



# F R A M E

FEDERATION OF RURAL AUSTRALIAN MEDICAL EDUCATORS



**BREAKOUT ROOMS – Those who registered for the FRAME Business Meeting will be moved to a breakout room.**

**If you have registered for the RTH Meeting please stay in the main zoom**

# **WELCOME**

Linda Cutler

# CASE STUDIES

*Experience in gaining accreditation for an advanced skill post in Palliative Care, Rural Generalist Pathway NSW*

**Hollie Day Far West NSW RTH**  
**Fran Trench Riverina RTH**

# AN ACCREDITATION TOOLBOX



**PALLIATIVE MEDICINE AST**

# WHY WHO HOW WHEN WHERE

## WHY

Workforce with skill to meet service need

Training need & employment pathway for Rural Generalist or GP Proceduralist

Advanced Specialist Training (ACRRM) /Advanced Rural Skills Post (RACGP ) could be an answer

## WHO

Regional Training Organisation

Colleges

Private Health Sector

Local Health District

Health Education & Training  
Network

Riverina Regional Training Hub



ENGAGE  
EARLY  
FOR  
SUCCESS

## WHEN

Establish critical deadlines

Accreditation committee meeting dates for all Colleges

Position Description Development and Approval

Advertising

Interviews

Appointment

Take up date for position

On boarding & orientation

Reviews



**ALLOW LOTS  
OF TIME!**

# HOW

## PROJECT MANAGEMENT PROCESS

### Working party

Supervision - Specialist & GP Mentor

Funding

Case loads

Future work locations

Other Regional Training Hubs experience

Mentoring

Palliative Care Network



### Identify and gather all the appropriate paperwork

Education plans – discipline specific & general

RACP ACRRM and RACGP requirements

Workplan for trainee

Draft PDs

Concurrent Qualifications through Specialist College : Clinical

Diploma of Palliative Medicine



### Challenge

Only 0.5 FTE onsite Palliative Medicine Physician

### Solution

- Other physicians with Clinical Diploma of Palliative Medicine
- GP Mentor
- Strengthen remote/off site supervision

### Challenge

Early feedback and assistance RACP accreditation team

### Solution

- Ongoing discussions with Colleges to collaborate around seamless accreditation
- Networking



**CHALLENGES**

# CASE STUDIES

*Experience in gaining accreditation for a specialist medical training post.*

**Andrea Muller North Qld RTH**

# NORTHERN QUEENSLAND REGIONAL TRAINING HUBS

Experiences in gaining accreditation for a specialist  
medical training post

RTH Learnings – Andrea Muller (NQ Program Manager)

**A network of opportunities**

[nqrth.edu.au](http://nqrth.edu.au)

## Historic Accreditation practices...more Questions than Answers...



GAP – lack of oversight of each Specialty Department's accreditation data including:



- Number of Accredited Training Positions within each Department
- How long is each Accredited Training Post accredited for? Is this Full or partial accreditation?
- Conditions placed upon Department / when is next Accreditation review due?



- What is the impact?

## Key RTH gap-filling activity at HHSs

### THHS CONJOINT APPOINTMENT

- Appointment of a Project officer at THHS funded by JCU/RTH to collate:
  - Accreditation **status** of each department
    - Full / Partial or Unaccredited
  - Accreditation **cycle** (dates) of each department
  - Accreditation **self-analysis** of all departments (Pre-Audit Accreditation Checklist)
  - Department accreditation **peer review** by a 'neutral' third party (Conjoint appointee)

### Accreditation Standards: Identify and collate the basics with departments

#### IMPACT

- Negative Accreditation outcomes impact HHS site workforce
- Workforce impact ripples are felt in multiple HHS across the region

## **RTH Learnings from self analysis by HHS departments & workforce**

- compare **Training/Accreditation Standards** for each department across the HHS
- gather and **know all common standards** cross-college
- store and **share in-common resources** for common standards
- identify and **share strengths** across departments
- identify actions/resources needed across departments and **leverage in-common supports**
- store in **one central HHS repository**
- identify the **program AND workforce impact** of loss or partial loss of accreditation on department and region (often a flow-on effect to other HHS in region)
- **track trainee progress** through departments

**Accreditation Standards:  
Sharing and Streamlining  
are possible!**

## **RTH Learnings:**

### **Questions to highlight departments' ability to meet Training and Accreditation Standards?**

- departmental teaching **program visibility**?
- **program infrastructure** for teaching?
  - **clinical spaces** for teaching & learning
  - **clinical equipment** spaces e.g. simulation
- **program capacity** e.g. protected time?
  - **teaching time** for Med supervisors to teach
  - **learning time** for Jnr Drs to learn
- **program supports** e.g. faculty development?
  - Supervisor training or RPL (for College training)
    - Assessment
    - Effective Learning environments
    - Remediation
    - Orientation
    - Learners in difficulty

## **Training Standards:**

### **Reflect on Infrastructure and Capacity for Training Programs?**





## **RTH learnings: Does the HHS tap into other essential programs?**

Are there **Program Supports** e.g. supporting the research activity essential for selection (into specialty colleges) and for advanced training program requirements

- Research capacity building - Needed for:
  - **availing** stepping stones e.g. literature review & clinical service evaluation
  - **linking** Mentor-to-Trainee (departmental research Projects)
  - **linking** HDR Supervisor-to-Trainee (HDR Projects)
  - **quality** protocol and ethics applications (JCU, TIHRI)
- Rural research infrastructure - Needed to harness opportunities:
  - **technological enabled** rural infrastructure for sites (JCU, CRRH, HHS)
  - **collaborative networks** for research across like-sites in a region (TAAHC)
- Research positions (academic) - Needed to support programs:
  - **'stepping stone' conjoints:** Academic Registrar (UG & PGY)
  - **'linkage' conjoints:** Deputy Director of Clinical Training (PGY2-3)
  - **'senior' conjoints:** Professor of Medicine & Director of Clinical Research – across the network
  - **HHS 'research groups' and University linkages**

**Training Standards:  
Reflect on other essential  
Program Supports?**



**Summarise tips, steps & items for consideration.**



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