



Training Supervisor Position Description

Training Programs
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FRANZCOG Training Supervisor

Position Description

Position title

FRANZCOG Training Supervisor.

Reporting Line

In the first instance, the Integrated Training Program (ITP) Coordinator of the ITP in which the supervisor's hospital is located and the relevant State/Territory/New Zealand Training Accreditation Committee (TAC). Ultimately, all Training Supervisors are responsible to the College.

Primary Purpose

- Ensure that trainees are provided with appropriate clinical experience and supervision to meet the requirements of the FRANZCOG Curriculum. Promote the trainee's clinical, educational and personal development through appropriate encouragement, guidance, and support.
- Contribute to the quality of teaching and learning in the relevant training unit and ensure effective monitoring/assessment of the trainee's performance and progress to achieve the learning outcomes as defined in the FRANZCOG Training Program curriculum.
- Contribute to the maintenance of a safe and supportive learning and training environment for trainees.

Pre-requisites, qualifications, and skills

- Fellowship of RANZCOG.
- Post-Fellowship experience in a teaching O&G department is desirable.
- Holds a minimum 0.2 FTE contract at the hospital where their allocated trainee(s) are employed.
- Good interpersonal skills.
- Communicates effectively with trainees, other health professionals and patients.
- Understands the requirements of the FRANZCOG curriculum.
- Understands the functions of formative appraisal and summative assessment for trainees.
- Capacity to contribute to the planning and delivery of an effective training program at the hospital level.
- Has completed the RANZCOG Clinical Education Modules (CET Part 1 and CET Part II).
- Must attend the RANZCOG Training Supervisor Workshop within the first 12 months of appointment.

NOTE: All Training Supervisors must be formally approved for this role by the relevant State/Territory/New Zealand TAC.

Key challenges

- Maintain effective trainee supervision and support within a complex and busy hospital environment.
- Understand the role of supervision in equipping specialists-in-training to work effectively in a changing health system and in promoting their clinical, educational, and personal development.

Roles and Responsibilities

Supervision/Support

Provide support to trainees and ensure appropriate hands-on supervision and training. This supervision is, in effect, a pastoral care role defined in its most inclusive sense as the promotion of trainees' clinical, education and personal development through appropriate encouragement, guidance and support. The focus of the role should be on contributing to the quality of teaching and learning in the relevant training unit and ensuring effective monitoring/assessment of the trainee's progress and performance to achieve defined learning outcomes, in a safe and supportive environment. Supervision should include:

- Providing regular constructive feedback (both formal and informal).
- Ensuring that trainees are taught each new procedure by a consultant or senior registrar and are given adequate opportunities to practise their skills under supervision.
- Ensuring that ward rounds and clinics are treated as vital training opportunities with appropriate consultant and senior registrar involvement.
- Ensuring that trainees have appropriate support from on-call consultants after hours.
- Assisting trainees in the development of their communication and decision-making skills.
- Listening to trainees' concerns about training and respecting their right to ask questions.
- Providing confidential support and strategies to ensure trainee health and wellbeing.
- Treating trainees with respect and courtesy.

Workplace culture

- Encourage 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.
- Demonstrate zero tolerance for workplace bullying, harassment, and discrimination.
- Contribute to a positive workplace culture sensitive to the values of the community, workplace, College and the specific needs of trainees.
- Ensure trainees are orientated to the workplace including key personnel and clinical areas as well as the expectations of the training program.
- Liaise with Head of Department/Director of O&G to ensure rosters are made to maximise access to protected teaching time, registrar meetings, perinatal and gynaecology mortality/morbidity sessions, ultrasound experience and specialty clinics.
- Monitor completion of organisational credentialing and/or competencies as required by trainees.
- Monitor trainee well-being and refer to confidential support networks as provided by the College, for example the Training Support Unit (TSU), the organisation, and/or external if indicated.
- Ensure support from on-call consultants is available after hours.

Teaching and learning/Supervising trainees

- Meet with trainees initially to discuss expectations, learning needs and goals. Regular meetings thereafter are required to discuss and give feedback on issues arising, performance and progress.
- Optimise learning opportunities such as ward rounds, outpatient clinics (including specialist clinics such as fertility, menopause, colposcopy etc.), mortality/morbidity meetings, as well as in traditional 'bedside' and surgical areas.
- Endeavour to provide direct supervision to trainees (by the Supervisor directly or by another consultant) during their performance of new procedures (or procedures in a new setting), and those assessed as requiring additional support i.e., complicated procedures, those assessed as requiring significant input during the Assessments of Procedural and Surgical Skills (APSSs).
- Contribute to the hospital O&G education program.

