



Guideline Name	Guideline for the development of individual Health Service Position Descriptions - Director of Clinical Training; Supervisor of Intern Training
Consultation and Date Approved	Education Subcommittee: 10 September 2012 PMCV Board: 16 November 2012
Responsible Officer	Medical Director

Purpose & Scope

This document provides guidance regarding the development of individual Health Service Position Descriptions for Directors of Clinical Training (DCTs) and Supervisors of Intern Training (SITs).

Definitions

Supervisor of Intern Training (SIT): A medical practitioner who oversees the training and education provided to interns at a health service/other intern program.

Director of Clinical Training (DCT): A medical practitioner who oversees the training and education provided to prevocational doctors at a health service/other prevocational program. This may include PGY2s, +/- PGY3s and other non-vocational trainees, +/-interns. Where relevant, the DCT may liaise with and support the SIT or for PGY2s/3s - other supervisors of vocational training (e.g. Director of Physician Training).

The SIT/DCT usually reports to a Director of Medical Services or equivalent, and usually works closely with other key organisational staff such as Director of Medical Education, HMO Managers, Medical Education Officers etc...

Intern/Prevocational Doctor Program:

- Where a health service/other education provider is responsible for the administration, rotation planning, training and support of interns/PGY2s for the duration of a 12-month period, the organisation should have a MEO.
- Where a health service/other education provider is responsible for interns/PGY2s on a rotational basis only, responsibility for administration, training and support of interns/PGY2s is shared with the parent health service. However where rotational sites have (1) more than one prevocational doctor on rotation at any one time and/or (2) are considered sufficiently remote from the parent health service, it is expected that the rotational health service will have an individual identified as an MEO who will undertake some or a majority of the activities identified below.
- For large multi-campus health services, an MEO would usually be identified for each site (depending on number of prevocational doctors at each site and relationship with main site within health service).

Guideline Details

Throughout Victoria, health services and other education providers have a diverse range of education structures and titles for personnel in teaching and supervisory positions. Regardless of how these positions are titled or structured, health services and other education providers must ensure that clinical, educational and pastoral support is provided for prevocational junior medical staff. While it is a PMCV Accreditation requirement that an SIT/DCT is identified, it is recognised that many of the activities listed below are undertaken within the support of an educational/administrative team.



Credentials:

The DCT/SIT should:

- Be registered by the Medical Board of Australia
- Have a College Fellowship or if not, have;
 1. significant clinical experience, and
 2. significant experience in medical education/teaching, and
 3. significant familiarity with the health service
- Have a relevant current appointment at the health service (e.g. clinical or teaching)
- Have sufficient total EFT at the health service to be able to actively participate in the SIT/DCT role
- Have a commitment to medical education and training
- Have access to professional development in medical education and training

Description of Role:

The following are activities that a DCT/SIT would be expected to lead or be involved in, in relation to prevocational doctors. The specific activities appropriate for a DCT/SIT at an individual health service will depend on the roles/activities of other members of the health service's medical education team.

Education & Training

Support and promotion of education & clinical training opportunities for prevocational doctors aligned with the Australian Curriculum Framework for Junior Doctors.

In particular, activities may include:

- Development of learning needs analyses
- Development, co-ordination, participation in and evaluation of orientation and education programs
- Development of educational resource materials
- Participation in clinical teaching
- Participation as a member of an educational team (e.g. Medical Education Committee)
- Support prevocational doctor responsibility for ongoing professional development

Educational Leadership

- Liaison with and support of Term & other relevant clinical Supervisors
- Provision of feedback to Term & other clinical Supervisors
- Actively support Succession Planning
- Advocate at the Executive level for the needs of prevocational trainees

Supervision & Assessment

- Direct supervision of prevocational doctors and oversight of supervision by others (including registrars/senior HMOs) Participation in prevocational doctor performance assessments
- Provision of feedback to prevocational doctors
- Review of prevocational doctors where performance issues are identified
- Participation in support and remediation programs for doctors with special needs or performance issues
- Liaison with other campuses/rotating health services regarding rotating prevocational doctors
- Participation in end-of-year intern 'sign-off'



Mentoring, Counselling & Advocacy

- Regular interaction with prevocational doctors
- Advocacy on behalf of prevocational doctors
- Monitoring, support and referral of welfare issues of prevocational doctors
- Participation in mentor programs
- Act as a role model to promote professional responsibility and ethics among prevocational trainees
- Participation in career advice and general counselling

Administrative/Quality Improvement Activities

May include participation in:

- Planning / revising prevocational Term Descriptions and other resources (eg ROVER)
- Participation in prevocational accreditation activities
- Participation in policy and guideline development for medical education / welfare
- Supporting prevocational doctor engagement in training activities and review of feedback/evaluation
- Participation in health service prevocational recruitment

Professional Development Activities

- Ensure familiarity with requirements for and contemporary issues in relation to the education and training of prevocational doctors
- Participate in relevant professional development activities on a regular basis (PMCV, College, University)

References

- Postgraduate Medical Council of Victoria, *DCT/SIT Survey*, February 2012
- Institute of Medical Education and Training, *The DEPT Guide: A Handbook for Directors of Prevocational Education and Training*, 2009
- Clinical Education and Training Institute, *The Superguide – a handbook for supervising doctors in training*, November 2010