MODULE ONE

INTRODUCTION & OVERVIEW

THE SCOPE AND PURPOSE OF THIS PACKAGE

The package is designed for newly appointed medical educators. It provides an orientation to the role of the medical educator in general practice RTPs including the competencies required for the educational and administrative responsibilities associated with the role.

Regarding the educational aspects of the role, it addresses questions such as:

> What are the required attributes (knowledge, skills and competencies) for these aspects?
> How to teach effectively and facilitate registrar learning
> How to use on-line learning tools and information management systems.

Regarding the coordination and administrative aspects of the role, it addresses such questions as:

> What are the required attributes (knowledge, skills and competencies) for these aspects?
> How to manage and coordinate educational activities and registrar training effectively.
> How to work effectively as part of the ME team and the RTP as an organisation
> How to undertake evaluation of activities and programs and promote quality improvement.

What are the important features of the ME role?

There are particular characteristics of the ME staff group which have strong influence on the design and content of the package. The main characteristics are:

- Most MEs are employed on a part-time basis by their RTPs. Fractions of appointment can vary from 0.1 through to 0.8 (allowing for 0.2 clinical practice), or some cases 1.0 of full time employment.
- Mostly MEs start in their roles with little or no educational experience or qualifications. This means that new MEs often have to "fly by the seat of their pants" in learning their role.
- The concept of "dual professionalism" is relevant for newly appointed MEs, most of whom have been and will remain part-time clinicians. The term "medical educator" encapsulates this duality and ideally the ME will have an equally professional approach to both the clinical and educational aspects of the role.

- Most MEs have learnt what they know about teaching and learning through the influence of role models, what used to be called "sitting by Nellie", and generally learning through trial and error.
- New MEs come with diverse personal and professional backgrounds

What are some ways for new MEs to ease into the role?

Newly appointed MEs need to feel able to readily take on the responsibilities of their role well informed about the conditions, support and scope of their role. They need to know who they work with and report to and where they can obtain guidance if they need it. They need to be able to focus squarely on the challenges of learning their role and are entitled to feel free from extraneous hindrance such as lack of information, inadequate facilities and resources, and ambiguity about what they are supposed to do and with whom.

To ensure that newly appointed MEs are eased into their role the following points are relevant:

- High quality relevant resources to support and reinforce local orientation procedures are desirable (This package is intended to serve this purpose)
- RTPs ought to have effective documented orientation procedures
- Within RTPs, ME role models/mentors and peer support plus good CEO support and guidance are essential for effective orientation to the role
- It is important to integrate the newly appointed ME into the ME network and decision making processes
- It is important to introduce newly appointed MEs to the medical education literature and encourage their discussion of and immersion into new areas of educational knowledge and skills.

OVERVIEW OF PACKAGE

The contents of the package reflect the collective wisdom of the project team of experienced MEs regarding the areas of knowledge, skills and attitudes or competencies that a newly appointed ME should acquire. To achieve this, the package is divided up into 9 major relatively self-contained modules.

What are the main topic areas covered in the package?

The following table provides an overview of what is covered in each module.

MODULE NO.	MODULE TITLE	TOPIC AREAS
MODULE 1	Introduction and Overview	This module provides an overview of the scope and purpose of the package and guidelines on how to use it in different learning contexts. It includes a glossary of terms and some activities and resources and links which will help new MEs to settle into the role.

MODULE 2	The Entry Level Medical Educator Role	New MEs need to acquire detailed insight about the features of the ME role, and how it fits into the working environment and with other positions. A generic PD is presented to provide an overall picture of the range and depth of responsibilities covered by an ME.
MODULE 3	Competencies Framework for the Medical Educator	An understanding of the particular attributes and abilities needed to fulfill the ME role responsibilities is essential. This includes a discussion of competencies, knowledge, skills and attitudes and performance. A comprehensive list of the competencies required for the ME role is presented and this is cross referenced back to the ME role responsibilities.
MODULE 4	Program Information and Management	MEs need to aware of the sources of accurate and reliable information. The importance of communication and information management in RTPs and the particular role of MEs in this context are highlighted. Ability to use RTP on-line learning and information management systems is an essential set of skills. MEs need to be fully informed about RTP specific information management procedures, training policies and procedures, training standards and requirements in order to provide accurate training advice and guidance to registrars. .
MODULE 5	Teaching and Learning – Principles	The ME should have a knowledge base of educational theory which provides a foundation for their teaching practice. The ME should understand the main elements of the teaching and learning process, adult learning principles, motivation to learn, learning styles and the implications for planning and preparation of their teaching.
MODULE 6	Teaching and Learning – Ways and Means	To put into practice sound educational principles, the ME must be able to adapt to different ways of learning, facilitate effective use of learning plans and portfolios, promote a safe learning environment and teach in a variety of learning situations. This requires a repertoire of teaching methods suitable for large groups, small group learning, one to one learning and on-line learning.

