



New Zealand College of Public Health Medicine

Guidelines for Trainers and Training Sites for Public Health Medicine Registrars

The New Zealand College of Public Health Medicine (the College) conducts training and assessment to qualify medical graduates as Public Health Medicine Specialists in Aotearoa New Zealand. These guidelines provide information for organisations considering applying to be accredited as an advanced training site for public health medicine registrars. The College appreciates the willingness of organisations to provide training opportunities for registrars and we hope your organisation will benefit from the skills, strengths and new ideas our registrars bring to their work.

Background

There are two phases to the College's Training Programme: basic training in which registrars complete a Master of Public Health degree; and advanced training which focuses on the development of the core skills and professional attributes for public health medicine predominantly through workplace-based learning experiences at a minimum of three training sites. The duration of advanced training is 29 months.

During their placements, registrars will contribute useful and skilled public health input to the training site and, in turn, receive valuable training and experience in the field of public health medicine practice.

A registrar will undertake training with at least three accredited training sites to achieve an appropriate breadth and depth of training experience; usually spending six to 12 months at each site. Registrars are expected to plan and organise opportunities to develop the underpinning knowledge, core skills and professional attributes required by the training framework, and to demonstrate these through a variety of work activities and achievements. The registrar will discuss these with the Workplace Supervisor and trainers to ensure the training site provides relevant and appropriate work experience. Generally, work experience is a mixture of service work and specific project work which may lead to a written report that can be assessed by the College as part of the registrar's training.

Site Accreditation

All training sites have some form of accreditation. Accreditation enables the College to define the standards that workplaces providing advanced training opportunities and service experience must meet. New training sites must apply for and obtain provisional accreditation prior to agreeing an employment contract with a registrar.

Accreditation is an assessment of the ability of an advanced training site to support registrar achievement of core skills and provide a quality training environment. The College's training site accreditation standards include:

- Provision of facilities/infrastructure
- Support services in place for the registrar
- Opportunities for the registrar to develop and demonstrate core Public Health Medicine skills
- Balance between learning and service work for the registrar; and
- Workplace Supervisor and supervision in place for the registrar

Accreditation decisions are based on information provided by the workplace usually combined with a site visit by the Training Programme Supervisor. It is the responsibility of training sites: to notify the College of any changes to the information on the original application; to provide details of how it will accommodate the registrar's needs in relation to any change; and to seek approval for any variation for the remainder of the accreditation term. An accreditation panel manages the accreditation process.

More information on the College's accreditation system is available on the [College website](#).

Employment

Registrars are employed by Te Whatu Ora | Health NZ. Employment will be either in internal roles or roles with external organisations which are covered by a Memorandum of Understanding with Te Whatu Ora | Health NZ. To ensure a training placement fits with the registrar's overall training plan, it must be approved by the Training Programme prior to acceptance. Registrars must submit a Workplace Approval form at least one month prior to the specified start date which will provide details of placement start and finish dates, proposed FTE, and potential projects.

Registrars can train part or full-time, with the minimum FTE being 0.4. Changes to FTE must be approved by Health NZ – NPHS and the College in advance.

Job Description

Training sites should provide a mix of service and project work and should prepare a job description that clearly outlines the operational aspects of the position and includes as much detail as possible on the content and mix of service work and project work.

Job descriptions should include details under the following (or similar) headings:

- Location of post
- Name and location of organisation
- Position title
- Responsible to
- Functional relationships
- Professional relationships
- Conditions
- Hours of work
- Primary objective(s)
- Nature and scope
- Key tasks
- Other tasks
- Orientation
- Supervision
- Support
- Personal specifications (qualifications and qualities)

Workplace Roles

It is recognised that the structure and resources at individual workplaces will be different. Many workplaces will nominate both a Workplace Supervisor and a Workplace Trainer to work with the registrar. However, in some workplaces these two roles may be filled by the same person.

Workplace Supervisor Role

A Workplace Supervisor is the person who is responsible for the overall supervision of a registrar in a specific workplace. The Workplace Supervisor is a public health medicine specialist, usually a Fellow of the College, with knowledge of the College Curriculum and Training Programme. The Workplace Supervisor should work onsite in the same organisation as the registrar. For registrars who are towards the end of their training, an

off-site Public Health Medicine Specialist will be considered if there is no-one onsite who is suitable to fulfill the role; the worksite will need to liaise with the Training Programme Supervisor to identify a suitable Workplace Supervisor.

Supervision arrangements must have the support of the Training Programme Supervisor and be approved by the Training Programme Director.

