



SA Health

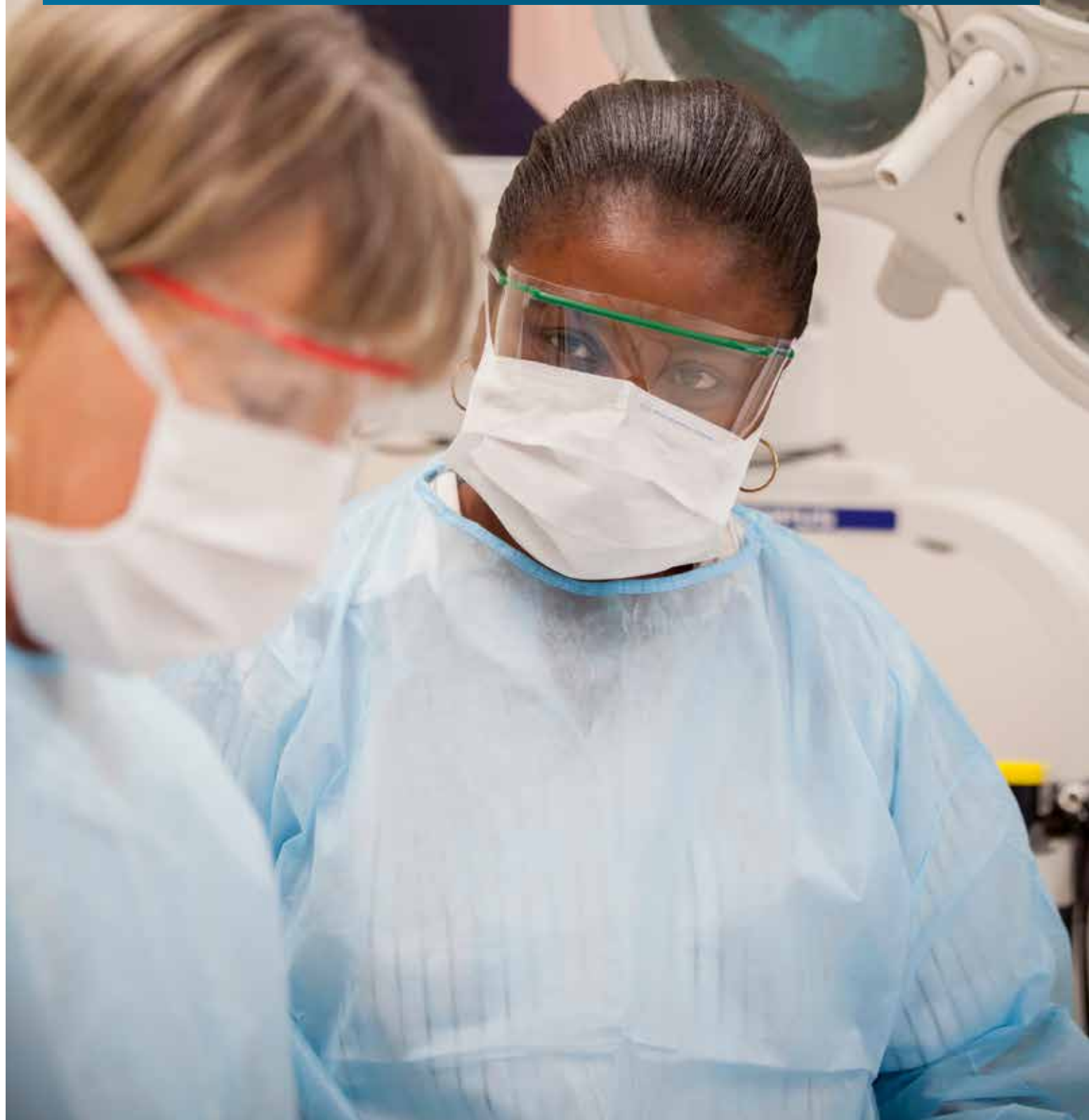
Medical Education and Training Strategic Plan

