Background

Tip sheet – Term orientation guide

The Australian Medical Council’s (AMC) National Framework for Prevocational (PGY1 and PGY2) Medical Training allows for enhanced flexibility in program and term structure. To ensure safety and quality of the clinical experience offered, providers are required to define and describe minimum information about their program and term in support of accreditation status. Where a term is accredited for both PGY1 and PGY2 training, providers are expected to outline relevant variations. The requirements listed below are based on [Section-3-Requirements-for-prevocational-PGY1-and-PGY2-training-programs-and-terms.pdf (amc.org.au)](https://www.amc.org.au/wp-content/uploads/2022/12/Section-3-Requirements-for-prevocational-PGY1-and-PGY2-training-programs-and-terms.pdf). This document outlines the minimum information expected to be contained within a term / unit orientation guide. Finally, the AMC has produced a term description template and while this template or similar may be used during accreditation activities, it is expected that if term orientation guides contain the information below that these orientation guides can be used in lieu of completion of the template

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| Included? | Requirement | | |
|  | Term name | | |
|  | Term length | | |
|  | Specialty | | |
|  | Clinical experience categories | | |
|  | Term type/structure (ward, team, service, other) | | |
|  | Term supervisor | | |
|  | Clinical supervisors | | |
|  | Supervision model | | |
|  | Description of unit / department including case mix, case load, models of care | | |
|  | Range of clinical experiences offered | | |
|  | Team structure and how prevocational doctors will be allocated to the team (noting if different between PGY1 and PGY2) | | |
|  | Handover processes | | |
|  | Role of PGY1 doctor | | |
|  | Role of PGY2 doctor | | |
|  | Relationship between PGY1 and PGY2 roles | | |
|  | Learning outcomes | | |
|  | Outcome statements relevant to the term | | |
|  | Scope of practice | | |
|  | How consent procedures are managed | | |
|  | How concerns are escalated | | |
|  | Prerequisite learning (if relevant) | | |
|  | Timetable including: | * Formal education program * Normal working hours | * After hours or ward call * Meetings / other education |
|  | Informal and formal education including processes to support attendance | | |
|  | Process used to inform and complete mid- and end-of-term assessments | | |
|  | Which EPA assessments are relevant | | |
|  | Methods to provide feedback on term, supervision, education etc. | | |
|  | Ways in which wellbeing are addressed and supported | | |

#### Version Control

| Version | Date | Comments |
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| 1.0 | April 2023 | New document |
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