MODULE 7	Feedback, Assessment and Progression and Evaluation	MEs have a significant role in ensuring registrars obtain regular feedback, assessment of registrar performance and monitoring registrar progress through their training. It is essential for the ME to have an understanding of formative, summative and in-training assessment, assessment methods and tools, College assessment requirements and AGPT performance assessment and remediation and appeals policies. It also important for MEs to understand and participate in evaluation of teaching and program delivery for the purpose of improving the quality of the training provided by RTPs.
MODULE 8	Professionalism in Medical Education	In parallel with the professionalism they demonstrate as a clinician, MEs need to be able to demonstrate their professionalism as educators. The ME needs to reflect on and clarify their own professional values and be competent in demonstrating a duty of care to registrars, supervisors and other participants involved in GP training. The ME needs to work effectively as as a member of the RTP team and may face competing role demands. To be an effective role model for registrars, MEs need to be able to convey a strong commitment to the foundations of general practice as a professional discipline and an understanding of the evolution of general practice and GP vocational training.
MODULE 9	Resources and Sources	The complete package of modules is intended to provide a fairly comprehensive set of resources for newly appointed MEs to come to grips with the scope of their role. However new MEs need to feel confident that the contents of the modules are based on the best evidence and expert opinion about medical education. Each of the earlier modules includes relevant references and links; whereas this module includes a full listing of previously cited plus additional relevant references, resources and links.

The project team also wanted to ensure that newly appointed ME found the package interesting, enjoyable to use, and relevant to their needs. The intention was to create material that encouraged active learning and application of the material in the context of their new role. For

these reasons, the format of modules is designed to provide a sound model of educational practice

Each module includes:

Basic Questions

	WHAT	It's probably a bit politically incorrect these days, however Rudyard Kipling's famous "six honest serving men" is a useful framework for starting each module.
	WHY	"I keep six honest serving men (They taught me all I knew); Their names are WHAT and WHY and WHEN And HOW and WHERE and WHO"
	WHEN	
	HOW	
	WHERE	Each module commences with a list of these questions to guide your understanding.
	WHO	

Activities

Something For You To Do!

Throughout the modules suggested activities are included. These can be used to aid your learning by challenging you to solve problems, apply your knowledge and skills, and review and reflect on material presented in the module. The activities are designed to be used as part of your self-directed learning and/or for discussion with colleagues.

Tools

Learning Tools for the Job

Throughout the modules various educational tools are included. These can be used by you when trying out newly acquired knowledge and skills. The tools consist of checklists, questionnaires, pro-formas, self-assessment techniques, evaluation feedback forms, etc.

Review and feedback

Learning Review

Each module concludes with a Review and Feedback Box which encourages you to check what you have learnt as a result of doing the module. It also encourages you to consider how the module could have been more useful to you.

If you agree that you have achieved these outcomes give yourself a tick or a hug.

Any feedback you have would be welcome.

If you disagree maybe you'd like to give some feedback on how this module could be improved.

You could post this feedback through AMEN's GPRime website.

HOW TO USE THIS PACKAGE

If you are an ME, particularly if you are relatively new to the job, you may find it useful to:

- Refer to the PDs and look carefully at the responsibilities and how the suggested competencies link to the responsibilities and use some of the tools as an aid for self reflection on your own abilities
- Read the explanatory notes in areas of interest to you to review and assess ideas that you may find useful to inform and challenge your own ideas about approaches you would use in the ME role
- Take particular note of the scenarios, cases and challenge activities and think through your responses to the material presented
- Check the contents page or index for specific teaching and learning tools

If you are referring to this package as a possible resource for discussion at an RTP staff development session you here are some suggestions:

- Use relevant cases/scenarios to discuss and develop teaching approaches
- Review the competencies collectively as the basis for a discussion of individual strengths, weaknesses and opportunities for improvement across the team as a whole
- Use relevant scenarios to role play with observers using relevant checklists or tools to provide feedback to the role players.