2021-2026

Enabling medical professionals to provide high quality patient care through integrated, coordinated and structured medical education and training

“Health is all about people. Beyond the glittering surface of modern technology, the core space of every healthcare system is occupied by the unique encounter between one set of people who need services and another who have been entrusted to deliver them. This trust is earned through a special blend of technical competence and service orientation, steered by ethical commitment and social accountability, which forms the essence of professional work. Developing such a blend requires a lengthy period of education and a substantial investment of both student and society. Through a chain of events flowing from effective learning to high-quality services to improved health, professional education at its best makes an essential contribution to the wellbeing of individuals, families and communities.”

*Health professionals for a new century
The Lancet (2010)*



FOREWORD



Foreword from the Minister for Health and Wellbeing

Education and training is central to providing quality patient care and underpins the delivery of a safe, contemporary and sustainable healthcare system for our State.

To deliver the immediate priorities and provide a future vision in medical education and training over the next five years, the South Australian Medical Education and Training (SA MET) Health Advisory Council has developed a long-term strategic plan for medical education and training. This plan is the catalyst for innovative and collaborative approaches to medical education and training, now and into the future.

The purpose of this strategic document is to establish challenging but realistic goals to improve the quality and coordination of learning, education and training provisions for medical professionals and enhance our partnerships within SA Health and training providers.

It is with pleasure I endorse the SA MET Strategic Plan 2021 – 2026.

Hon. Stephen Wade MLC
Minister for Health and Wellbeing



Foreword from the Chief Executive

SA Health is committed to supporting the South Australian Medical Education and Training (SA MET) Strategic Plan 2021 – 2026 and signifies our commitment to medical education and training for delivery of high-quality patient care.

Driven by the shared pursuit of excellence across SA Health, this strategy provides a clear and innovative blueprint, which articulates a strong commitment to the current and future medical workforce through education and training. I strongly believe that workforce development plays a crucial role in supporting each of us to help South Australians thrive.

Dr Chris McGowan
Chief Executive
SA Health

SA MET HEALTH ADVISORY COUNCIL

In accordance with the South Australian Medical Education and Training (SA MET) Health Advisory Council (Advisory Council) rules, the Advisory Council was established to:

- improve the quality of education, training and welfare for trainee medical officers (TMOs) within the State
- make recommendations for the accreditation of TMO positions in health services

and functions to:

- provide leadership in postgraduate medical education and training in the State
- promote and actively encourage innovation in postgraduate medical training.

Over the years the regulatory environment in which medical education operates has transformed, dictated by statute through the Medical Board of Australia (MBA) and the Australian Medical Council (AMC). In South Australia, the Advisory Council and Medical Colleges are accredited by the AMC against national standards across domains such as:

- governance
- teaching
- assessment
- TMO wellbeing
- stakeholder collaboration.

The regulatory framework ensures that education and training for medical professionals:

- supports safe, high quality patient care
- enhances workforce skills, flexibility and productivity and
- provides critical information for quality improvement.

With many challenges in the medical workforce at both the State and National level, it is timely that SA Health and the Advisory Council refreshes its strategies for supporting medical education and training and this document provides that vision.

In this strategic plan we outline the strategic direction for medical education in South Australia to 2026 and set priorities that will guide the operational management of SA MET. The shared vision, strategies and goals agreed by stakeholders will provide a focus for SA MET activities as we navigate the future.

On behalf of the Advisory Council, I thank all those who have contributed to this shared vision for medical education in South Australia. As an Advisory Council, we rely heavily on the goodwill, dedication and hard work of our many stakeholders, TMOs, supervisors, educationalists, surveyors and clinicians. Without this backing and continued commitment to support and promote medical education we could not achieve our goals.

We look for your continuing support and engagement as we address the challenges which we face in the next five years and beyond.

