

**THE ROYAL AUSTRALIAN AND NEW ZEALAND COLLEGE
OF OBSTETRICIANS AND GYNAECOLOGISTS**



**ACCREDITATION OF INTEGRATED TRAINING
PROGRAM/ELECTIVE TRAINING POSTS IN
EXPANDED SETTINGS :**

GUIDELINES

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**The Royal Australian and New Zealand
College of Obstetricians and Gynaecologists**

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INTRODUCTION: ACCREDITATION OBJECTIVES AND SUMMARY OF STANDARDS

Background

Training in an expanded setting provides opportunities for trainee involvement in a range of clinical training opportunities, which might not otherwise be available in major public teaching hospitals. RANZCOG trainees involved in such training may be Elective Program trainees (i.e. Years 5-6 of O&G training) or registrars undertaking the Integrated Training Program or ITP (i.e. Years 1-4 of O&G training).

Expanded setting training sites may include:

- Private hospitals, including co-located consulting rooms and day surgery facilities;
- Private consulting rooms;
- Non-clinical settings such as surgical skills laboratories and simulated training centres;
- Publicly funded health care facilities which can provide training opportunities not available in major public teaching hospitals (e.g. Aboriginal Health Services, regional, rural and community health settings).

A training position may be at a single site or a network of sites. The network of sites may be either:

- wholly at an expanded setting (private) site or sites; or
- a combination of both expanded setting (private) and public sites.

The role and responsibilities of settings providing training positions accredited by the College - whether public or private - cannot be overestimated. The RANZCOG curriculum emphasises that competency is achieved through an incremental process of learning and development in the key areas of clinical expertise, academic abilities and professional qualities. Training Supervisors, consultants, midwifery/nursing/theatre staff and other health professionals involved in the training of RANZCOG trainees - and the environment in which they work - are crucial to this process of learning and development.

The RANZCOG curriculum document can be viewed and downloaded from <http://www.ranzcog.edu.au/publications/pdfs/education/Curriculum.pdf>

Objectives

The objective of the accreditation of training posts in expanded settings is to ensure that the core requirements for clinical and educational experience as defined in the RANZCOG curriculum, and which are relevant to that setting, are being met for the trainee or trainees.

There is a wide variety of possible expanded setting training opportunities and arrangements, ranging from full-time senior registrar positions in a private hospital/or private rooms to ITP trainees accessing sessional experience in ultrasound or general gynaecological surgery in a private facility. The accreditation standards listed below, and discussed in more detail later in this document, will not all be equally applicable to every setting and training arrangement. As with all RANZCOG training sites, the standards which the College regards as high priority and applicable to expanded settings are those relating to:

- trainee supervision;
- support of the trainee by senior medical staff;
- appropriate clinical experience; and
- appropriate quality assurance and risk management.

These standards are highlighted in bold in the list below

Standards

1. **Accredited training posts in expanded settings are expected to provide support for trainees by appointing a Training Supervisor to provide effective supervision for trainees. This includes conducting the regular three-monthly formative assessment and six-monthly summative assessment of the trainee's performance/progress using the standard College forms.**
2. **Expanded setting training positions will ensure that there is adequate senior medical staff to provide effective training, support and supervision of trainees. This is essential to ensure safety and quality of clinical services.**
3. Where appropriate, training posts in expanded settings are expected to ensure that an **appropriate** educational program relevant to the level of the appointed trainee or trainees is in place, and to implement strategies to ensure that trainees are able to attend these sessions.
4. Expanded setting training positions shall support trainees to undertake their compulsory research project, where appropriate.
5. **Trainees shall be provided with the appropriately supervised clinical experience as agreed under the terms of the accreditation.**
6. It is expected that the working hours for trainees in expanded setting positions will be appropriate for the **level** of training involved, and that there will be compliance with the relevant award.
7. Where **relevant**, expanded setting training posts shall ensure that the appropriate educational program is supported by an equally appropriate range of educational resources as part of an obligation to provide a supportive learning environment (e.g. library and IT facilities).
8. Expanded setting training positions in rural locations should provide appropriate assistance and **facilities** to trainees relocating in order to take up the post.
9. **All settings involved in the provision of accredited expanded training should ensure that appropriate quality assurance and risk management strategies are in place for the trainee, including**
 - **medical indemnity cover; and**
 - **informed patient consent to surgical procedures involving trainees, (particularly as primary operator).**

IMPORTANT: The standards which apply specifically to each training position—taking into account the nature of the training/experience to be provided to the trainee—will be discussed with the applicant at the time application for accreditation is made to the College. This document is to be regarded as a general guide only.

