progress and performance, and any existing support arrangement to facilitate ongoing support.* • **Evaluate and reflect** on supervisory practice to identify areas for improvement.

**This transfer should be only between those College supervisors and Fellows directly involved in the training of a particular trainee and should occur from one training rotation to the next.*

Rotation Supervisor selection and appointment

The selection process is triggered when an individual is nominated for the role by a trainee or Training Program Director.

Alternatively, an individual may express an interest in undertaking a supervisory role (self-nomination). Once nominated, prospective supervisors should follow the steps below to be formally selected and appointed to the role.

Eligibility and selection criteria

Suggested eligibility criteria	• RACP Fellowship or Fellowship of another college. • Demonstrated experience educating medical trainees. • Certification of completion of the SPDP Work-based Learning and Assessment workshop.**
Selection criteria	• Understanding of the RACP Training Program curricula and requirements, best-practice in medical education and principles of adult learning. • Commitment to meeting the Standards for Educational Leadership and Supervision, and principles outlined in the Educational Leadership and Supervision Policy. • Competence at the Intermediate level of the RACP Standards for Educational Leadership and Supervision.
Confirmed by	• Training Program Director/Network or delegate (Education Supervisor).

***Nominees who have not completed the relevant SPDP workshops should endeavour to complete the workshops within 12 months following appointment to the role. Completion of the SPDP is a requirement for RACP Fellows only.*

Selection process

Step 1 Review	Ensure understanding of the expectations of the role by reviewing: • the Rotation Supervisor Role Responsibilities • the relevant Basic Training Program handbook. (https://www.racp.edu.au/trainees/basic-training/basic-training-program-requirements)
Step 2 Self-assessment	• Self-assess competence for the role against the Intermediate level of the RACP Standards for Educational Leadership and Supervision.
Step 3 Confirmation	• Educational Supervisor or Training Program Director/Network Director assesses and confirms suitability for the role against the eligibility and selection criteria.
Step 4 Appointment	• Training Program Director/Network Director is notified of new supervisors listed on Trainee Application for Training forms and confirms approval.
Step 5 Accreditation	• Undertake ongoing professional development. Rotation Supervisors who have not completed the SPDP Workshop 3: Work-based Learning and Assessment should endeavour to do so within 12 months of appointment to the role (applicable to FRACP supervisors only).

Additional Basic Training roles

The following roles can be used within the supervision structure if required. It is recommended that these roles are used to ensure appropriate management of large training settings.

There is no position description, formal selection and appointment process required from the College for appointment to these roles. The setting should appoint these roles when necessary to RACP members who have the appropriate skills and knowledge for the role. It is anticipated that tasks are delegated by an RACP member appointed to a required College appointed role.

Additional College Basic Training roles

Role	Role description
Deputy Training Program Director	• Selected and appointed by the Training Program Director to undertake delegated tasks and activities to assist the Training Program Director. • This role can also assist with succession planning. • Advise the RACP Basic Training Unit of appointment for Committee approval.
Assistant Supervisor	• Must be an RACP trainee who has completed at least one year of Advanced Training. • Selected and appointed by the Training Program Director or Educational Supervisor to assist with work-based teaching and assessments.

The following roles pertain to the variety of staff within a health service who contribute to the teaching and learning of College Basic Trainees.

There is no position description, formal selection or appointment process required from the College for appointment to these roles.

The focus of these roles is the management and undertaking of day-to-day clinical roles as required by the health setting. Supervising clinical tasks and teaching may occur when these staff are managing RACP trainees, however they are not responsible for the formal teaching, learning and assessment of trainees.

Other acknowledged roles for clinical care that contribute to teaching and learning

Role	Role description	
Clinical Supervisor	Support trainee teaching and learning	Clinical Supervisors are recognised for their valuable contribution to physician training and education. The Clinical Supervisor is not a formal or designated College supervisory role with assigned responsibility. Educational and training activities are often delegated by a College Rotation Supervisor. Rotation Supervisors are ultimately responsible and accountable for ensuring that these training activities take place.
Allied health professionals, nurses, Fellows of other colleges, patients and their families	Support trainee teaching and learning	Allied health professionals, nurses and Fellows of other colleges contribute significantly to the learning experiences of trainees. Their feedback on trainee performance is particularly valuable. Patients and families also play an important role.