There is a requirement that the Workplace Supervisor will be involved in the workplace plan, quarterly reports, meet with the registrar on a regular basis and provide technical and professional support. Where the Workplace Supervisor is an off-site Public Health Medicine Specialist there is also a need for someone from the workplace to be available to assist in developing the workplace plan (with the Workplace Supervisor), provide comment on the quarterly report if appropriate, facilitate training opportunities and ensure the workplace is providing everything it needs to support the overall training placement. This person could be the Workplace Trainer or a line manager, for example.

The role of the Workplace Supervisor is to guide and support the registrar through project and service work, supervise such work and provide on-site teaching/instruction and assessment. As such, the Workplace Supervisor should be reasonably accessible during most of the registrar's work hours. Regular meetings between the registrar and the Workplace Supervisor should be arranged on a minimum of a fortnightly basis. Where the Workplace Supervisor has a dual role and is also the Workplace Trainer, it is expected that they will be working alongside the registrar and will be meeting on a more regular basis, e.g., weekly.

Supervisors' roles and responsibilities:

- To provide high quality training and supervision including appropriate workplace induction for the registrar
- To be readily accessible to the registrars for whom they have been appointed supervisor; meeting on a regular basis (at least fortnightly) to monitor progress, review the registrar's work programme, provide guidance for the completion of assessed written reports if applicable
- To provide constructive feedback and facilitate reflective learning
- To be able and willing to identify, and ensure the delegation of, appropriate tasks and responsibilities to the registrar at an appropriate level
- To plan and manage a programme of work experiences the registrar will be involved in including managing the expectations of workplace colleagues
- To facilitate the safety of the registrar in the course of their work
- To facilitate learning opportunities outside the workplace, including those required by the College, to ensure exposure to the full range of required competencies
- To liaise with the registrar's Training Programme Supervisor regarding the progress of the development of core skills and professional attributes
- To facilitate opportunities for direct observation assessments (oral presentations and chairing meetings) and for the development of the ability to answer oral questions. (or to delegate to suitable public health medicine specialist)
- May delegate supervision of a specific piece of work to another person (Workplace Trainer)

Workplace Supervisor and Registrar

The Workplace Supervisor will be asked to evaluate the registrar's work during the placement. Evaluation of core skill development and of professional attributes is required, and the Workplace Supervisor should be familiar with the required forms, especially the Activity Log and Quarterly Report, and processes at the start of a registrar placement. The College recommends that the Workplace Supervisor and registrar review the forms together at the start of the placement.

It is important that the Workplace Supervisor and the registrar remain in contact with one another throughout the training experience, that feedback is given and received to allow expectations to be met. In the event that issues arise the registrar and/or the Workplace Supervisor should contact the Training Programme Supervisor at the earliest opportunity to avoid the escalation of problems or conflict.

Training Programme Supervisor and Workplace Supervisor

The Training Programme encourages open dialogue between the training site and the Training Programme; this is usually the role of the Workplace Supervisor and the Training Programme Supervisor.

Before a training site employs a registrar, the site must seek site accreditation with the College. As a part of this process the College may require a site visit. It is likely that the Training Programme Supervisor will conduct this review and meet with the Workplace Supervisor at the same time.

The role of the Training Programme Supervisor is to meet at least twice a year with the workplace supervisors to address any administrative issues or concerns of the registrars or trainers. The Training Programme Supervisor may contact the Workplace Supervisor to discuss specific queries relating to the development of core skills or other related Training Programme requirements. If the Workplace Supervisor has concerns with any aspect of the Training Programme or the registrar they are encouraged to discuss these with the Training Programme Supervisor early; where it is appropriate to do so the Training Programme Supervisor will pass concerns onto the Training Programme Director. If the situation continues and does not improve the Workplace Supervisor is requested to document the concerns in a formal letter to the Training Programme.

Workplace Trainer Role

A Workplace Trainer is responsible for supervising a specific piece of work and provides on-site teaching/instruction for a registrar. A Workplace Trainer may be a Fellow of the College, but this is not a requirement. It is possible for a registrar to have different trainers for different projects or service work. If this occurs, the Workplace Supervisor acts as the overall training coordinator in the organisation. For training sites that have different departments or several registrars at one time, the Workplace Supervisor will coordinate employment and training activities, ensure the workload is appropriate and that registrars' work is coordinated across the organisation.