1 THE ACCREDITATION PROCESS

Purpose

The aim of the accreditation process is to determine if the posts for which accreditation is sought:

- a) represent a genuine expansion in training opportunities (i.e. they are new rather than existing positions);
- b) are relevant to trainees undertaking the RANZCOG training program;
- c) have a clear educational imperative and provide trainees with appropriate exposure to required training experience, which can complement and add to that normally provided in major public teaching hospitals; and
- d) will provide trainees with appropriate supervision, assessment and support from senior medical staff at the relevant site.

Initial Application

Settings which require funding from the Commonwealth Department of Health and Ageing (DHA) under its Expanded Settings for Specialist Trainees Program (ESTP)/Outer Metropolitan Trainee Support Scheme (now part of what is known as the *Specialist Training Programs* initiative) must use the standard application form available on the DHA website – www.health.gov.au/better-specialist-training. This application should be prepared in consultation with the College before it is finalised and submitted to the DHA. In preparing the application, settings should familiarise themselves with the RANZCOG guidelines and ensure the application is likely to meet those standards. The College will subsequently advise the DHA of the suitability of each applying site before final funding decisions are made by the DHA.

Hospitals and other facilities providing expanded setting training opportunities to RANZCOG trainees but not requiring DHA funding must still be accredited by the College. These settings should contact the Training Services Department at College House for the appropriate RANZCOG application documentation.

The Accreditation Visit

Before determining the suitability of an expanded setting for accreditation, the College will conduct a formal visit. This visit will assess the proposed expanded setting training post based on the detailed information provided in the application documentation and in accordance with the College's accreditation standards.

The team conducting the visit will comprise a Fellow of the College with substantial experience of the training program; a trainee representative; and a senior member of the College staff.

The visit itself will be half a day to one full day in duration (depending on the size of the facility). It will include confidential interviews with the Head of Department, consultants, nursing staff, trainees (if any are already in the expanded setting), and management. The visit will also comprise a tour of the relevant parts of the facility, visits to relevant clinics and theatre, and visits to other areas as appropriate.

Accreditation Decisions

The College will inform the setting of its provisional accreditation decision at the conclusion of the visit. This provisional decision will be subject to formal approval by the College's Executive Committee. The official accreditation decision will be communicated to the setting by letter within one week of the visit. There are three possible accreditation decisions:

1. Unconditional accreditation for the designated funding period (in the case of applications under the DHA's *Specialist Training Program* initiative) or for the training period agreed on with the College (in the case of applications from settings not requiring DHA funding).
2. Provisional accreditation for a specified period as above – subject to the implementation of specific requirements indicated by the College. These requirements may include written confirmation that areas of concern identified by the accreditation team have been or are being addressed.
3. Accreditation withheld until significant areas of concern identified by the accreditation team have been addressed.

2 BACKGROUND: THE RANZCOG SPECIALIST TRAINING PROGRAM

The RANZCOG Training Program – essential components

The RANZCOG training program is a 72-month structured post-graduate program which leads first to certification as a Member (MRANZCOG) of the College and then to certification as a Fellow of the College (FRANZCOG).

The MRANZCOG/FRANZCOG training program includes:

- a four-year Integrated Training Program (ITP), culminating in Membership of the RANZCOG; and
- a two-year Elective Program (EP) culminating in Fellowship of the RANZCOG.

The essential components of the ITP are set to ensure that all trainees registered in the program have access to knowledge, experiences and learning environments necessary for satisfactory assessment of requirements.