If you are considering this package as a resource for a State or National ME workshop consider:

- Reviewing the material in different modules with the intention of demonstrating how the principles and approaches could be adapted in the local context
- Inviting more senior MEs to share their experiences and approaches

GLOSSARY OF TERMS AND ACRONYMS

Acronym	Meaning	Significance for ME role
RTP	Regional Training Provider	An incorporated body contracted by GPET to provide GP vocational training and related activities in a specified region. The MEs employer.
Accredited Teaching Practice	A general practice accredited under the standards of the RACGP and/or ACRRM as a suitable practice for the teaching and supervision of GP registrars. Accreditation as a Teaching Practice is a separate process to Practice Accreditation through AGPAL.	
ACRRM	Australian College of Rural and Remote	A College established to promote rural and remote medicine, the fellowship of which enables doctors to become eligible for vocational recognition as a GP. One

	Medicine	pathway to Fellowship of ACRRM is through vocational training provided by RTPs in accordance with ACRRM training and assessment standards
AGPT	Australian General Practice Training	The national program of vocational training for doctors wishing to become general practitioners. The AGPT is funded by GPET and delivered by RTPs.
AMEN	Australian Medical Educator's Network	A network of medical educators involved in teaching in the AGPT and related activities under the direction of RTPs
Competency	A term used to describe the specific behaviour that must be demonstrated as evidence of having acquired the required knowledge and skills for successfully performing a task or procedure	
CPD	Continuing Professional Development	Professional development and educational activities undertaken by GPs to maintain and improve their knowledge and skills.. See also QA&CPD
Curriculum	A curriculum describes in detail the scope of learning expected from participation in an educational course or program. It includes the objectives, content, teaching, learning and assessment methods and learning resources to be used. The RACGP curriculum covers the continuum of medical education from student to independent practitioner and includes vocational training. The ACRRM curriculum covers the 4 years of vocational training required for Fellowship of ACRRM	
ECTV	External Clinical Teaching Visit.	A visit to a registrar at a teaching practice to observe and provide feedback on their consultations with a sample of patients. ECT visits are normally carried out by MEs. It is a requirement of training that registrars receive an ECTV at each of their GP training attachments.
Education Release Activity	"Education Release Activity" refers to the time registrars are released from their teaching practice to participate in educational sessions. These activities may also be called "peer learning workshops", "educational workshops program", etc. To comply with RACGP standards, RTPs are required to provide a minimum level of formal educational program activity. This must be done through regular educational sessions (eg fortnightly, monthly) and can include different formats (eg half-day sessions, 2-day workshops).	
Evaluation	Evaluation is an integral part of the planning process that RTPs use to ensure that they are doing what they do as effectively as possible. Typical evaluation questions include: Have we achieved our goals? Did the methods we used work well? How could we improve the quality of what we do? Were there unintended outcomes? Evaluation data to answer these sorts of questions includes registrar feedback, stakeholder feedback and more formal pre- and post- activity analysis. Evaluation results should always be reported back and reviewed as part of future planning and decision making.	

FACRRM	Fellowship of the Australian College of Rural and Remote Medicine.	Awarded to registrars who complete all training and assessment requirements of the College examination. Award of the FACRRM enables the doctor to obtain vocational recognition as a GP.
Formative Assessment	This refers to the various methods used to review registrar's learning and ability to demonstrate the knowledge and skills they have acquired during training primarily **with the purpose of providing feedback and guidance to the registrar**.	
FRACGP	Fellowship of the Royal Australian College of General Practitioners.	Awarded to registrars who complete all training requirements and pass the College examination. Award of the FRACGP enables the doctor to obtain vocational recognition as a GP.
GP Supervisor	An experienced GP at an accredited GP teaching practice who is accredited to provide supervision for registrars placed at the practice. The GP supervisor is responsible for facilitating the in-practice learning of the registrar by observing consultations, providing advice and feedback and conducting dedicated teaching sessions .	
GPET	General Practice Education and Training Limited	A Company established by the Commonwealth Government to coordinate the provision of AGPT through funding agreements with RTPs to deliver the program in accordance with College standards.
GPRA	General Practice Registrars Association	An association of GP registrars which promotes the interests of registrars and represents their collective views to GPET and at a political level. The GPRA also negotiates with the GPSA regarding minimum terms and conditions of employment for registrars in their attachments to training practices.
GPSA	General Practice Supervisors Association	An association of GP supervisors which promotes the interests of supervisors and represents their collective views to GPET and at a political level. The GPSA negotiates with the GPRA regarding minimum terms and conditions of employment offered to registrars.
KRA/KPA	Key Result Area or Key Performance Area	Many RTPs have strategic plans (and other planning documents, including position descriptions) organized around their major groups of their activity, eg. 1. Education and Training; 2. Registrar Guidance and Support; 3. Stakeholder Relations and Promotion; and 4. Administration and Governance. Typically under each of these there is a description of the goals, activities, measures and time frames/targets.