Trainer's role and responsibilities:

- To be familiar with College training requirements
- To provide high quality training for the registrar
- To be readily accessible to the registrar for whom they have been appointed trainer; to meet on a regular basis (at least weekly) to monitor progress and provide constructive feedback and facilitate reflective learning
- To provide feedback in relation to Oral Presentations and Chairing Meetings where appropriate or when delegated to

Support and Mentoring

Adequate support must be given to registrars and this should be described in the job description. Basic office equipment should be provided including a desk, telephone, computer, internet access, email facilities etc. The College recommends that a registrar has regular access to workplace advice from a Public Health Medicine Specialist if their immediate trainer is not a Fellow. The College also requires each registrar to have a mentor to assist with their overall professional development. A trainer cannot also be a mentor to their

registrar. The mentoring relationship goes beyond actual worksite training and therefore should not be specifically linked to the workplace.

Development of Core Skills and Professional Attributes

As registrars approach the end of their training they are expected to demonstrate integration of the required knowledge, core skills and professional attributes, in preparation for being able to practice public health medicine independently.

Registrars demonstrate their achievement of competence through their activities and projects carried out in their workplaces, and through specific assessments. Ongoing tracking of a registrar's development occurs through three main processes:

- the workplace plan, completed with Workplace Supervisor and Training Programme Supervisor input at the beginning of each placement, which identifies opportunities for the registrar to develop each of the core skills during the placement
- the registrar's completion of Activity Log, with confirmation by the Workplace Supervisor that the activities were carried out and that they contributed to skill development as described
- quarterly reviews of progress at meetings with the Training Programme Supervisor, which use the Activity Log as the basis for considering progress in each core skill, and exception reporting to document any concerns about development of professional attributes

Assessment Framework

In Advanced Training the assessment tools include:

- Direct observation of oral presentation
- Direct observation of chairing of meeting
- Assessed written reports
- Multi-source feedback
- Training Programme Examination

Further information about the assessment framework can be found in the Training Curriculum.

Assessed Written Reports (AWR)

Registrars are required to submit three pieces of written work undertaken during advanced training, each accompanied by a reflective commentary; the first is formative, the second and third are summative. The first AWR should be submitted by 10 months (FTE) of advanced training, the second by 18 months (FTE) and the third by 27 months (FTE).

Many reports written for public health practice have contributions from a number of different people. In particular, for registrars the supervisor is likely to provide input into the final version of the document. However, for the purpose of the AWR the version submitted must be largely the work of the registrar, as it is the writing skills of the registrar that the AWR is intended to assess. If a registrar contributes a section or chapter to a larger report, only the part written by the registrar is required to be submitted (although the larger document can be provided for context, if appropriate).

When submitting the AWR the registrar will be required to declare the amount and nature of the input provided by supervisors or others, and this declaration must be signed off by the Workplace Supervisor or

Workplace Trainer who was the main supervisor for the piece of work. If the Workplace Supervisor / Workplace Trainer or another person undertook editing of the document in order to make it acceptable (e.g., for the client or for publishing) after the registrar had completed the work, then the document submitted must be the pre-edited version. If the registrar is unclear about these authorship regulations in relation to a specific AWR, they must discuss this with their Training Programme Supervisor before submitting the AWR.

It is expected that when a registrar is nearing the end of their training, they will be able to submit an AWR in its final form, which has very largely been written by them, i.e., by the end of training, revision and editing by others should not be necessary.

The assessed written report while representing a significant piece of work undertaken by the registrar does not have to be large, ideally being 3,000 – 10,000 words; it should have public health outcomes, be client focused and be accompanied by client feedback and the reflective commentary. The AWR will demonstrate a range of competencies dependent on the content but primarily will demonstrate the ability to communicate effectively using written and electronic media.

Support provided by the Workplace Supervisor will be influenced by the registrar's current stage of training a registrar in their first year of advanced training will likely need more support than the registrar coming to the end of their training when the registrar is expected to be more autonomous.

Direct Observations: Oral Presentation and Chairing a Meeting

Registrars are required to complete at least one formative Direct Observation of Oral Presentation and one formative Chairing a Meeting assessment per calendar year of Advanced Training. Assessment and feedback should be undertaken by a Workplace Supervisor or another Fellow; feedback templates are provided by the registrar.

Registrars are expected to gain experience in delivering oral presentations to a variety of audiences plus chairing meetings of different types which need to be recorded in their Activity Log. Presentations and chairing experience should also be discussed and commented on in Quarterly Reports and Training Summaries.