The Integrated Training Program

The ITP trainee requirements are as follows:

1. Four years of logged clinical work in obstetrics and gynaecology resulting in attainment of prescribed competency levels in specified procedures (see Part 4, Standard 6, Item 6.1 in these guidelines).
2. Experience in a minimum of two different hospitals over the four years of training, with at least 12 months in a tertiary hospital and no less than six months in any one hospital
3. Minimum of six months in a rural hospital.
4. Three-month term in gynaecological oncology sufficient to gain a working knowledge of the anatomy of the pelvic sidewall, particularly in regards to the ureter and major blood vessels.
5. Formal three- and six-monthly assessments of the trainee's progress through the ITP.
6. Satisfactory participation in a Basic Surgical Skills Workshop during the first year of training.
7. Satisfactory participation in neonatal resuscitation training in the first year of training.
8. Satisfactory participation in a RANZCOG-approved Fetal Surveillance workshop/course in the first year of training.
9. Satisfactory participation in a Communication Skills Workshop by the end of the second year of training.
10. Gain approval of compulsory research project proposal by the end of Year 2.
11. Satisfactory performance in the two In-hospital Clinical Assessments (ultrasound and colposcopy).
12. Satisfactory assessment of competency in specified basic O&G surgical procedures by the end of Year 2 of training.
13. Utilising the resources of the web-based Flexible Learning Program.
14. Passing the MRANZCOG Written Examination.
15. Passing the MRANZCOG Oral Examination.

The Elective Program

The Elective Program (EP) follows the ITP. It comprises the final two years of the FRANZCOG Training Program.

As with the ITP, Elective trainees are required to have formal three-monthly formative and six-monthly summative assessments. They must also be assessed as competent in advanced O&G surgical procedures and complete the compulsory research project by the end of Year 5.

Apart from the above, the content of the EP is not prescribed by the College. Trainees entering the EP are required to submit a plan for the two-year program which is designed to meet their own educational needs, for example:

- further training in operative obstetrics and gynaecology;
- training in provincial/rural posts;
- research leading to a post-graduate degree;
- commencement of subspecialty training.

However, the two Elective years cannot both be approved for formal Subspecialty training, nor can both Elective years be undertaken in the same subspecialty. This Subspecialty training can be located in appropriate expanded settings, which have been accredited by the College for this purpose.

All Elective training, like ITP-level training, must be prospectively approved by the Chair of the relevant Regional/New Zealand Training Accreditation Committee.

Most trainees complete the ITP prior to beginning the EP, but it is possible to undertake one or two years of the EP before passing the MRANZCOG Examinations.

Trainees should complete a minimum of two years ITP training before they can apply for the Elective Program, unless exceptional circumstances apply.

STANDARD 1: TRAINING SUPERVISORS

Accredited training posts in expanded settings are expected to provide support for trainees by appointing a Training Supervisor to provide effective supervision and support for trainees. This includes conducting the regular three-monthly formative assessment and six-monthly summative assessment of the trainee's performance/progress using the standard College forms.

CRITERIA

1.1 Support for the Training Supervisor by the site

1.1.1 Protected time

A high priority expectation of the College is the provision of protected supervision/teaching time to each staff member who performs the role of a Training Supervisor to enable him/her to carry out their duties effectively. As an approximate guide, this paid/protected time can be calculated on the basis of at least 10 hours annually per trainee supervised.

1.1.2 Attendance at a RANZCOG Training Supervisor workshop

It is an expectation of the College that all Training Supervisors attend a 'train the trainers' workshop run by senior College staff. Hospitals are expected to allow Fellows of the College who act as Training Supervisors to participate in one such workshop. The College will notify Training Supervisors well in advance of the workshops in their state/region.

Role and responsibilities of the Training Supervisor: effective supervision and training

1.1.3 Role Supervision of trainees within each expanded setting is the responsibility of designated Training Supervisors, who are RANZCOG fellows on the staff. Applications to become a Training Supervisor must be submitted to the relevant College Regional/ New Zealand Training and Accreditation Committee for formal approval.

