



# New Zealand College of Public Health Medicine

---

## Guidelines for Trainers and Training Sites for Public Health Medicine Registrars

Thank you for taking time to read these guidelines prior to the establishment of a public health medicine registrar attachment with your organisation. The New Zealand College of Public Health Medicine (College) greatly appreciates the willingness of organisations to provide training opportunities for registrars and trusts that the training attachment is mutually beneficial to both the organisation and the registrar.

### Background

Public Health Medicine is a vocational scope of medicine and its registrars are registered medical practitioners. The College delivers the New Zealand College of Public Health Medicine Training Programme.

Registrar attachments serve two functions:

- For the registrar to contribute useful and skilled public health input to the employing organisation (all registrars who are available to training sites have medical training and a Masters of Public Health degree), and
- For the registrar to receive valuable training and experience in the field of public health practice.

A registrar moves through different training sites during training in order to achieve an appropriate breadth and depth of training experience; usually spending six to 12 months at one 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 will provide 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 will be assessed by the College as part of the registrar's training.

### Site Accreditation

All current 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
- Workplace Supervisor and supervision in place for the registrar; and
- Balance between learning and service work for the registrar.

Accreditation decisions are based on information provided by the workplace usually combined with a site visit by the Training Programme Supervisor (TPS). It is the responsibility of training sites to notify the College of any changes to the information specified on the original application and to provide details of how it will accommodate the registrar's needs in relation to any change, seeking 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 [here](#).

## Employment

Registrars are to be employed by the organisation providing the training experience, and the organisation, as the employer, is responsible for the total salary payment, IRD and ACC deductions and payments, and for other employment-related expenses.

Employers are advised to maintain robust employment practice and to seek reference checks from nominated referees before offering employment to a registrar.

A registrar's employment by a training site must be approved by the Training Programme prior to employment contracts being arranged or signed. This is to ensure that the training site fits with the registrar's overall training plan. Registrars must submit a TP-WA Workplace Approval form to their TPS for approval of a training site at least one month before their due start date at that site. At this point, the registrar and training site should have provisionally agreed on the placement start and finish date, full or part-time status of the position, and potential projects.

Once approval has been given, the College Office will write to the training site with details of the endowment for that registrar. At this stage an employment contract can be signed and confirmed.

Registrars are able to train part or full-time, with the minimum part-time training time being 0.4FTE (four tenths). Changes to FTE status must be approved by the College in advance.

## Training Endowment

The College pays a training endowment to the organisation to cover training costs, including:

- associated costs for the registrar's training needs, including being away from the workplace on training such as College-led training days or summer schools
- materials and resource costs (for example computer access, printing etc.)
- time spent by on-site trainers with registrars.

The endowment is \$24,400 plus GST per annum full time equivalent. The amount is pro-rata for part time training and for less than 12 months. If a registrar is full time the amount is \$2,033.33 plus GST per month. The training endowment finishes when the registrar has completed 29 months' advanced training (FTE).

The training endowment is not equivalent to the full salary that should be paid to the registrar. The salary and other working conditions must be negotiated between the registrar and the employer. It is expected that the employer will negotiate a salary package with the registrar. It is inappropriate for an employer to regard the endowment paid by the College as the salary for that registrar.

Both the employer and registrar may wish to consider some of the following when negotiating an individual employment agreement:

- reimbursement of Annual Practising Certificate (APC) fee

- reimbursement of Examination fee
- study leave for Examination
- leave to attend College training and the College Annual Scientific Meeting (ASM)
- travel expenses to College training events and ASM

Employers are advised to make it clear to the registrar the type of employment contract offered e.g. fixed term contract or permanent contract, and to ensure that the registrar understands the conditions associated with the type of contract.

## 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.

The job description should be discussed with the registrar prior to the commencement of the position.