Appendix 1b: The Basic Training Program – Role Structure Examples

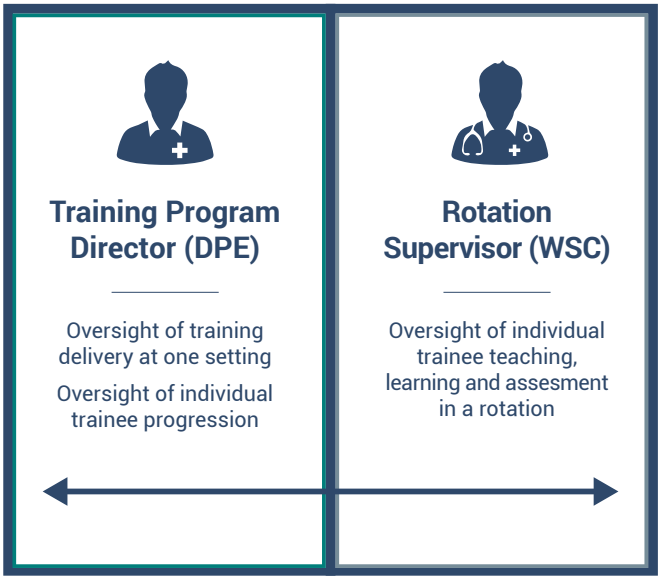
The examples below illustrate how the supervisory roles and functions may be combined in different ways to suit a training setting.

Example 1: A small training setting

A small setting for Basic Training would typically be defined as a level one or secondment site, located in a regional or remote area, or in a private setting with no more than 100 beds and offering limited services.

In this structure the Training Program Director acts as the Education Supervisor in addition to their leadership and management duties.

The Rotation Supervisor oversees a trainee's teaching, learning and assessment during a rotation. There may also be other health professionals who facilitate teaching and learning opportunities for trainees, e.g. clinical supervisors, visiting medical officers and Fellows of other medical colleges.



Appendix 1b: The Basic Training Program – Role Structure Examples

Example 2: A large training setting

An example of a large setting for Basic Training might be a level three training setting or major public teaching hospital based in a metropolitan setting, with approximately 440 beds, that provides the full range of hospital services.

In this structure, all the supervisory roles are employed. The Deputy Training Program Director supports the busy role of the Training Program Director, and Advanced Trainees support trainee teaching and learning as Assistant Supervisors. It is expected there may be several individuals performing some of these roles in a large setting.