Professor Kevin Forsyth
Presiding Member
South Australian Medical Education and Training Health Advisory Council

MEDICAL WORKFORCE TRAINING CONTINUUM

Medical education is a continuum - undergraduate, prevocational and vocational training progressing through to continuing professional development. A range of organisations are responsible for the various points along this continuum. As a result, the continuum of training is not always a smooth and seamless progression.

The following diagram shows an example of the training continuum for medical professionals.

Training continuum

High School																																													
Other degree +/- work experience (optional)																																													
Medical School (postgraduate or undergraduate 4-6 years MBBS, BMBS, MD etc)																																													
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PLANNING APPROACH

The SA MET Advisory Council *Medical Education and Training Principles* (the Principles) provided a foundation for embedding medical education and training as a priority across SA Health. The Principles were the catalyst for the *Medical Education and Training Framework* (the Framework) which was created with the primary purpose to enhance the coordination and optimisation of medical workforce education and training across the continuum.

The Framework enabled the Advisory Council to identify strengths and weaknesses of SA Health’s medical education and training environment, challenge assumptions and identify priority areas.

Broad stakeholder consultation, included feedback from medical college representatives, Directors of Clinical Training and Medical Education Officers, TMOs, SA MET Advisory Council and Committee members and operational staff. The consultation represented the system-wide view of stakeholders acknowledging individual Local Health Networks (LHNs) priority areas may differ.

Participants considered the Framework and confirmed or adjusted the direction set by the Advisory Council. The stakeholder engagement process revisited the Advisory Council’s vision, principles, values and key priority areas, and explored strategies and performance indicators that will assist the Advisory Council to progress over the course of the next five years.

Medical education and training framework

Key Priority Areas	Training Continuum			
	PGY 1-2	Vocational Trainees	Unaccredited Registrars, IMGs, CMOs	Consultants/ GPs
Educational Governance means:				
<ul style="list-style-type: none"> Embedding quality, accountability and a culture of continuous improvement in medical education and training. Creating a learning environment that attracts a high calibre workforce, provides a learning environment which delivers safe effective patient care, and ensures financial resources for medical education and training. 	■	■	■	■
Culture means:				
<ul style="list-style-type: none"> Working in partnerships whereby co-workers and supervisors are supportive of employee’s psychological health concerns and are responded to appropriately. A positive learning culture which represents a safe and respectful learning environment. 	■	■	■	■
Leadership means:				
<ul style="list-style-type: none"> Leading the development and implementation of effective medical education and training services. Fostering the development of authentic leaders at all stages along the medical education and training continuum. 	■	■	■	■
Clinical Skills and Knowledge means:				
<ul style="list-style-type: none"> Optimising the ability for medical practitioners to acquire specialised knowledge and clinical skills, with continuous maintenance to ensure they are equipped to practice and provide a high level of care. 	■	■	■	■
Supervision means:				
<ul style="list-style-type: none"> Enabling collaborative high-quality care to patients by providing supportive guidance to medical trainees and junior colleagues, with appropriate delegation, accountability and lines of communication. 	■	■	■	■
Induction means:				
<ul style="list-style-type: none"> Providing an appropriate induction process to assist medical practitioners to become familiar with the workplace and activities associated with the specific healthcare site and employee role. 	■	■	■	■
Mandatory Training means:				
<ul style="list-style-type: none"> Undertaking training and/or education in a defined subject matter which must be undertaken by SA Health staff. Within SA Health, mandatory training may be endorsed by statewide administration, Local Health Networks or directed for specific health sites or groups of staff. 	■	■	■	■
Career Planning means:				
<ul style="list-style-type: none"> Encompassing the stages involved in discovering a career path including appropriate educational activities, self-assessment, research, experimentation, decision making, identification of over and undersupply of specialty areas, employment opportunities and acceptance of employment offer. 	■	■	■	■
Technology and Data means:				
<ul style="list-style-type: none"> Enhancing innovation, creativity and system improvements by collecting and utilising data and information from authentic sources. Optimising the use of technology and appropriate sharing of medical education and training information and data. 	■	■	■	■
Monitoring means:				
<ul style="list-style-type: none"> Continuously and systematically monitoring and evaluating medical education and training and medical workforce wellbeing by agreed methods. 	■	■	■	■

MEDICAL EDUCATION AND TRAINING STRATEGIC DIRECTIONS 2021 - 2026

OUR VISION

Enabling medical professionals to provide high quality patient care through integrated, coordinated and structured medical education and training.