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

- |                                     |  |
|-------------------------------------|--|
| • Location of post                  | • Leave provisions                                       |
| • Name and location of organisation | • Primary objective(s)                                   |
| • Position title                    | • Nature and scope                                       |
| • Responsible to                    | • Key tasks  |
| • Functional relationships          | • Other tasks  |
| • Professional relationships        | • Orientation  |
| • Conditions                        | • Supervision  |
| • Hours of work                     | • Support  |
| • Salary                            | • 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 (WPS) is the person who is responsible for the overall supervision of a registrar in a specific workplace. The WPS is a public health specialist, usually a Fellow of the College, with knowledge of the College Curriculum and Training Programme. The WPS should work onsite in the same organisation as the registrar. For registrars who are towards the end of their training, an off-site PHP will be considered if there is no-one onsite who is suitable to fulfill the role; the worksite will need to liaise with the TPS to identify a suitable WPS.

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

Where the WPS is an off-site PHP there is a requirement that the WPS will be involved in the workplace plan, quarterly reports, meet with the registrar on a regular basis and provide technical and professional support. In this situation there is also a need for someone from the workplace to be involved – this person has to

assist in developing the workplace plan (with the WPS), provide comment on the quarterly report if appropriate, facilitate training opportunities and ensure the workplace is providing everything it needs to do to support the overall training placement. It would be appropriate for this person to be the Workplace Trainer or a line manager for example.

The role of the WPS is to guide the registrar through project and service work, supervise such work, provide on-site teaching/instruction and assessment, and make arrangements for leave e.g. annual leave or conference attendance. As such, the WPS should be reasonably accessible for the majority of the working week. Regular meetings between the registrar and the WPS should be arranged on a minimum of a monthly basis. Where the WPS 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 monthly) to monitor progress, review the registrar's work programme, 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 his or her 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 Oral Presentations and Chairing Meetings (or to delegate to suitable public health physician)
- May delegate supervision of a specific piece of work to another person (Workplace Trainer)

### **Workplace Supervisor and Registrar**

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

It is important that the WPS 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 WPS should contact the Training Programme Supervisor (TPS) 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 WPS and the TPS.

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 TPS will conduct this review and meet with the WPS at the same time.

The role of the TPS is to meet at least twice a year with the workplace supervisors to address any administrative issues and to address any concerns of the registrars or trainers. These meetings may take place as a site visit or by phone. The TPS may contact the WPS to discuss specific queries relating to the development of core skills or other related Training Programme requirements. If the WPS has concerns with respect to any aspect of the Training Programme or the registrar s/he is encouraged to discuss these with the TPS early; where it is appropriate to do so the TPS will pass concerns onto the Training Programme Director. If the situation continues and does not improve the WPS 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. As such it is possible for a registrar to have different trainers for different projects or service work. If this occurs, the WPS acts as the overall training co-ordinator in the organisation. For training sites that have different departments or a number of registrars at one time, the WPS will co-ordinate employment and training activities, ensure the workload is appropriate, and ensure that registrars' work is co-ordinated 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; meetings 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 Physician 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 well 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 WPS and TPS 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 WPS that the activities were carried out and that they contributed to skill development as described
- quarterly reviews of progress at meetings with the TPS, 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
- Examination

Further information about the assessment framework can be found in the Training Curriculum, pages 21 - 24.

## Assessed Written Reports

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 WPS or WPT who was the main supervisor for the piece of work. If the WPS/ WPT 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 TPS 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 WPS will be influenced by the stage of training the registrar is at; 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 training year of Advanced Training. Assessment and feedback should be undertaken by a Workplace Supervisor or another Fellow; templates for feedback are available from the College.

Registrars are expected to gain experience in delivering oral presentations to a variety of audiences and in chairing meetings of different types and to record these 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 ten individuals representing a cross section of co-workers to provide confidential feedback on their performance and professional behaviour. As such it is expected that the WPS will be asked to complete the questionnaire. 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 submit to the Training Programme. The WPS should familiarise themselves in particular 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 to enable the training endowment to be generated. It is completed in discussion with the TPS and submitted one month prior to the commencement of the placement. The WPS should be named on this form; if the WPS is not a fellow of the College then application can be made to the Training Programme Director for approval.