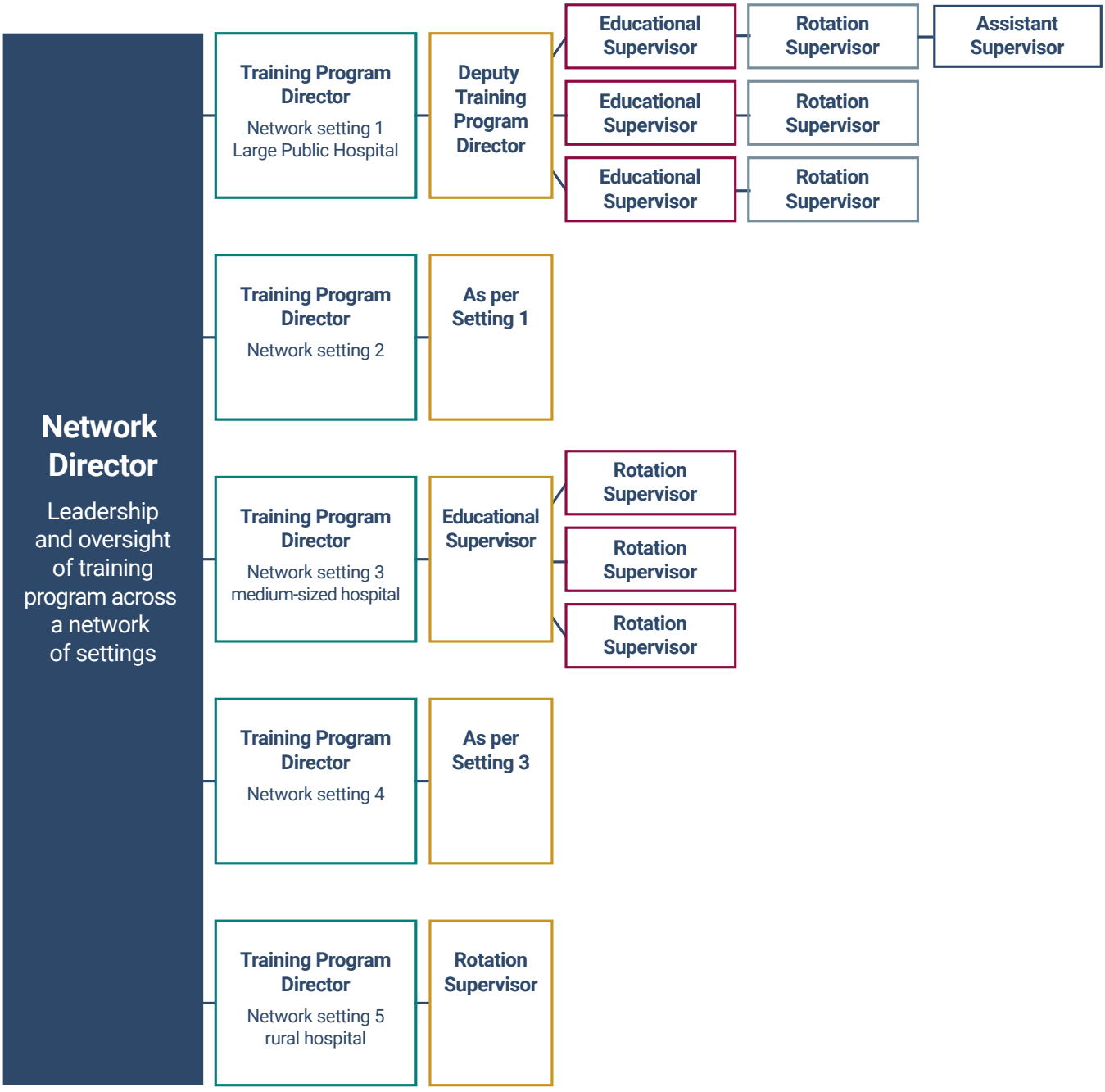
Network Director	Training Program Director (DPE)	Deputy Training Program Director	Educational Supervisor	Rotation Supervisor (WSC)	Assistant Supervisor (Advanced Trainee)
Leadership and oversight of the Basic Training Program coordinated across a network of settings	Oversight of training delivery at one settings	Support oversight of training delivery at one setting	Oversight of individual trainee progression	Oversight of individual trainee teaching, learning and assessment	Support trainee teaching and learning

Appendix 1b: The Basic Training Program – Role Structure Examples

Example 3 – A network of training settings

Given that a network may include a range of training settings of varying sizes and types, the role structures at the individual settings are likely to differ depending on what is required.

In this example, network site one is a large hospital and utilises all of the supervisory roles, whereas network site five is a small rural hospital utilising only a single supervisory role.



Appendix 2: Advanced Training, Divisions, Faculty and Chapter Role Responsibilities

Advanced Training Supervisor

Role overview – Advanced Training Supervisor (Divisions, Faculties and Chapters)	
Role purpose	• To provide direct oversight of individual Advanced Trainee teaching, learning, assessment and welfare during a rotation.
Key responsibilities	• Directly observe the trainee and conduct work-based assessments throughout the rotation. • Provide feedback to the trainee about progression. • Complete supervisor reports.
Nominated by	• Training Program Director, Head of Department or Trainee.
Approved by	• Advanced Training Committee via approval of prospective approval application.
College reporting line	• Training Program Director, if applicable. • Relevant Training Committee (Advanced Training Committee or Faculty Training Committee).
Role description	
Manage the learning and development of trainees	• **Plan learning** in collaboration with the trainee, including identifying goals and developing a personal learning plan. • **Facilitate teaching and learning** opportunities, including direct observation of trainees. • **Observe trainee practice** through completing work-based assessments with the trainee where possible. • **Meet regularly with the trainee** (at least twice a year) to review and monitor their progress and professional development. • **Deliver regular feedback** to the trainee on performance and progression. Contact with trainees can take place face-to-face or remotely. • **Review and monitor** trainee performance against the training program curricula and requirements, and the trainee's learning goals and objectives; adjust the learning plan as appropriate. • **Facilitate development** of clinical and non-clinical professional qualities, skills and competencies outlined in the curriculum. • **Draw on evidence of learning** and achievement to assess overall performance against the curricula and training program requirements, and complete assessment reports. • **Motivate trainees** to reflect on non-clinical skills identified in the Professional Qualities Curriculum.
Support trainees and collaborate with other supervisors	• **Identify, support and manage trainees in difficulty** in accordance with the RACP Training Support Policy and Pathway. • **Work closely and communicate regularly** with other supervisors to support trainees to complete the requirements of the Training Program. • **Advocate for College standards** within the training setting and demonstrate a commitment to maintaining professional standards.