1.1.4 Responsibilities The responsibilities of the Training Supervisor are as follows:

1.1.4.1 To provide support to trainees and ensure hands-on supervision and training. This supervision must include:

- provision of regular constructive formal and informal feedback;
- ensuring trainees are taken through each new procedure by an appropriate senior medical staff member and are given adequate opportunities to practise their skills under supervision; *

*This does not mean that all teaching responsibilities should fall to the supervisor, only that the supervisor should ensure hands-on teaching is provided by an appropriate trainer, which could be the supervisor him/herself, or another senior medical staff member.

- ensuring that trainees have appropriate after hours support from on-call staff members (where applicable);
 - encouraging trainees to improve their communication and decision-making skills;
 - listening to trainees' concerns about training and respecting their right to be assertive and questioning; and
 - treating trainees with respect and courtesy.
- 1.1.4.2 To set aside dedicated time each week to teach/supervise/mentor trainees.
- 1.1.4.3 To conduct the compulsory three-monthly formative assessment of each trainee using the RANZCOG mid-semester report form. This assessment – based on the supervisor's own observations and feedback from consultants, midwives and other health professionals who have worked with the trainee – must include a confidential face-to-face discussion with the trainee about his/her performance and progress.
- 1.1.4.4 To conduct the compulsory six-monthly summative assessment of each trainee using the RANZCOG six-monthly Report/Clinical Training Summary form. This assessment must be compiled from the Consultant Assessment of Trainee form completed by each senior medical staff member who worked with the trainee during the relevant training period. Copies of these forms should be distributed to the relevant staff members at least 2-3 weeks before the end of the six-month period by the Training Supervisor – not by the trainee. The assessment by the supervisor must include a confidential face-to-face discussion with the trainee about his/her performance and progress.
- 1.1.4.5 To review and sign each trainee's logbook every three months to ensure that the trainee is completing the required clinical procedures.
- 1.1.4.6 To ensure the assessment of the trainee's competence in either basic or advanced surgical skills (where applicable) using the RANZCOG Surgical Procedures – Assessment of Trainee Competence forms, or to arrange for an appropriate consultant to conduct such assessments.
- 1.1.4.7 To organise the In-hospital Clinical Assessments of the trainees (where applicable) by selecting an appropriate assessor from the official RANZCOG list of IHCA approved assessors.
- 1.1.4.8 To be fully apprised of the requirements of the RANZCOG Curriculum and the current regulations governing training and assessment by consulting the **Curriculum** [<http://www.ranzcog.edu.au/publications/pdfs/education/Curriculum.pdf>] and the **RANZCOG Training Program Handbook** [<http://www.ranzcog.edu.au/publications/pdfs/education/Training-Handbook.pdf>]

STANDARD 2: TRAINING AND SUPPORT OF TRAINEES BY SENIOR MEDICAL STAFF

Expanded setting training positions will ensure that there is adequate senior medical staff to provide effective training, support and supervision of trainees. This is essential to ensure safety and quality of clinical services.

CRITERIA

2.1 The role of the expanded setting: ensuring appropriate support of registrars.

Regardless of a registrar's level of training, it is expected that a hospital or other facility providing expanded setting training will ensure appropriate support by senior medical staff. Broadly, this would include:

- regular constructive feedback;
- ensuring trainees are taken through each new procedure and are given adequate opportunities to practise their skills under supervision;
- taking trainees through the process of case follow-through and dealing with documentation (where appropriate); and
- being readily available and supportive to trainees when on-call (where applicable).

For further details on the responsibilities of senior medical staff in relation to trainees, refer to the RANZCOG publication *Re-accreditation of Hospitals in the RANZCOG Integrated Training Program; Standards and Procedures—Standard 3: Training and Support for Trainees by Consultants*, pp 28 –30 at <http://www.ranzcog.edu.au/trainees/pdfs/training/hospital-reaccreditation-guidelines.pdf>

STANDARD 3: APPROPRIATE EDUCATIONAL PROGRAM

Where appropriate, training posts in expanded settings are expected to ensure that an appropriate educational program relevant to the level of the appointed trainee or trainees is in place, and to implement strategies to ensure that trainees are able to attend these sessions.