- Meet with the trainee to provide feedback on assessments.
- Recommend additional training and/or assessments for trainees with particular training needs (e.g., communication skills, Multi-Source feedback) and assist them with same.

Dedicated time

To set aside dedicated time each week to teach, supervise and mentor trainees. (Note: This includes time spent giving feedback to trainees or contributing to the planning of the in-hospital O&G educational program, not simply time spent in hands-on teaching, if applicable).

Trainee access to educational opportunities

To ensure, or make every reasonable effort to ensure, that trainees are rostered on a regular basis so they can access key educational/training opportunities such as formal education sessions (in protected time), registrars' meetings, perinatal mortality/morbidity sessions, ultrasound experience available, and any specialised clinics conducted at the hospital (fertility, menopause, colposcopy, etc.).

Three-monthly Formative Appraisals

To conduct the compulsory online Three-monthly Formative Appraisal of each trainee using the RANZCOG Three-monthly Formative Appraisal via the [RANZCOG online training portal](#). This appraisal must include a confidential face-to-face discussion between Training Supervisor and trainee about their performance and progress.

Six-monthly Summative Assessments

To conduct the compulsory online Six-monthly Summative Assessment of each trainee using the RANZCOG Six-monthly Summative Assessment via the [RANZCOG online training portal](#). The summative assessment part of the form must be compiled from the online Consultant Assessment of Trainee form completed by each consultant who worked with the trainee during the relevant six-month training period. The consultant may seek additional feedback from midwives and other health professionals who have worked with the trainee prior to completing the Consultant Assessment of Trainee form, but the consultant is responsible for completing the form itself.

The Summative Assessment must include a confidential face-to-face discussion between Training Supervisor and trainee about their performance and progress.

If the six-monthly report is Satisfactory - both Training Supervisor and trainee sign and date the online form. The trainee is responsible for submitting it to the relevant State/Territory/New Zealand Office for review and signing by the relevant State/Territory/New Zealand TAC Chair.

If the online six-monthly report is other than Satisfactory - the Training Supervisor must mark the report 'Referred for Review to State/Territory/New Zealand TAC' and ensure the trainee submits it to the relevant State/Territory/New Zealand Office. The State/Territory/New Zealand TAC will decide whether the report will be Satisfactory or Not Satisfactory. [NOTE: A report MUST be 'Referred for Review to the State/Territory/New Zealand TAC' if 2 or more consultants rate a trainee as 'BELOW expectation for year level of training' for two or more competencies, regardless of the domains listed on the form in which the competencies are located.

A report is also referred for review if the trainee has not met any of the compulsory assessment requirements by the specified deadline without applying for an extension].

Learning development plan

Complete the online RANZCOG [Learning Development Plan \(LDP\)](#) in consultation with the trainee if their six-monthly report has been 'Referred for Review to State/Territory/New Zealand TAC'. The completed online Learning Development Plan should be submitted with the online six-monthly report.

Orientation/Induction of Trainees commencing a rotation

Ensure trainees are appropriately orientated to the relevant hospital, including introduction to key personnel, clarification of their role and the hospital's expectations of the trainee, and meeting with the trainee to discuss training goals and needs. IMPORTANT: This discussion must include viewing the trainee's previous training documentation electronically via the [RANZCOG online training portal](#).

Signing Logbook

Review and sign off electronically on each trainee's online Logbook during Six-monthly Summative Assessment to ensure the trainee is completing the required clinical procedures or as close to the recommended number as the procedural experience available at the hospital permits.

Assessment of competency in surgical procedures

Monitor the assessment of the trainee's competency in the O&G surgical procedures specified by the College. This assessment of competency, using the online Assessment of Procedural and Surgical Skills (APSS) forms, must be conducted by appropriate consultants at the hospital who have worked with the trainee.

Knowledge of the FRANZCOG Curriculum, Hospital Accreditation Standards and Guidelines, and Regulations

To be fully apprised of the requirements of the [RANZCOG Curriculum](#), the [Accreditation Standards and Guidelines for Hospitals in the FRANZCOG Training Program](#) and the current [Regulations](#) governing training and assessment. All these documents are available on the [College website](#).

Rosters

In consultation with the Head of Department/Director of O&G, to ensure that rostering arrangements are made in conjunction with consultants and senior registrars familiar with the specific needs of FRANZCOG trainees to maximise all available training opportunities.