Appendix 2: Advanced Training, Divisions, Faculty and Chapter Role Responsibilities

Advanced Training Supervisor selection and appointment

The selection process is triggered when an individual is nominated for the role by a trainee, Head of Department or Training Program Director.

Alternatively, an individual may express an interest in undertaking a supervisory role (self-nomination). Once nominated, prospective supervisors should follow the steps below to be formally selected and appointed to the role.

Eligibility criteria

Suggested eligibility criteria	• Three years RACP Fellowship or Fellowship of another medical college. • Three years experience supervising medical trainees (or equivalent experience). • Certification of completion of all three SPDP workshops.**
Selection criteria	• In-depth understanding of RACP Training Program curricula and requirements, best-practice in medical education and principles of adult learning. • Commitment to meeting the Standards for Educational Leadership and Supervision, and principles outlined in the RACP Educational Leadership and Supervision Policy. • Competence at the Intermediate Level of the RACP Standards for Educational Leadership and Supervision. • Meets requirements set out in the relevant specialty specific Training Program Requirement Handbook.
Desired skills and qualifications	• Qualification in adult education
Confirmed by	• Advanced Training Committee, once the prospective approval application has been submitted and approved.

**For applicants with less post-FRACP years of experience, outline the support for this applicant available at the site.*

***Nominees who have not completed the relevant SPDP workshops should endeavour to complete the workshops within 12 months following appointment to the role. (Completion of the SPDP is a requirement for RACP Fellows only.)*

Selection Process

Step 1 Review	Ensure understanding of the expectations of the role by reviewing the: • Advanced Training Supervisor Role Responsibilities . • relevant Advanced Training Program Requirements handbook. (https://www.racp.edu.au/trainees/advanced-training)
Step 2 Self-assessment	Self-assess competence for the role against the required skills and capabilities at the Intermediate Level of the RACP Standards for Educational Leadership and Supervision.
Step 3 Confirmation	The Advanced Training Committee confirms appointment via approval of the prospective approval application submitted.
Step 4 Appointment	Prospective supervisor signs the application for approval in Advanced Training or by using the online registration request upon approval.
Step 5 Accreditation	Undertake ongoing professional development. Advanced Training Supervisors who have not completed all three SPDP workshops should endeavour to do so within 12 months following appointment to the role. A certificate of accreditation will be issued by the College upon completion. (Completion of the SPDP is a requirement for RACP Fellows only.)

Training Program Director in Advanced Training draft role responsibilities

In response to stakeholder feedback, the College is now working towards the introduction of Training Program Directors across all specialties through a staged implementation process and in consultation with each Advanced Training Committee.

Introduction of this role will allow local expertise to further optimise training and supervision, and mitigate risk. Given the specific nature of training programs, the role and responsibilities can be adapted to suit the context of each specialty, taking into account the number of trainees, accredited programs and governance structures already in place.

The Training Program Director's role will include the responsibilities outlined below.

Draft Training Program Director	
Role purpose	• To provide educational leadership to training programs within a specialty across a defined geographical area.
Key responsibilities	• Plan, implement and oversee the Specialty Training Program to ensure that all training program curricula and requirements are achieved. • Act as a champion for the specialty, advocate for trainees and the training program within the region. • Evaluate the training program and initiate quality improvements. • Support and advise Advanced Training Supervisors.
Appointed by	• The relevant Training Committee (Advanced Training, Chapter or Faculty Committee).
College reporting line	• The relevant Training Committee (Advanced Training, Chapter or Faculty Committee).
Role responsibilities	
Oversight of the specialty specific Advanced Training Program	• Oversee the Specialty Training Program within a geographic area, ensuring accordance with RACP training objectives, curricula requirements, policies and accreditation standards. • Liaise with the College where curricula requirements are not met or in circumstances where substantial risks to comprehensive training exist. • Contribute to the strategic direction of the Specialty Training Program in collaboration with the relevant training committee, RACP accredited training settings and other Training Program Directors. • Lead implementation of new RACP initiatives, develop innovations to optimise integration and overcome barriers to success. • Support Advanced Trainees with any difficulties they may experience in training. • Assist supervisors who are supporting and managing a trainee in difficulty, in accordance with the RACP Trainee Support Policy and Pathway. • Advocate for the appropriate resourcing and infrastructure for the Specialty Training Program within the region including funding, teaching, learning and resources, and recognised time for educational supervision activities. • Evaluate the effectiveness of the Specialty Training Program, initiating quality improvements and taking action if needed to address issues. • Provide pastoral support for supervisors and trainees.