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 WPS meet to discuss the various training opportunities that both the registrar needs, and that the worksite can offer, to enable the registrar to develop the core skills. Ideally, the TPS is also present at this meeting, either in person or by teleconference but if not the form should be submitted to the TPS for review and comment. When full agreement is reached the form is signed and the registrar submits to the College office and TPD within one month of starting at the worksite. The workplace plan should be reviewed by the registrar and WPS on a regular basis and brought to each quarterly meeting with the TPS.

The **Quarterly Report** form is initially completed by the registrar before discussion with the WPS. The WPS is asked to comment on the registrar's professional attributes identifying any areas of concern, and to confirm that 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. Each quarter, the registrar submits the Activity Log, along with the quarterly report, to the WPS who meet to discuss the list of activities for that quarter. The WPS confirms that the activities were carried out and contributed to skill development as described. The WPS adds 'WPS' to the document name and submits the updated Activity Log to the TPS.

Throughout their advanced training, registrars complete a variety of service work, project work and Training Programme requirements. There is an expectation on behalf of the Training Programme that forms and assessments will be submitted on time and appropriately completed. The expectations of the workplace/employer regarding these assessment and record keeping activities need to be made clear to the registrar at the commencement of the placement.

## Training Programme Information

### Training Programme Supervisors

Overall supervision of each registrar throughout their training is provided by TPS. The TPS is responsible for ensuring that registrar attachments function well and that registrars receive adequate and appropriate training.

The Training Programme Director provides clinical leadership for the Training Programme, oversees and coordinates College-led Training and develops Training Programme policies.

## 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). While there is no charge to either the registrar or the training site for such training there is an expectation that the registrar will be released to attend and that the WPS will facilitate the registrar meeting these Training Programme requirements.

In all, 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.

Employers are encouraged to independently support other training opportunities (e.g. conferences) according to their own organisational policies relating to professional development.

Health Workforce New Zealand provides nominal support for the registrar's travel and overnight accommodation but this may not be adequate for all the registrar's training needs. The registrar will also have funding and CPD leave entitlements through their employment contract (e.g. RDA MECA). The Training Programme hopes that the training site will support a registrar with a request for funding support or time away from the workplace for education or training that will contribute to competency development; the training endowment reflects this support and the time out from the workplace.



## Registrar-led Training

It is expected that registrars will develop and lead their own training with other registrars within the same region; it is expected that this will be up to 4 hours per week including College-led Training events. It is often difficult for registrars to develop training without expert input; if you are asked to assist and contribute to such training please give consideration to this request.

## Training Programme Supervisor meetings

Registrars meet with their TPS 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

Any enquiries or concerns about registrar-related issues can be referred to the relevant Training Programme Supervisor or Training Programme Director or the College Officers. The College Officers will assist you in referrals of any enquiries to the people in these positions, as detailed below:

Training Programme Director	Polly Atatoa-Carr	<i>Postal Address:</i>
Training Programme Supervisors:		PO Box 10-233
• Northern region	Brad Novak	Wellington
• Central region	Ruth Cunningham	<i>Street Address:</i>
• Southern region	Kirsten Coppell	Level 7, Davis Langdon House,
General Manager	Pam Watson	49 Boulcott Street
Senior Executive Officer (Education)	Sarah Bell	Wellington
		Ph 04 472 9183
		Email <a href="mailto:education@nzcphm.org.nz">education@nzcphm.org.nz</a>

## Tracking of Professional Standards

Workplace supervisors may claim Tracking of Professional Standards (TOPS) points in the Informing and Improving Public Health category 17.1 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 taking on the role of workplace supervisor.