



Standards for the Accreditation of Training Settings (2010)
Basic Physician Training – Paediatric & Child Health

RACP Standards	Minimum Requirements
1. Supervision	
<p>1.1 There is a designated supervisor for each Trainee.</p>	<p>1.1.1 <i>There is a Director of Paediatrics Education (DPE) appointed in a tertiary/level 3 training setting, with time protected for the role.</i></p> <p>1.1.2 <i>For every 5 Trainees in the PREP program, a minimum of one consultant is available to act as Education Supervisor.</i></p> <p>1.1.3 <i>In each rotation there will be Ward Service Consultant(s) (e.g. term supervisors) who may act as an Education Supervisor for the term.</i></p>
<p>1.2 Trainees have access to supervision, with regular meetings.</p>	<p>1.2.1 <i>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, cases must be discussed via telephone, if not in person.</i></p> <p>1.2.2 <i>Trainees have onsite supervision and afterhours consultant access.</i></p> <p>1.2.3 <i>Trainees must meet with Education Supervisor/Professional Development Advisor or DPE at minimum three times yearly.</i></p>
<p>1.3 Supervisors are RACP approved and meet any other specialty specific requirements regarding qualifications for supervisors.</p>	<p>1.3.1 <i>DPEs and Education Supervisors must advise the College of their supervisory roles so that they have access to training.</i></p> <p>1.3.2 <i>Education Supervisors must attend training workshops in educational requirements.</i></p>
<p>1.4 Supervisors are supported by the setting or network to be given the time and resources to meet RACP Supervision requirements and criteria on supervision.</p>	<p>1.4.1 <i>All staff at the training setting acting in a supervisory capacity must have dedicated time to fulfil these roles.</i></p> <p>1.4.2 <i>The training setting provides administrative assistance to support the DPE and Education Supervisor.</i></p> <p>1.4.3 <i>For accreditation as a tertiary/level 3 training setting, Advanced Trainees must be present.</i></p>
2. Facilities and Infrastructure	
<p>2.1 There are appropriate facilities and services for the type of work being undertaken.</p>	<p>2.1.1 <i>For accreditation as a Tertiary/Level 3 Training Setting, the setting must have:</i></p>

	<ul style="list-style-type: none"> • A minimum of ten (10) medical subspecialty departments with terms available for Basic Paediatric Trainees. • Facilities to host the Clinical Examination, • A Paediatrics Intensive Care Unit and High Dependency Unit, • For accreditation as a Level 2 or Secondment Training Setting, refer to the relevant criteria. <p>2.1.2 For accreditation to provide medical subspecialty terms there must be a well-established department for the specialty with accredited subspecialties. Services must include acute, longitudinal/ongoing and ambulatory/outpatient care.</p> <p>2.1.3 setting providing terms in General Paediatrics or medical subspecialties must have facilities for ambulatory/outpatient care.</p> <p>2.1.4 Training settings accredited for advanced training by the ATC in Community Child Health or the ATC in General Paediatrics will be recognised as suitable for basic training provided supervision and experience is at basic training level.</p> <p>2.1.5 For accreditation to provide terms in Neonatology there must be a Neonatal Intensive Care Unit with associated neonatal surgery services onsite or at an affiliated setting.</p> <ul style="list-style-type: none"> • Training settings with a NICU accredited for advanced training by the ATC in Neonatal Perinatal Medicine will be recognised as suitable for basic training provided supervision and experience is at basic training level. <p>2.1.6 For accreditation to provide 6 month terms allowing Trainees to meet the mandatory Psychosocial and Developmental requirements there must be clinic(s) that would allow exposure to patient care in one of the following areas:</p> <ul style="list-style-type: none"> • Developmental/Behavioural Paediatrics • Community Paediatrics • Disability/Rehabilitation Paediatrics • Child Protection or Child and Adolescent Mental Health.
<p>2.2 Each trainee has a designated workspace including a desk, telephone and IT facilities.</p>	<p>2.2.1 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>2.3 There are facilities and equipment to support educational activities, such as study areas and tutorial rooms.</p>	<p>2.3.1 <i>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.</i></p>
<p>3. Profile of Work</p>	
<p>3.1 The setting shall provide a suitable workload and appropriate range of work.</p>	<p>3.1.1 <i>Trainees completing General Paediatrics terms should attend (on average) a minimum of one ambulatory/outpatient clinic for at least one session per week.</i></p> <p>3.1.2 <i>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 Paediatrics & Child Health (available from RACP website).</i></p> <p>3.1.3 <i>Medical subspecialty terms for Trainees must be in departments with dedicated services for children. Trainees completing these terms should attend (on average) at least one ambulatory/outpatient clinic per week.</i></p>
<p>3.2 Trainees participate in quality and safety activities.</p>	<p>3.2.1 <i>Formal consultant/senior registrar/fellow-led clinical handover following night duty must occur 7 days of the week and involves units receiving patients overnight.</i></p> <p>3.2.2 <i>Trainees are exposed to an environment that fosters and supports quality assurance meetings where possible.</i></p> <p>3.2.3 <i>All Trainees must complete Life Support training, Advanced Paediatric Life Support (APLS), Paediatric Life Support (PLS) or similar. The setting must provide in-house training or access to external training.</i></p>
<p>3.3 There is the capacity for project work (including research) and ongoing training.</p>	<p>3.3.1 <i>Trainees have access to activities such as audits, clinical trials and research.</i></p>
<p>4. Teaching and Learning</p>	
<p>4.1 There is an established training program or educational activities such as multidisciplinary meetings, academic meetings, rounds and journal clubs.</p>	<p>4.1.1 <i>There is a training program and educational activities related to the Basic Training Curriculum.</i></p> <p>4.1.2 <i>There is protected time and resources provided to complete educational activities.</i></p> <p>4.1.3 <i>A “parent or tertiary” setting must have an established undergraduate and postgraduate teaching program as well as having demonstrated significant activity in clinical and basic research on the basis of grants and published papers.</i></p> <p>4.1.4 <i>A minimum of 3 hours of formal teaching per week (this may include video/teleconferencing).</i></p>

	<p>4.1.5 <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>4.1.6 <i>Trainees must complete the requirements of the PREP program.</i></p>
4.2 There are opportunities to attend external education activities as required.	4.2.1 <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>
4.3 There is access to sources of information, both physical and online, including a medical library or e-library facility appropriately equipped for physician training.	4.3.1 <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>
5. Support Services for Trainees	
5.1 There are workplace policies covering the safety and well-being of trainees.	5.1.1 <i>The training setting meets all legislative requirements with regards to policies in WH&S, Infection Control and Human Resources.</i>
5.2 There is a formal induction/orientation process for trainees.	5.2.1 <i>DPEs and Education Supervisors provide induction/orientation into training for trainees within the first week of commencement of training at the setting.</i>