Appendix 3: A guide to local peer review

Just as trainees have their performance evaluated, peer review can be a helpful process for supervisors to receive feedback on their teaching. Continuing Professional Development (CPD) points at three credits per hour (up to 50 credits per year) will be awarded for this activity.

Evaluation of supervisor teaching practices is encouraged. There are a variety of opportunities that can be used for observation by a peer. These could include running grand rounds, teaching a skill or concept, a work-based assessment or feedback session with a trainee.

Peer evaluation can be used in the following ways to enhance teaching practice:

Feedback: gaining feedback on teaching from a colleague adds another dimension to feedback collected from trainees and from self-reflection.

Improvement: as an input to discussion and reflection on the supervisor's:

- teaching strategies
- learning outcomes
- assessment methods
- monitoring of trainee learning.

New ideas: discussion and reflection on new ideas and methods for teaching.

Peer evaluation is not:

- 'Novice learning from expert'– it should be collegial and directed towards honing skills, not cloning skills.
- For training people in a particular way of teaching.

Local peer review process

An informal and local process including accompanying forms has been outlined below.

Local peer review process	
Step 1	A supervisor identifies they would benefit from peer feedback on teaching.
Step 2	A peer evaluator is selected locally by the supervisor. Reviewee completes the Supervisor Self-rating Questionnaire.
Step 3	A preliminary meeting is scheduled to discuss an observation opportunity.
Step 4	A peer observation session is conducted using the Peer Observation Form.
Step 5	A post meeting discussion occurs and a Post Observation Reflection is completed.

Form 1: Self-rating questionnaire

These questions work on a 1-5 scale rating. The purpose of this questionnaire is simply to direct your self-review. It is recommended that you refer to the RACP Standards for Educational Leadership and Supervision to see the outlined behaviours, skills and knowledge in competent supervisor practice.

The Scale:

(mark the appropriate number)

1. I urgently need help in this area
2. This would be important for me to get some assistance and feedback
3. I am unsure of my effectiveness in this area.
4. This might need work but it is not a high priority
5. I am confident this is working well

Teaching skills	1	2	3	4	5
1. I understand my role and responsibility as supervisor					
2. I establish a suitable and safe learning environment					
3. I demonstrate and model useful teaching styles and behaviours					
4. I tailor my teaching to the learning needs and stage of my trainee/s					
5. I ask questions that promote trainee learning					
6. I help trainees connect theory with practice					
7. I recognise and accommodate trainee's backgrounds and experience					
8. I am confident in the use of work-based assessments					
9. I deliver useful and specific feedback to trainees					
10. I practice active listening and validate trainee contributions					
11. I am able to resolve challenging situations					
Other comments and reflections:					

Form 2: Peer observation form

Review date: _____

Peer review is designed to provide your colleagues with additional insight into where they are doing well and where they could improve.

In order for your advice to be effective, it is important that you are candid. Your focus should be on constructive feedback, meaning you are able to identify areas where a colleague is doing well as well as areas where they could use some additional support. To have an even deeper impact, it is important that you provide specific details to support your comments beyond your initial statement.

