

Information for DPEs - supporting a trainee in difficulty Stage 1 – Local Remediation

Early intervention when training difficulties are identified

Stage 1 Training Support is the first stage of the [Training Support Pathway](#) and is initiated as soon as any difficulty is recognised and before the need for formal notification to the College. The key steps are:

- Early intervention
- Transparent communication and regular performance feedback
- Setting clear learning actions and expected outcomes.

The College recognises that DPEs often support multiple trainees and that it may be more appropriate to delegate this support to an educational or term supervisor.

Initiating the Pathway

1. Arrange a meeting with the trainee as soon as the difficulty is identified

- Ask the trainee to bring their previous supervisor reports to this meeting so you can see whether other supervisors have made any comments which might align with your assessment of performance.
- Ask the trainee how they feel they are progressing and whether they have identified any areas where they need additional support and development.
- Create a written record of this meeting (and any future meetings) using the [Record of Meeting](#) template so you both have a copy of the feedback provided and the next steps which were agreed.
- Ask the trainee to reflect on the initial meeting feedback and to use it to initiate an [Improving Performance Action Plan](#)
- If appropriate, you can also recommend the [RACP Support Helpline](#)

2. Agree on the Improving Performance Action Plan (IPAP)

- Consider the learning objectives the trainee has set and recorded on the Improving Performance Action Plan, suggest any suitable additions or amendments, agree on the actions that will assist the trainee to meet the learning objectives and set dates to review the trainee's progress and performance.
- Three to six months is the usual timeframe for an IPAP.
- Consider aligning the IPAP review date with the deadline for submitting your next progress report to the College so your expectations are made clear to the trainee. The trainee can identify opportunities to demonstrate performance at the expected level in the lead up to a formal College assessment.

3. Review the IPAP and decide whether the difficulties have been resolved

- If you assess the trainee as performing at the expected standard in your next report and are confident that the difficulties have been resolved, there is no need for further action. **There is no requirement for the College to be notified of the earlier difficulties.**
- If the difficulties have **not** been resolved then notify the College via your ratings and comments on the next report. The IPAP and any meeting records should also be sent to the [Training Support Unit](#). This information will assist the committee when considering the situation and deciding the next steps.

Patient and trainee safety

Patient and trainee safety take precedence over all other considerations. Employers and clinicians are bound by mandatory notification requirements to the Medical Board of Australia (MBA) or Medical Council of New Zealand (MCNZ) as appropriate. Reportable behaviours are dealt with directly by the MBA or MCNZ, and not by the College.