ME	Medical Educator	Medical educators are employed by RTPs to deliver vocational training and other educational programs conducted by RTPs. This includes planning and conducting educational workshops, facilitating the learning and providing guidance to of registrars, liaising with GP supervisors, assessment of registrar learning, and participation in evaluation of programs.
PD	Position Description	A PD normally describes the level of appointment, scope, reporting arrangements, key responsibilities to be undertaken by the incumbent and the selection criteria for the position
PGPPP	Prevocational General Practice Placement Program	A program administered by many RTPs which enables prevocational doctors to include a general practice placement as part of their hospital rotations.
QA&CPD	Quality Assurance and Continuing Professional Development	The RACGP and ACRRM set requirements for GPs to undertake a minimum amount and type of professional development and educational activities as a means of professional quality assurance. GPs are required to participate in defined categories of activity for which points are awarded and they must achieve a specified total number of points over the triennium. GPs must obtain their QA&CPD points in order to maintain vocational recognition as a GP.
Quality Accreditation	GPET conduct a program of Quality Accreditation of RTPs which is rolled out over a 3 year cycle. As part of its funding agreement with GPET, each RTP is required to prepare for and participate in a review undertaken by a GPET appointed panel which assesses the strengths and weaknesses of all facets of the RTP's performance. The recommendations arising from this review form the basis for GPET to determine whether the RTP receives Quality Accreditation.	
RACGP	Royal Australian College of General Practitioners	A College established to promote general practice, the fellowship of which enables doctors to become eligible for vocational recognition as a GP. The usual pathway to Fellowship of the RACGP is through vocational training provided by RTPs in accordance with RACGP training and assessment standards
Standard	An official statement of a required level of performance or type of activity related to major aspects of vocational training for general practice which GPET and RTPs are required to observe. The RACGP and ACRRM set standards for program delivery, program providers (RTPs), teaching practice and GP supervisor accreditation, and assessment.	
Summative Assessment	This refers to the various methods used to review registrar's learning and ability to demonstrate the knowledge and skills they have acquired during training and by the completion of training with the primary purpose of **determining whether they can be certified as having reached a satisfactory standard of competence**. The	

		requirements for obtaining the FRACGP and or the FACRRM are examples of summative assessment.
TA Visit	Training Advisor Visit	It is a requirement that registrars receive regular advice as they progress through training. The TA visit normally includes review of the registrar experience in their current practice, discussion of learning needs, future training options and any professional or personal issues. Some RTPs appoint "Training Advisors" specifically for this role; others incorporate this into the responsibilities of Medical Educators.
Registrar Feedback	Registrar feedback is an essential part of evaluation for planning and improving educational activities and program delivery. Most RTPs have established processes for obtaining registrar feedback on educational workshops, teaching practice attachments, and other aspects of their programs. In addition, GPET conduct an annual registrar satisfaction survey in order to obtain nationally consistent data.	

FIRST STEPS

For many GPs taking a medical educator job involves learning a whole new set of knowledge and skills. It can also involve a different way of working and using time. The fee for service arrangements in private clinical practice are generally not the way medical educators are paid for their time by RTPs. MEs are normally appointed under a contract of employment which specifies a rate of pay for the amount of time they work.

So let us assume you've agreed to take up the position and a starting date has been set. What now?

What should I do to get settled in?

Having spent some time getting yourself signed up, on the payroll, meeting work colleagues, setting up your office workstation and getting connected no doubt you will be keen to get started on the work you have to do. This will require you to take advantage of the opportunity to quickly access colleagues for information. Your nominated orientation person and the prime contacts should be able to assist here. Also there will be a need to refer to some of the key documents to inform you about AGPT, GPET, the roles of the RACGP and ACRRM, your RTP, and the structure of vocational training for general practitioners and the way it is delivered in your region.

This ME Orientation Package is intended help you greatly in this regard. Because it brings together a lot of relevant information which otherwise could only be found from disconnected sources, hopefully it will make your settling into the role somewhat easier.

Some important additional sources and resources are:

- The AGPT website: http://www.agpt.com.au/
- The RACGP website: http://www.racgp.org.au/
- The ACRRM website: http://www.acrrm.org.au/
- Your RTP website.