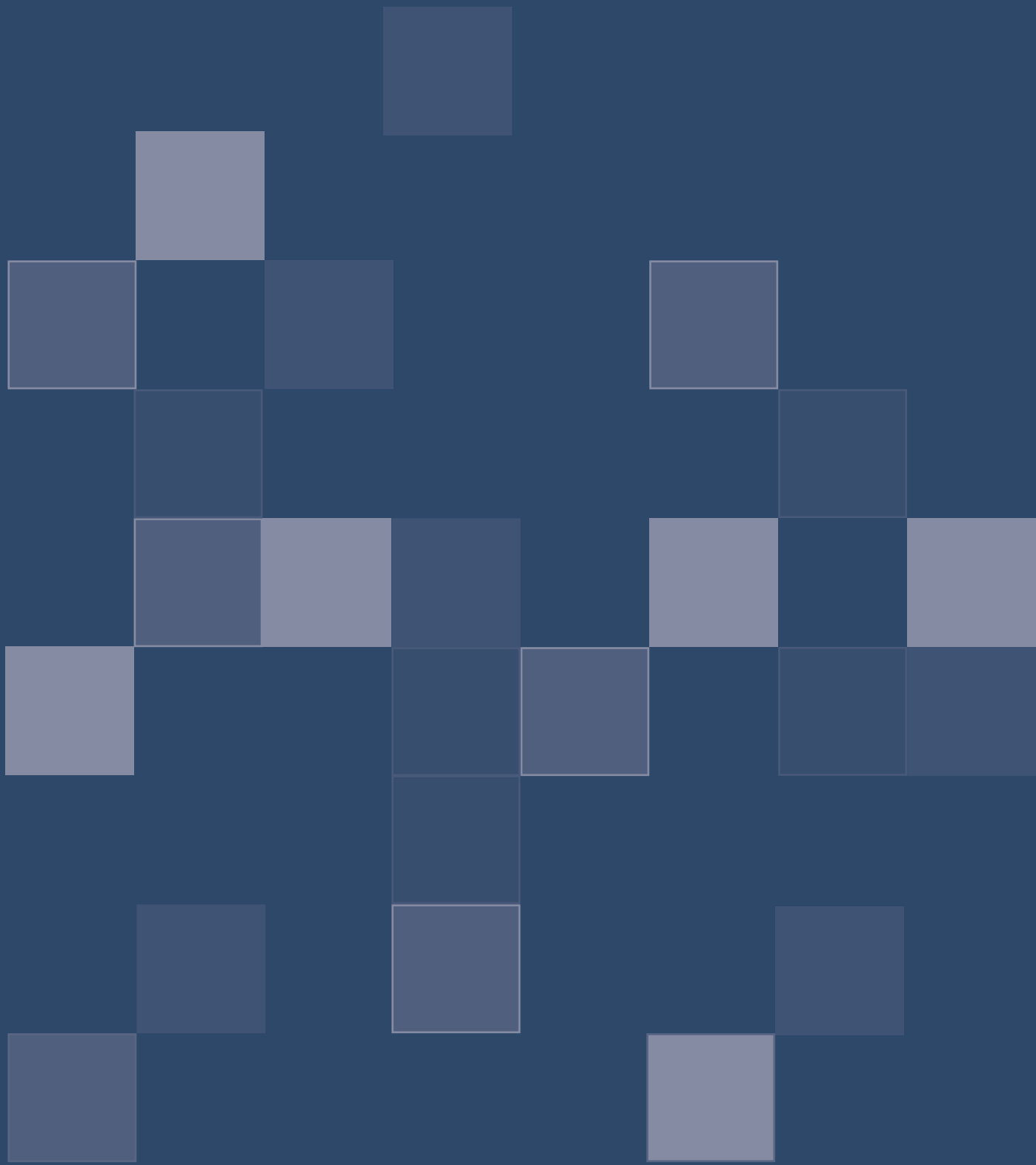
It is recommended that you refer to the RACP Standards for Educational Leadership and Supervision to see the outlined behaviours, skills and knowledge in competent supervisor practice.

Use this space to discuss some of your colleague's strengths:

Strength	Details

Use this space to discuss some of your colleague's areas for continued growth:

Area	Details

Form 3: Post-observation reflection

Post-observation reflection form	Self-reminder notes:
Type of review (group teaching, assessment task etc.): _____ Date of feedback: _____ Reviewer: _____	
What were the key points in the feedback from my reviewer? • • • The relevance of this feedback for my teaching practice: *e.g. highlighting 'x' was important because 'x' is an important means of integrating work-based assessments into my workflow, and I now realise this is an area I could improve...* Actions I might consider are: • • • My plan for using this experience to further improve my teaching practice: • • • Date: ___ / ___ / ___