Multisource Feedback

The multisource feedback (MSF) is a formative assessment intended to identify strengths and areas for improvement, particularly in relation to the professional attributes required for Public Health Medicine.

The registrar completes two MSF assessments in advanced training and seeks up to twelve individuals representing a cross section of co-workers to provide confidential feedback on their performance and professional behaviour. If the registrar is to benefit from the assessment it is essential that honest and constructive feedback is provided.

Forms

There are a range of forms that the registrar is required to complete and upload to the website. The Workplace Supervisor should familiarise themselves with the Workplace Approval form, the Advanced Quarterly Report, the Workplace Plan and the Activity Log.

The **Workplace Approval** form is designed to provide the Training Programme with sufficient information about the workplace ensure a training placement fits with the registrar's overall training plan. It is completed in discussion with the Training Programme Supervisor and submitted one month prior to the

commencement of the placement. The Workplace Supervisor should be named on this form; if an on-site supervisor is not available, the worksite will need to liaise with the Training Programme Supervisor to identify a suitable off-site Workplace Supervisor.

The purpose of the **Workplace Plan** is to plan the training experience at each individual worksite. At the commencement of the placement the registrar and Workplace Supervisor meet to discuss the various training opportunities that the registrar needs, and that the worksite can offer, to enable the registrar to develop the core skills. Ideally, the Training Programme Supervisor should be present at this meeting. The registrar will submit the workplace plan for the Training Programme Supervisor to review, comment and sign. The workplace plan should be reviewed by the registrar and Workplace Supervisor on a regular basis and brought to each quarterly meeting with the Training Programme Supervisor.

The **Quarterly Report** form is completed by the registrar before discussion with the Workplace Supervisor. The Workplace Supervisor is asked to comment on the registrar's professional attributes identifying any areas of concern, and to confirm the Activity Log is an accurate record of activities and appropriately reflects core skill development.

The **Activity Log** is an Excel workbook that the registrar completes in a concise manner as they progress through the Training Programme, documenting projects, work and training activities carried out. At each quarter, the registrar and Workplace Supervisor meet to discuss the Activity Log and Quarterly Report which the Workplace Supervisor signs off, the registrar then submits these documents for review by their Training Programme Supervisor.

Throughout their advanced training, registrars complete a variety of service work, project work and Training Programme requirements. The Training Programme has an expectation that all forms are completed and submitted on time. The expectations of the workplace (employer) regarding all assessments and record keeping activities need to be made clear to the registrar at the commencement of the placement.

Training Programme Information

Training Programme Supervisors

The Training Programme Supervisor provides ongoing supervision for registrars throughout their training.

They are responsible for ensuring that registrar placements function well and that registrars receive adequate and appropriate training.

The Training Programme Director is responsible for the clinical and professional direction and leadership of the programme.

Training Programme Requirements

College-led Training

Registrars are expected to attend a variety of training sessions; in any one year of advanced training the registrar will be expected to attend up to four days of College-led training (pro-rata for registrars training on a part-time basis) including the Annual Scientific Meeting (ASM). There is an expectation that the registrar will be released to attend such events and that the Workplace Supervisor will facilitate the registrar meeting these Training Programme requirements.

Approximately 10% of the registrar's working week (on FTE basis) will be required for vocational scope-based training purposes. The training endowment reflects this time taken out from the workplace. Training sites are encouraged to independently support other training opportunities (e.g., conferences) according to their own organisational policies relating to professional development.

Registrars will have funding and CME leave entitlements through their employment contracts. The Training Programme hopes that the training site will support a registrar with requests for funding support or time away from the workplace for education or training that will contribute to competency development.

Virtual Training Sessions

Virtual Training Sessions (VTS) are held monthly between March and December; registrar attendance is expected. These sessions provide additional opportunities for registrars to learn about topical and important public health issues, develop core skills and competencies and build networks with peers and other public health colleagues.

Training Programme Supervisor meetings

Registrars meet with their Training Programme Supervisor at least every three months and it is expected that the registrar will be released from the training site to meet this requirement; this is irrespective of whether the registrar is full or part-time.

Contacts

Enquiries or concerns about registrar-related issues can be referred to the relevant Training Programme Supervisor, or to education@nzcpbm.org.nz

Tracking of Professional Standards

Workplace supervisors may claim Tracking of Professional Standards (TOPS) points in the Educational Activities (CME) category 20.6 Supervision, Training, Mentoring, Peer Review.

The New Zealand College of Public Health Medicine greatly appreciates the willingness of organisations to provide training opportunities for registrars and thanks you for your interest.