



# Education Leadership and Supervision Policy

<b>Area of College</b>	Education, Learning & Assessment
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<b>References/Legislation</b>	
<b>Associated RACP Documents</b>	<ul style="list-style-type: none"><li>• RACP Framework for Educational Leadership and Supervision</li><li>• Supervision Support Strategy</li><li>• RACP accreditation standards for training settings</li></ul>
<b>Applicability</b>	All RACP training programs

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## 1. INTRODUCTION

This policy defines educational leadership and supervision in the context of RACP training programs and describes key principles which underpin these important and influential activities.

Directly linked to this policy is the *RACP Framework for Educational Leadership and Supervision* which details the specific roles and competencies, and selection, accreditation and evaluation processes for these.

## 2. PURPOSE

The aim of this policy is to foster excellence in educational leadership and supervision across all RACP training programs and to ensure that learning environments are appropriately resourced to enable delivery of continuous, progressive, dynamic learning.

## 3. SCOPE

This policy applies to RACP Supervisors and Educational Leaders. It is expected that supervisory and educational leadership roles and responsibilities, carried out under College auspices and with College support, comply with this policy and the corresponding framework.

## 4. PRINCIPLES OF EDUCATIONAL LEADERSHIP AND SUPERVISION

The following principles underpin educational leadership and supervision in RACP training programs.

### 4.1. Quality and safety

Safe and effective patient care is essential during supervision interactions with trainees, ensuring the health, wellbeing and safety of both patients and trainees at all times.

Ongoing evaluation and quality improvement activities are important in the delivery of a high-quality training experience.

### 4.2. Learning environment and culture

An effective learning environment is safe, supportive and recognises the importance of culture and equality, ethics and professionalism.

### 4.3. Teaching and facilitating learning

Trainee learning is best facilitated through a wide variety of work-based learning opportunities aligned to identified learning outcomes, educational techniques and tools, research opportunities (where relevant), timely and constructive feedback and self-reflection.

Learning is enhanced through active monitoring of progress towards achievement of identified goals, targeted support, and evidence-based assessment and reporting.

Reflections on teaching and learning approaches are valuable in informing quality improvement activities.

## 4.4. Educational leadership and management

Effective planning and management of the training program and active support for the implementation of College change initiatives is critical to maintaining a high-quality training experience.

Modelling of exemplary professional behaviours by those involved in educational leadership and supervision enables delivery of a high-quality training experience.

## 5. RACP FRAMEWORK FOR EDUCATIONAL LEADERSHIP AND SUPERVISION

Directly linked to this policy is the *RACP Framework for Educational Leadership and Supervision* which details:

- a) the different roles involved in educational leadership and supervision and their responsibilities
- b) the particular knowledge, skills and competencies required by those involved in educational leadership and supervision
- c) how educational leaders and supervisors will be selected, appointed and accredited
- d) how educational leader and supervisor effectiveness will be evaluated.

## 6. RESOURCING FOR QUALITY EDUCATION LEADERSHIP AND SUPERVISION

Adequate resourcing is fundamental to enabling educational leaders and supervisors to provide effective supervision and a high-quality training experience. Accredited Training Networks and Training Settings must demonstrate that they meet the standards for supervisor support as set out in the RACP accreditation standards for training settings.

## 7. REVIEW OF POLICY

This policy will be reviewed every three years or as required in the event of legislative changes or requirements. The policy may also be changed as a result of other amendments.

Staff and members of the College may provide feedback about this document by emailing [RACPPolicy@racp.edu.au](mailto:RACPPolicy@racp.edu.au).

## 8. DEFINITIONS

Term	Means
College	The Royal Australasian College of Physicians, ACN 000 039 047, an incorporated body limited by guarantee.

## Education Leadership and Supervision - Policy

<b>Term</b>	<b>Means</b>
Educational leadership	<p>Educational leadership is the provision of oversight for the delivery of RACP training programs, including the planning, implementation, management and advocacy for resources, in accordance with College policies and requirements. Educational leadership aims to ensure delivery of a high-quality training experience and facilitate the achievement of training program objectives.</p> <p>RACP educational leadership roles include but are not limited to Network Directors of Training, Regional Program Directors, Training Program Directors, and Deputy Training Program Directors.</p>
Educational supervision	<p>Educational supervision is the provision of oversight, including guidance, assessment, feedback and support in the context of each trainee's educational experience. Educational supervision aims to enable the trainee to progress towards successful completion of the training program and deliver safe, appropriate and high quality medical care.</p> <p>RACP education supervisory roles include but are not limited to Educational Supervisors, Rotational Supervisors, Assistant Supervisors, and Advanced Training Supervisors.</p>
Fellow, Trainee, and Member	have the same meaning as in the College Constitution.

### 9. HISTORY

<b>Revision</b>	<b>Effective Date</b>	<b>Summary of Changes</b>
1.0	01.12.2018	New Policy
1.2	02.12.2022	Administrative update and transfer of policy to the new template