OUR PURPOSE

To further develop and enhance the partnerships, coordination, optimisation and equity of medical workforce education and training across the continuum.

OUR VALUES

Advocacy
Collaboration
Compassion
Empowerment
Integrity
Recognition

AREAS OF FOCUS

Learning Culture

Embrace a culture of learning and wellbeing

- Educational Governance
- Culture
- Leadership

Innovation and Collaboration

Embed innovation and collaboration

- Supervision
- Technology and Data
- Monitoring

Workforce Agility

Optimise career pathways and recognition of prior learning

- Career Planning
- Clinical Skills and Knowledge
- Mandatory Training
- Induction

OUR COMMITMENT

- Providing appropriately accredited medical education and training.
- Optimising high quality lifelong learning opportunities.
- Advocating for the wellbeing of the medical workforce.
- Fostering the development of authentic leaders.

- Strengthening partnerships with stakeholders.
- Advocating for high quality supervision of medical trainees.
- Optimising the use of technology and appropriate sharing of information and data.
- Establishing agreed methods of monitoring medical education, training and medical workforce wellbeing.

- Identifying medical workforce capacity and career planning in metropolitan and regional areas.
- Building a sustainable, contemporary and responsive medical workforce.
- Identifying and promoting educational activities to meet the needs of the medical workforce.
- Streamlining processes for induction and recognition of prior learning.

LEARNING CULTURE

Our commitment	Strategy	Strategic initiatives
<p>A learning culture is:</p> <ul style="list-style-type: none"> • providing appropriately accredited medical education and training • optimising high quality lifelong learning opportunities • advocating for the wellbeing of the medical workforce • fostering the development of authentic leaders 	<p>Educational Governance</p> <p>The Advisory Council will be well informed and able to provide well considered advice and recommendations on all matters related to postgraduate medical education and contribute to lifelong learning of TMOs.</p>	<p>Actively engage with LHNs to identify and review educational governance processes across the Medical workforce continuum.</p> <p>Develop a formal proposal for LHNs consideration of the recruitment and appointment of LHN-based Clinical Leads to support this framework.</p> <p>Develop formal, ongoing relationships with LHN Governing Boards.</p> <p>Participation and implementation of the AMC Framework for Prevocational Medical Training Review.</p> <p>Advocate for the implementation of different models of education, training, supervision and support for TMOs not in a vocational training program, including collaborating with Specialty Medical Colleges to identify alternative training pathways for unaccredited registrars.</p> <p>Development of an electronic SA Health Medical Education and Training resource and information portal in a central location.</p>
	<p>Culture</p> <p>The Advisory Council will continue to advocate and escalate concerns, ensuring the TMO voice is heard and the wellbeing of the current and future workforce is assured.</p>	<p>Promote to LHNs the role of education, supervision and training pathways for TMO wellbeing.</p> <p>Establish mechanisms to recognise and celebrate excellence in medical education and training across South Australia.</p> <p>Review SA MET Accreditation Standards with an increased focus on TMO wellbeing.</p> <p>Collaborate with SA Health on cultural reform initiatives including advocating for the monitoring and measuring of staff wellbeing, compliance with the Code of Ethics and improving mental health support for TMOs.</p> <p>Develop a bullying and harassment guide with the aim of assisting those who are managing or subject/witness to bullying and harassment.</p>
	<p>Leadership</p> <p>The Advisory Council will support leadership initiatives that enable positive role modelling and promote high level of engagement resulting in improved employee morale.</p>	<p>Ensure current SA Health leadership development opportunities are visible to the medical workforce.</p> <p>Ensure that medical professionals are considered in the development and evaluation of new leadership programs including the leadership tool kit and strategy framework which is part of the Department for Health and Wellbeing (DHW) Cultural Evolution plan.</p> <p>Advocate for training standards for medical professionals who take on leadership roles.</p> <p>Facilitate networking between TMOs and senior clinicians, encouraging mentoring relationships.</p>