By referring to these websites you will come across documents which are likely to be readily found in hard copy form in your RTP. These documents include:

- the AGPT Guide for Registrars (annual publication)
- the AGPT Handbook (annual publication)
- the GPRA Registrar Guide (annual publication)
- Many RTPs produce their own Handbook which contains material from the above documents together with their own program delivery arrangements, policies and procedures.
- RTP – Teaching Practice Agreement

There are some other relevant documents which contain much more detailed information but perhaps you would find it easier to refer to these as a second stage of gathering information for your orientation. These documents are listed below but we suggest that you don't dig too deep too soon! It is important that you are aware of them and know which is which for the purpose of finding answers to questions as they arise.

AGPT Policies

RACGP Standards for general practice vocational training:
Standards for General Practice Education and Training: Programs and Providers 2005.
Standards for General Practice Education and Training: Trainers and Training Posts 2005.
Curriculum for Australian General Practice
Overview for Registrars – Fellowship in Advanced Rural General Practice

ACRRM vocational training documents:
> Vocational Training Handbook
> Primary Curriculum (Part 1)
> Primary Curriculum (Part 2) – Curriculum Statements
> Standards for Teaching Posts and Teachers in Rural and Remote Medicine
> Assessment Program Brochure

Activity 1.1

Getting to Know the Ropes

It is suggested that you peruse these sources and resources with three objectives in mind

To develop an overview of the main features of vocational training for general practice

- How it is organised
- GPET's role
- Colleges' role
- RTP's role

Answer questions you already have about your new ME role

- how does it fit into my RTP
- where do I find more information

Generate more specific questions

- arising from your reading and talking
- to follow-up to improve your understanding

So far the focus has been largely on talking to people and gathering information about vocational training and the ME role and how it all fits together. But being an action oriented GP you'll soon want to get down to actually doing something. To do this you need a sound understanding of the above information or at least a knowledge of where to find out things independently.
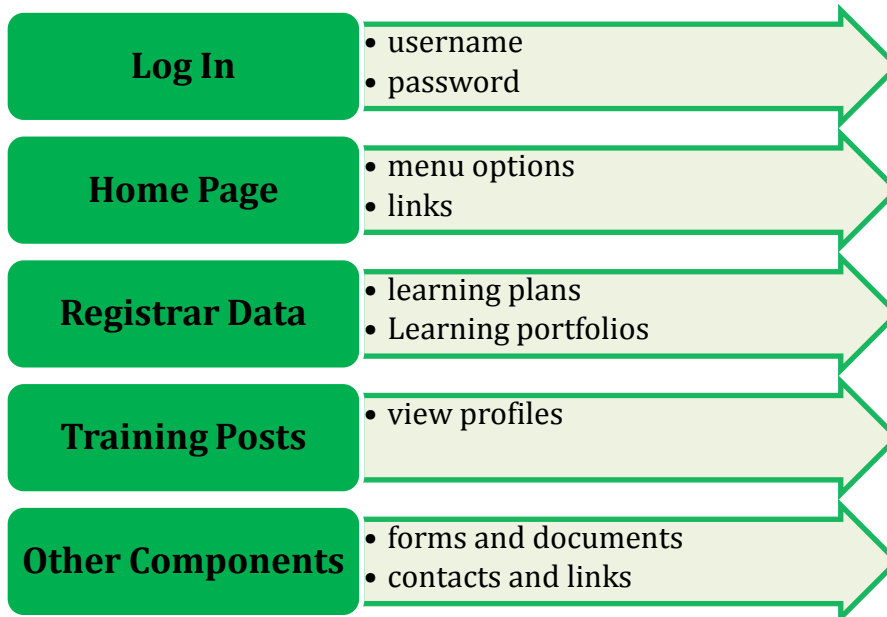
In addition most of the RTP's information management for administrative and educational purposes is done electronically. Consequently you'll also need to be able to use your RTPs on-line learning and registrar information system.

Activity 1.2

Getting into On-Line Learning Management

Check out your RTP's on-line learning system features using the following diagram as a guide:

| Log In | • username
• password |

| Home Page | • menu options
• links |

| Registrar Data | • learning plans
• Learning portfolios |

| Training Posts | • view profiles |

| Other Components | • forms and documents
• contacts and links |

HOW THIS MODULE MAY HAVE HELPED

After the first few days of getting yourself acquainted with the ME work environment you might feel a little daunted by the amount of information you've needed to assimilate. So it's probably timely to check where you have got to. At the end of this module is *Tool 1.1: Initial Questions Checklist* - a self-assessment tool to help you check your level of knowledge after a short time in the job.

