



Position Description

Subspecialty Training Supervisor

Version 1

November 2022

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Position Title

Subspecialty Training Supervisor

Approval

Training Supervisors are approved by the relevant subspecialty committee, as part of the Training Unit accreditation process.

Resignation/Extended Leave

Resignation from the position of Training Supervisor is required to be made in writing to the Unit Program Director and relevant subspecialty committee Chair via subspecialtyaccreditation@ranzcog.edu.au with as much notice as possible.

In the event that a Training Supervisor will be absent from their position for more than four (4) weeks, they are required to notify the Program Director (and subspecialtyaccreditation@ranzcog.edu.au) in advance wherever practicable with advice of alternative arrangements to support trainee(s) continued progress.

Primary Purpose

To support the development of trainees' clinical, educational and professional development.

Role and Responsibilities

Supervising trainees

- Ensure trainee(s) are orientated to the workplace including key personnel, clinical areas and the expectations of the training program
- Meet with trainee(s) regularly to discuss expectations, learning needs and goals
- Discuss and give feedback on performance, progress, and any concerns
- Optimise learning opportunities in all settings
- Facilitate direct supervision of trainee(s) during the performance of new procedures or those requiring additional support
- Allow opportunities for independent decision making, relevant to level of training
- Ensure the trainee is rostered appropriately in order to meet training requirements
- Contribute to the unit subspecialty education program

Workplace culture/safe workplace

- Contribute to a workplace culture that is harmonious, respectful, and supportive of training and the delivery of up to date, evidence-based care
- Conduct themselves in a professional manner
- Zero tolerance for workplace bullying, harassment and discrimination
- Monitor trainee well-being and refer to confidential support networks as provided by the College (EAP and/or Training Support Unit)
- Ensure support from on-call consultants is available after hours

Teaching and learning/Subspecialty specific

- Completion of credentialing and/or competencies as required by trainee(s)
- Familiarise self with the relevant subspecialty documents:
 - Handbooks
 - Curriculum
 - Regulations
 - Standards for Assessment and Accreditation of Subspecialty Training Units and relevant subspecialty program appendix
- Three-monthly Formative Appraisals Reports (FAR)
 - Complete supervisor comments and declaration
 - Meet with trainee to provide feedback
- Training Assessment Record (TAR) including the six-monthly clinical training summary (CTS)
 - Initiate 'Consultant Assessment of Trainee' document via email
 - Summarise Consultant assessments and forward to College
 - Finalise the assessment by reviewing the logbook, work-based assessments (WBA's) and other activities and complete the declaration
 - Meet with the trainee to provide feedback
- Identify additional training and/or assessments for trainees with specific training needs (e.g. communication skills, multi-source feedback)
- Develop learning development plans (LDP) in consultation with trainee(s) for whom a TAR was assessed as 'Referred for review to a subspecialty committee.'

Communication

- Communicate proactively with the relevant Program Director
- Communicate proactively with the College via the subspecialty accreditation and training programs teams
- Coordinate Consultant feedback (formal and informal).

Pre-requisites and qualifications

- Subspecialist Certification
- Post-Fellowship experience in a teaching O&G department is desirable
- Hold a minimum 0.2 FTE contract at the unit where their allocated trainee(s) is employed
- Are given protected supervision/teaching time by the Unit to enable them to perform their duties effectively.
- Maintaining currency with Subspecialty Training Program requirements.
- Completion of the Clinical Educator Training (CET) Modules located on the RANZCOG eLearning platform.
 - CET part 1 supports Trainees, Fellows and members who are interested in becoming clinical educators, as well as those already involved in the training/teaching and education of others in the workplace. Participants will consider how components of the CET can be applied to their own teaching/training context and reflect on their own personal strengths and weaknesses as an educator.
 - CET part 2 principles of adult learning theory and strategies that support teaching and learning in different environments. The program will also introduce principles for evaluation, appraisal and assessment and provide information for RANZCOG training and assessment documentation and systems.

Ongoing professional development and Continuing Professional Development (CPD) points

- Training Supervisors are expected to complete the CET Modules within one (1) year of receiving formal approval from the relevant subspecialty committee indicating their appointment as a Training Supervisor.
- CPD hours can also be claimed for completing the CET Modules.

Name and Signature of Training Supervisor

Name of Subspecialty Training Program and Unit

Date



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