CRITERIA

3.1 *Provision of educational program*

At the time the application for accreditation is being considered by the College, the specific aspects of this standard as it applies to the training position will be discussed with the applicant(s). As a general rule, the College expects that trainees in expanded settings will have access to an education program which is appropriate for their level of training and their location. This may include some of the following (depending on the kind of training offered):

- case review meetings;
- perinatal morbidity/mortality meetings;
- high-risk obstetric review meeting;
- ward rounds;
- tutorial/registrars' meetings (where applicable);
- attendance at formal education sessions organised for trainees at a nearby teaching hospital.

1.2 **Protected time** Whatever appropriate educational arrangements are in place, it is expected that this will be given protected time to ensure the trainee is able to access these learning opportunities on a regular basis.

For further details on educational program arrangements, refer to the RANZCOG publication Re-accreditation of Hospitals in the RANZCOG Integrated Training Program; Standards and Procedures—Standard 4: Structured Educational Programs and Learning Opportunities, pp 31 –33 at <http://www.ranzcog.edu.au/trainees/pdfs/training/hospital-reaccreditation-guidelines.pdf>

STANDARD 4: SUPPORT FOR TRAINEES' COMPULSORY RESEARCH ACTIVITIES

Expanded setting training positions shall support trainees to undertake their compulsory research project, where appropriate.

CRITERIA

4.1 Provision of research opportunities and active encouragement of research activity by registrars

4.1.1 Compulsory research requirement. At the time the application for accreditation is being considered by the College, the specific aspects of this standard as it applies to the training position will be discussed with the applicant(s). But all expanded settings should be aware that the RANZCOG curriculum contains a compulsory research requirement that every trainee must undertake a project consisting of work in some aspect of, or pertaining to, the health sciences. While trainees have five years in which to complete the project, its substantial nature requires that they obtain approval of their research proposal by the end of Year 2.

The project has to be completed and submitted by the end of Year 5.

4.1.2 Research opportunities. The provision of research opportunities by the accredited expanded setting, where appropriate, may include:

- identifying individuals on staff who can provide support, advice and encouragement to trainees undertaking research projects; and
- allocation of a paid and protected half day of research/study time per fortnight for trainees at the accredited site.

STANDARD 5: PROVISION OF APPROPRIATE CLINICAL EXPERIENCE

Trainees shall be provided with the appropriately supervised clinical experience as agreed under the terms of the accreditation.

CRITERIA

5.1 *Appropriate clinical experience*

The nature and extent of the clinical experience provided in the accredited expanded setting post will depend on the level of training and the defined objectives of the post. Experience may range from a 12-month full-time training program for an Elective level trainee to regular sessions of ultrasound or surgical experience for an ITP trainee at Year3/4 level.

As a general guide, the College would expect that the following would apply in relation to any clinical experience provided:

- the work rosters and theatre lists (where applicable) at the accredited site should provide the trainee with maximum possible exposure to the agreed clinical areas;
- trainee experience as the primary operator in theatre should be maximised (where applicable); and
- the trainee's clinical activities are appropriately supervised.

For further details of the College's minimum clinical requirements for ITP trainees, and for details of ITP-level ultrasound training requirements and basic/advanced surgical competency assessment (i.e. for both ITP and Elective trainees), refer to the RANZCOG publication *Re-accreditation of Hospitals in the RANZCOG Integrated Training Program; Standards and Procedures*—Standard 6: Provision of Core Levels of Clinical Experience, pp 34 –42 at <http://www.ranzcog.edu.au/trainees/pdfs/training/hospital->

STANDARD 6: APPROPRIATE WORKING HOURS

It is expected that the working hours for trainees in expanded setting positions will be appropriate for the level of training involved, and that there will be compliance with the relevant award.