What Have You Done???!!!

This module has hopefully assisted you to achieving the following.

You should:

- Have made all the necessary administrative arrangements to get yourself established in your new appointment
- Have a clear overview of the contents of the aims, scope and ways of using the package
- Have a better understanding of common acronyms and terms you will use in your new ME role
- Be better informed about where you can access information about training standards, policies and procedures
- Be able to access and work your way through your RTP's on-line learning system

If you agree that you have achieved these outcomes give yourself a tick or a hug.

Any feedback you have would be welcome.

If you disagree maybe you'd like to give some feedback on how this module could be improved.

You could post this feedback through AMEN's GPRime website.

TOOLS OF TRADE

<table>
<tr><td colspan="3">*Tool 1.1*

Initial Questions Checklist:</td></tr>
<tr><td></td><td>**YES/NO**</td><td>**RTP Officer Most likely to be able to help you**</td></tr>
<tr><td>1. *Have you received a written letter of offer and have you given your written acceptance?*</td><td></td><td>**CEO**</td></tr>
<tr><td>2. *Have you received a set of documented terms and conditions of employment and human resources policies?*</td><td></td><td>**Senior Administrator**</td></tr>
<tr><td>3. *Has an RTP officer been nominated to assist you with your orientation and introductions and answer questions you may have?*</td><td></td><td>**Program Manager**</td></tr>
<tr><td>4. *Have you completed the necessary paperwork to be put on the Payroll?*</td><td></td><td>**Accounts/ Payroll Officer**</td></tr>
<tr><td>5. *Have you received a written statement of your times of work?*</td><td></td><td>**Senior Administrator**</td></tr>
<tr><td>6. *Where will your location(s) of work be? Which office space? Which workstation?*</td><td></td><td>**Senior Administrator**</td></tr>
<tr><td>7. *Have the office facilities and equipment, photocopying arrangements been explained to you?*</td><td></td><td>**Senior Administrator**</td></tr>
<tr><td>8. *Have your specific productivity needs been addressed with provision of a computer, stationery and other office equipment you need?*</td><td></td><td>**Senior Administrator**</td></tr>
</table>

9. *Have your connectivity needs been addressed with an allocation of a telephone number, email address and appropriate network passwords?*		**Senior Administrator**
10. *Have you had an initial orientation to your role as a Medical Educator?*		**Director of Training**
11. *Have your details been forwarded to AMEN so you can be connected with the Australia-wide community of medical educators through AMEN on GPRime?*		**Director of Training or AMEN ME representative**

Tool 1.2

What Do I Know So Far- the 20 Questions Self-Assessment Tool:

Consider each question below and provide your answer in the box. Then have a peer ME check your answer and give you feedback on its accuracy. Alternatively if possible set up a meeting with some of your ME colleagues to present and discuss your answers.

QUESTION	YOUR ANSWER	PEER FEEDBACK
1. What is AGPT and what is its structure?		
2. How does a doctor become a GP registrar?		
3. What are the requirements for the FACRRM and the FRACGP? Why are they important?		
4. What is RPL, why is it important and how do GP registrars get it?		
5. What are the main standards relating to teaching time provided by RTPs and teaching practices and who sets them?		
6. What is the difference between GPET Quality Accreditation and Teaching Practice Accreditation?		

7. Explain the meaning of Learning Plans, Learning Portfolios and their significance in vocational training.		
8. Describe what you would be doing if you were undertaking an ECTV and what you would do with the results?		
9. What are the main features of the curricula which RTPs must follow?		
10. How does a registrar become recognized as an independent general practitioner?		
11. What must a registrar do to complete all the training requirements?		
12. When can a registrar do: (a) hospital training, (b) GP terms, (c) elective training and (d) advanced skills training?		
13. How is your RTP governed, organized and funded?		
14. What are the differences between the roles of MEs, GP supervisors and Administrators in your RTP?		

15. What are the roles and nature of the relationships between GPET, your RTP, the Colleges and teaching practices?		
16. How does your RTP deliver vocational training, who is involved and when and where does it happen?		
17. How does your RTP monitor the progress of registrars through their training?		
18. What would happen if it was reported by a supervisor that a registrar was not performing well?		
19. What are the main features of your RTPs on-line learning information management system and how do you use it?		
20. What are the things you need to understand more about?		