INNOVATION AND COLLABORATION

Our commitment	Strategy	Strategic initiatives
<p>Innovation and collaboration is:</p> <ul style="list-style-type: none"> strengthening partnerships with stakeholders advocating for high quality supervision of TMOs optimising the use of technology and appropriate sharing of information and data establishing agreed methods of monitoring medical education, training and medical workforce wellbeing 	<p>Supervision</p> <p>The Advisory Council will advocate for innovative and collaborative approaches to supervision that ensures safety and quality of healthcare delivery</p>	<p>Develop and implement a clinical and educational supervision framework specific for the medical profession.</p> <p>Advocate for supervisors to have training in supervision and include positive cultural behaviours as part of that training.</p> <p>Collaborate with Specialty Medical Colleges to enhance communication around clinical and educational supervision responsibilities.</p>
	<p>Technology and data</p> <p>The Advisory Council will encourage and embrace innovation and be open to new ideas</p>	<p>Collaborate with the Australian Medical Council (AMC) and advise on the development, and facilitate implementation of an ePortfolio system for interns and postgraduate year 2 (PGY2) TMOs.</p> <p>Advocate for reliable digital health technology within regional and rural training networks.</p> <p>Actively engage with TMOs to understand their situation, expectation and future educational needs in the use of new technology and data.</p> <p>Promote the use of new digital health technologies to contribute to a high standard of medical education and training for all clinicians.</p>
	<p>Monitoring</p> <p>The Advisory Council will be forward thinking, anticipate and respond to issues promptly and show initiative</p>	<p>Advance improvement of accreditation, assessment and reporting processes.</p> <p>Advocate for transparent reporting of LHN Teaching, Training and Research (TTR) allocation and outcomes.</p> <p>Use data from various sources such as the Medical Training Survey, AMC preparedness for internship and South Australian Trainee Medical Officer Survey (SATMOS) end of term surveys, to inform and guide optimisation of our training programs and pathways.</p> <p>Identify indicators which will enable longitudinal monitoring of medical education, training and welfare including making this information publicly available.</p>