CRITERIA

6.1 *Appropriate working hours and shift work*

RANZCOG policy. The College recognises that medical practice sometimes requires onerous shift work and the working of extended hours for service provision and continuity of care. At the same time, it has a responsibility to its trainees to address the risks that fatigue and sleep deprivation create for both the health and safety of the individual trainee and for the quality of care provided to the patient. While recognising that this issue is a matter for employers and the applicable awards/contracts, the College's standards in this area are guided primarily by the Australian Medical Association's (AMA's) *National Code of Practice – Hours of Work, Shiftwork and Rostering for Hospital Doctors (1999)*, as well as by individual state/regional Occupational Health and Safety legislation.

For further details of the College's guide to appropriate working hours and leave arrangements, refer to the RANZCOG publication *Re-accreditation of Hospitals in the RANZCOG Integrated Training Program; Standards and Procedures—Standard 7: Registrar Staffing, Safe working Hours and Leave Arrangements*, , pp 43 –45 at <http://www.ranzcog.edu.au/trainees/pdfs/training/hospital-reaccreditation-guidelines.pdf>

STANDARD 7: EDUCATIONAL RESOURCES

Where relevant, expanded setting training posts shall ensure that the appropriate educational program is supported by an equally appropriate range of educational resources as part of an obligation to provide a supportive learning environment (e.g. IT facilities).

CRITERIA

7.1 *Provision of IT and other facilities at accredited sites.*

At the time the application for accreditation is being considered by the College, the specific aspects of this standard as it applies to the training position will be discussed with the applicant(s). As a general rule, the College expects that trainees in expanded settings will have:

- ready access to Personal Computers (PCs), (including the Internet and medical databases);
- password access, if required by the hospital or other facility in order to access databases like PubMed, should be easily available to the trainee;
- access to the library after hours (if applicable).

7.2 *Provision of leave/financial support for professional development.*

It is an expectation of the College that, where possible and appropriate, trainees in expanded setting would be given the opportunity to attend relevant conferences and seminars.

STANDARD 8: RURAL SETTINGS – APPROPRIATE ASSISTANCE AND FACILITIES

Expanded setting training positions in rural locations should provide appropriate assistance and facilities to trainees relocating in order to take up the post.

CRITERIA

8.1 *Appropriate assistance and facilities*

As appropriate, it is expected that an expanded setting in a rural location would address the following, as appropriate:

- on-site accommodation or other subsidised accommodation, or assistance in obtaining suitable accommodation for the trainee and his/her family;
- removal expenses to and from the rural location; and
- travel expenses to and from the rural location.

STANDARD 9: APPROPRIATE QUALITY ASSURANCE AND RISK MANAGEMENT

All settings involved in the provision of accredited expanded training should ensure that appropriate quality assurance and risk management strategies are in place for the trainee, including medical indemnity cover and informed patient consent to surgical procedures involving trainees, (particularly as primary operator).

CRITERIA

9.1 *Consent*

An essential requirement for the accreditation of expanded setting training posts is the implementation of a clearly defined and documented process for obtaining informed patient consent for all procedures involving trainees. The precise role of the trainee in the procedure, particularly where they are acting as the primary operator in theatre, must be explained to the patient prior to the procedure. This verbal explanation must be accompanied by a formal patient consent form, which provides the same information to the patient. The exact role of the supervising medical staff member during the procedure and their location (e.g. in theatre as the assistant, nearby but on-call, etc.) should be included in this verbal and written information. If the patient is satisfied with the arrangement, they must then sign and date the consent form. This consent must be obtained at a time BEFORE the admission of the patient to the operating theatre.

9.2 *Medical Indemnity*

The site providing expanded setting training must ensure that appropriate medical indemnity cover is in place for both the trainees and those senior medical staff undertaking training/supervisory activities.

If the site/employer does not provide such indemnity (including cover for civil claims), it must ensure that the trainees and senior medical staff have appropriate cover with their own medical indemnity insurer. This must include cover for training or supervisory duties undertaken in private or other non-public hospital settings. Documented confirmation of the above arrangements is required before RANZCOG accreditation will be granted.





