

Standard in Focus

Standard 3.1 - Program structure and composition

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- **3.1.3b** *Medical interns participate in formal orientation programs, at the commencement of each rotation, which are designed and evaluated to ensure relevant learning occurs*

Domain 3 of the accreditation standards refers to the structure and composition of the intern training program with section 3.1.3 focusing on the requirement for comprehensive and effective orientation processes. 3.1.3b requires *that Interns participate in formal orientation programs at the commencement of each rotation, which are designed and evaluated to ensure relevant learning occurs.*

This requires accredited providers to ensure that interns are adequately prepared to commence safe, supervised practice in the relevant term through effective term orientation processes. There should be a structured and clearly articulated process for this orientation, which is usually supported by a written term description. If the intern is allocated to a term at a new site, an orientation to the site should also occur at the commencement of the term. Likewise, if an intern is allocated to a 'split' term, orientation to each component of the term should be provided.

Term orientation processes may differ from term to term, however there should be evidence that these have been purposefully designed to meet the needs of the intern and have considered the context of the term. This evidence should demonstrate that the content and method of delivery are relevant to the intern and that rostering and associated term processes enable the intern to access an interrupted orientation as close to the beginning of term as possible. If intern orientations are conducted by different staff each term, for example Registrar's or PHO's, processes should be in place to support consistency in quality and content.

Medical Education Personnel, as the managers and administrators of the Intern Training Program, should oversee term orientation processes, to ensure that interns across the program have been adequately prepared for their role in the relevant term. Monitoring and evaluation processes should be responsive and support the early identification and subsequent management of deviations from the expected processes or assurance of opportunities for relevant learning. Furthermore, these processes should acknowledge the context in which orientation is being delivered and provide assurance of the consistent delivery of orientation, intern accessibility, appropriateness of information and how this is provided and intern and supervisor satisfaction. In addition, a continuous quality improvement approach should be evident, with the identification of improvements informed by evaluative data and evidence of the implementation and subsequent evaluation of these.