WORKFORCE AGILITY

Our commitment	Strategy	Strategic initiatives
<p>Workforce agility is:</p> <ul style="list-style-type: none"> identifying medical workforce capacity and career planning in metropolitan and regional areas building a sustainable, contemporary and responsive medical workforce identifying and promoting educational activities to meet the needs of the medical workforce streamlining processes for induction and recognition of prior learning 	<p>Career planning</p> <p>The Advisory Council will endeavour to increase accessibility of career information which will enable considered career choices</p>	<p>Collaborate with the DHW, SA Health and LHNs to establish processes for collecting and monitoring data for medical practitioner career planning purposes such as over and undersupply in specialties and regional areas.</p> <p>Ensure information about specialties in over and undersupply is publicly available so TMOs can make more informed career choices.</p> <p>Identification of accurate data within LHNs of numbers of unaccredited registrars, career medical officers and International Medical Graduates (IMGs).</p> <p>Make information about training settings more accessible to TMOs including those in regional areas.</p> <p>Monitoring the release of the National Medical Workforce Strategy and anticipating local impacts ensuring stakeholders are aware.</p>
	<p>Clinical skills and knowledge</p> <p>The Advisory Council will work with partners to increase accessibility of education and training that will support career progression and quality improvement in patient care</p>	<p>Explore broader and non-traditional options for training including increasing training opportunities in regional areas.</p> <p>Actively engage with TMOs to understand and promote medical education and training activities for Continuing Professional Development (CPD), including for those not in a vocational training program.</p> <p>Collaborate with LHNs through Postgraduate Medical Education Units to develop strategies to improve junior medical officer access to professional development leave.</p> <p>Collaborate with the AMC and advise on the development, and facilitate implementation of an online assessment for interns and PGY2 TMOs.</p> <p>Collaborate with training organisations to develop and implement a Clinical Service Improvement program for medical practitioners to participate in improvement projects and gain a recognised qualification.</p> <p>Advocate for training standards for postgraduate medical education and training providers that enable foundational knowledge and skills in education and training principles.</p>
	<p>Mandatory training</p> <p>The Advisory Council will work with partners and stakeholders to streamline mandatory training requirements</p>	<p>Develop recommendations for mandatory training requirements for all medical practitioners, including:</p> <ul style="list-style-type: none"> Governance for approval of mandatory training activities, Minimum requirements and relevance of mandatory training activities for medical practitioners, Consistent recognition of prior learning processes. <p>Collaborate with the 'Education Lead' DHW on the establishment of a Statewide Learning Management System (LMS).</p> <p>Collaborate with LHNs to implement recommendations for mandatory training for all medical practitioners.</p>
	<p>Induction</p> <p>The Advisory Council will work with partners to improve induction and transition to the workplace</p>	<p>Collaborate with LHNs to identify strategies for improvement of induction processes within units and departments, in particular for unaccredited registrars and IMGs.</p> <p>Provide innovative recommendations about how induction can be undertaken in a meaningful way that builds relationships between supervisors and TMOs and enables establishment of expectations and goal setting.</p> <p>Work with SA Universities and LHNs to support the transition of new medical graduates into the workplace.</p>

The Advisory Council is committed to collaborating with SA Health, the Department for Health and Wellbeing, LHNs, Advisory Council sub-committees and SA MET on the implementation of these strategic initiatives using a prioritised approach.

The Advisory Council will monitor and evaluate the implementation of the strategic initiatives and explore mechanisms to make the outcomes publicly available.

Glossary

Acronym	Meaning
AMC	Australian Medical Council
CMO	Career Medical Officer
FACD	Fellow of the Australasian College of Dermatologists
FACEM	Fellow of the Australasian College of Emergency Medicine
FACRRM	Fellow of the Australian College of Rural and Remote Medicine
FACSEP	Fellow of the Australasian College of Sport and Exercise Physicians
FANZCA	Fellow of the Australasian College of Anaesthetists
FCICM	Fellow of the College of Intensive Care Medicine of Australia and New Zealand
FRACDS	Fellow of the Royal Australasian College of Dental Surgeons
FRACMA	Fellow of the Royal Australasian College of Medical Administrators
FRACS	Fellow of the Royal Australasian College of Surgeons
FRACGP	Fellow of the Royal Australian College of General Practitioners
FRACP	Fellow of the Royal Australasian College of Physicians
FRANZCO	Fellow of the Royal Australian and New Zealand College of Ophthalmologists
FRANZCOG	Fellow of the Royal Australian and New Zealand College of Obstetricians and Gynaecologists
FRCPA	Fellow of the Royal College of Pathologists of Australia
FRANZCP	Fellow of the Royal Australian and New Zealand College of Psychiatrists
FRANZCR	Fellow of the Royal Australasian College of Radiologists
FTE	Full Time Equivalent
IMG	International Medical Graduate
LHN	Local Health Network
LMS	Learning Management System
MBA	Medical Board of Australia
PGY1	Post Graduate Year 1 Trainee (also referred to as Intern)
PGY2	Post Graduate Year 2 Trainee
SA MET	South Australian Medical Education and Training
SATMOS	South Australian Trainee Medical Officer Survey
TMO	Trainee Medical Officer
TTR	Teaching, Training and Research

For more information

www.sahealth.sa.gov.au



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SA Health