Liaison with ITP Coordinator and State/Territory/New Zealand TAC Chair

Liaise closely with the relevant ITP Coordinator and/or State/Territory/New Zealand TAC Chair (including attending relevant State/Territory/New Zealand TAC meetings when required) to discuss training issues and problems, particularly where the hospital is unable to provide trainees with the clinical experience or support needed to meet the requirements of the FRANZCOG Training Program.

Training Supervisor Education

Must attend a [RANZCOG Training Supervisor Workshop](#) during their first year as a Training Supervisor. It is recommended that Training Supervisors attend refresher workshops and/or undertake other upskilling activities every three years thereafter to ensure they are up to date with curriculum and assessment changes.

Clinical Educator Training Modules

As part of the application process to become a Training Supervisor, supervisors must undertake the [Clinical Educator Training \(CET\) online interactive modules](#) that are located on the RANZCOG eLearning platform. The CET is presented in two parts: CET Part 1 and CET Part 2.

Clinical Education Training (CET) has been developed to support FRANZCOG 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.

Important information for Training Supervisors

Trainee Supervisor ratio

For appropriately supervised and supported training, the College's recommended ratio of supervisors to registrars is a minimum of one Training Supervisor to every four trainees.

Hospital support for Training Supervisors

Training Supervisors should be given sufficient paid and protected supervision/teaching time to enable them to carry out their duties effectively. This paid/protected time is calculated on at least 10 hours annually per trainee supervised. The special responsibilities of the Training Supervisor should be acknowledged in their hospital contract and position description, including the provision of this paid and protected time.

Note: The College acknowledges that this issue is a matter for individual employers and the applicable awards/contracts but regards this as essential for the appointed Fellow to effectively carry out their role.

Continuing Professional Development (CPD)

Time spent completing activities as a Training Supervisor can accrue CPD hours within the Educational Activities Domain of the CPD Framework. Considering this work is largely self-regulated, Training Supervisors can self-claim/record this activity and related hours within the RANZCOG CPD Integrate Platform.

CPD Framework

Reference: [CPD Framework](#)

Location: CPD Claimable: Educational Activities >> Teaching / Supervision / Mentoring / Examining >> Supervision

Mandatory Supporting Documentation

When recording Training activities within the [Integrate CPD Platform](#), please also upload supporting documentation:

- Letter/statement from university/hospital of your Training Supervisor role with details of trainee numbers and hours spent on the role.
 - The letter should be on organisational letterhead, include a date range and be signed and dated.
- Use the EA – Training Supervisor Template which is available within the [Resources Section of Integrate](#).

Log in and access your online CPD Portal:

- Go to: <https://ranzcog.edu.au/>
- Select the Member sign in button located in the top right corner of the page.
 - Enter your log in details
 - Once logged in, select CPD located to the left of the page.
 - From here you can access an your CPD overview and activities
 - Resources are located directly underneath the CPD link.

If you have any further queries, please contact cpd@ranzcog.edu.au.

RANZCOG Website links

[FRANZCOG Training Supervisors](#)

[FRANZCOG Training and Assessments](#)

[FRANZCOG Formative Appraisals](#)

[FRANZCOG Summative Assessments](#)

Help/Advice

For advice on training program policies/procedures/regulations, or if experiencing difficulties with a trainee, please contact:

New Zealand, State and Territory Offices

AOTEAROA NEW ZEALAND	Phone: +64 4 472 4608	Email: ranzcog@ranzcog.org.nz
AUSTRALIAN CAPITAL TERRITORY	Phone: +61 2 6169 3993	Email: act@ranzcog.edu.au
NEW SOUTH WALES	Phone: +61 2 9436 1688	Email: nsw@ranzcog.edu.au
QUEENSLAND	Phone: +61 7 3252 3073	Email: gld@ranzcog.edu.au
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VICTORIA AND TASMANIA	Phone: + 61 3 9114 3925	Email: vic-tas@ranzcog.edu.au
WESTERN AUSTRALIA	Phone: +61 8 9381 4491	Email: wa@ranzcog.edu.au

FRANZCOG Training Programs

MELBOURNE	Phone: +61 3 9417 1699	Email: training@ranzcog.edu.au
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Training Support Unit (TSU)

WESTERN AUSTRALIA	Phone: +61 8 6102 2096	Email: traineeliasion@ranzcog.edu.au
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RANZCOG CPD

MELBOURNE	Phone: +61 3 9417 1699	Email: cpd@ranzcog.edu.au
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Version Register

Version	Date of Version	Pages revised / Brief Explanation of Revision
v1.1	August 2017	
v2.1	August 2022	Updated branding, minor amendment to wording
V3	November 2023	Amendment to wording



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