



### Standards for the Accreditation of Training Settings (2010) Basic Physician Training – Adult Medicine

RACP Standards	Minimum Requirements
<b>1. Supervision</b>	
<p><b>1.1 There is a designated supervisor for each Trainee.</b></p>	<p><i>1.1.1 There is a Director of Physician Education (DPE) appointed in a tertiary/level 3 training setting, with time protected for the role.</i></p> <p><i>1.1.2 For every 3 to 5 trainees in the PREP program, a minimum of one consultant is available to act as Education Supervisor.</i></p> <p><i>1.1.3 In each rotation there will be a Ward Service Consultant(s) (e.g. term supervisors)</i></p>
<p><b>1.2 Trainees have access to supervision, with regular meetings.</b></p>	<p><i>1.2.1 Trainees are supervised in ambulatory/outpatient clinic settings. Supervision should be commensurate with trainees' level of experience. All new and complex review cases must be discussed with a consultant, preferably at the time of patient assessment. Alternatively, discussion is conducted at weekly review meetings.</i></p> <p><i>1.2.2 Trainees have a minimum of phone access to supervision when working out of hours.</i></p> <p><i>1.2.3 Trainees must meet with Education Supervisor/ Professional Development Advisor or DPE at minimum of three times yearly.</i></p>
<p><b>1.3 Supervisors are RACP approved and meet any other specialty specific requirements regarding qualifications for supervisors.</b></p>	<p><i>1.3.1 DPEs and Education Supervisors must advise the College of their supervisory roles.</i></p> <p><i>1.3.2 Education Supervisors must attend training workshops in educational requirements.</i></p>
<p><b>1.4 Supervisors are supported by the setting or network to be given the time and resources to meet Faculty Supervision requirements and criteria on supervision.</b></p>	<p><i>1.4.1 All staff at the training setting acting in a supervisory capacity must have dedicated time to fulfil these roles.</i></p> <p><i>1.4.2 The training setting provides administrative assistance to support the DPE and Education Supervisor.</i></p>
<b>2. Facilities and Infrastructure</b>	
<p><b>2.1 There are appropriate facilities and services for the type of work being undertaken.</b></p>	<p><i>2.1.1 For accreditation as a <b>Tertiary/Level 3 Training Setting</b>, the setting must have:</i></p> <ul style="list-style-type: none"> <li><i>• A <b>minimum of 9 subspecialty departments</b>, each headed by a physician with a substantial appointment responsible for supervision of trainees.</i></li> <li><i>- To have a term in these departments counted towards basic training</i></li> </ul>

	<p>subspecialty requirements, a trainee will need to spend a minimum of 50% of their time in the subspecialty in at least two of the following three areas: acute, longitudinal/ongoing and ambulatory/outpatient care</p> <ul style="list-style-type: none"> <li>• Facilities to host the Clinical Examination</li> <li>• An Intensive Care Unit or High Dependency Unit</li> <li>• Access to General Medicine available on setting or through rotation to another setting</li> <li>• Access to facilities for acute care and/or ambulatory/outpatient care</li> <li>• For accreditation as a <b>Level 2</b> or <b>Level 1</b> Training Setting, refer to the relevant criteria.</li> </ul> <p><b>2.1.2</b> For accreditation to provide medical subspecialty terms in a non-parent/non-tertiary setting there must be a well-established department for the subspecialty.</p>
<p><b>2.2</b> Each trainee has a designated workspace including a desk, telephone and IT facilities.</p>	<p><b>2.2.1</b> Trainees have access to a designated workspace with standard administration facilities, including IT access, which are located within the department or available elsewhere within the setting.</p>
<p><b>2.3</b> There are facilities and equipment to support educational activities, such as study areas and tutorial rooms.</p>	<p><b>2.3.1</b> Trainees must have access to readily available study/tutorial rooms with appropriate teaching aides and other educational facilities. This must include distance education facilities as a minimum.</p>
<p><b>3. Profile of Work</b></p>	
<p><b>3.1</b> The setting shall provide a suitable workload and appropriate range of work.</p>	<p><b>3.1.1</b> Trainees have a suitable workload and appropriate range of work determined by the Basic Training Curriculum and the PREP Basic Training Program Requirement Handbook for Adult Medicine (available from the RACP website).</p> <p><b>3.1.2</b> For accreditation to provide General Medicine terms there must be a General Medicine department or unit. Within the term there must be available acute, longitudinal/ongoing and ambulatory/outpatient clinic exposure. Trainees must have a role in assessment plus a role in the longitudinal/ongoing care of their patients who are admitted through the Emergency Department to the Intensive Care Unit of High Dependency Unit. Trainees must attend (on average) at least one ambulatory/outpatient clinic per week.</p>
<p><b>3.2</b> Trainees participate in quality and safety activities.</p>	<p><b>3.2.1</b> Formal consultant-led clinical handover following night duty must occur at minimum 5 days of the week and involve units receiving patients overnight.</p>

	<p><b>3.2.2</b> <i>Trainees are exposed to an environment that fosters and supports quality assurance meetings where possible.</i></p> <p><b>3.2.3</b> <i>All trainees must complete Advanced Life Support training of a minimum 3 hours duration (as part of a continuous block) by the end of their first term as a Basic Trainee. If such training is unavailable within the hospital, trainees should be supported to attend external training.</i></p>
<p><b>3.3</b> <b>There is the capacity for project work (including research) and ongoing training.</b></p>	<p><b>3.3.1</b> <i>Trainees have access to activities such as audits, clinical trials and research.</i></p>
<p><b>4. Teaching and Learning</b></p>	
<p><b>4.1</b> <b>There is an established training program or educational activities such as multidisciplinary meetings, academic meetings, rounds and journal clubs.</b></p>	<p><b>4.1.1</b> <i>There is a training program and educational activities related to the Basic Training Curriculum.</i></p> <p><b>4.1.2</b> <i>There is protected time and resources provided to complete educational activities.</i></p> <p><b>4.1.3</b> <i>A minimum of 3 hours of formal teaching per week (this may include video/teleconferencing).</i></p> <p><b>4.1.4</b> <i>Trainees attend the formal teaching sessions and other training sessions as provided by the setting. Service commitment does not prevent or excuse trainee attendance at these sessions.</i></p> <p><b>4.1.5</b> <i>Trainees must complete the requirements of the PREP program.</i></p>
<p><b>4.2</b> <b>There are opportunities to attend external education activities as required.</b></p>	<p><b>4.2.1</b> <i>Opportunities exist for trainees to access the RACP lecture series or a comparable series electronically, in which the content is aligned with the Basic Training Curriculum.</i></p>
<p><b>4.3</b> <b>There is access to sources of information, both physical and online, including a medical library or e-library facility appropriately equipped for physician training.</b></p>	<p><b>4.3.1</b> <i>The parent/tertiary setting or network must provide access to a medical library (either by hard copy or electronically) with current books and access to online content.</i></p>
<p><b>5. Support Services for Trainees</b></p>	
<p><b>5.1</b> <b>There are workplace policies covering the safety and well-being of trainees.</b></p>	<p><b>5.1.1</b> <i>The setting meets all legislative requirements with regards to policies in WH&amp;S, Infection Control and Human Resources.</i></p>
<p><b>5.2</b> <b>There is a formal induction/orientation process for trainees.</b></p>	<p><b>5.2.1</b> <i>DPEs and Education Supervisors provide induction/orientation into training for trainees within the first week of commencement of training at the setting.</i></p>