

PERFORMANCE AND PROGRESSION POLICY

Purpose

The purpose of this policy is to describe how RVTS manages the performance and progression of a registrar during their enrolment in the RVTS Training Program. The policy considers:

- a. level of performance *during* training ('performance'); and/or
- b. rate of progression *through* training ('progression').

Scope

This policy:

- a. applies to all registrars undertaking the current RVTS training program ('the program') irrespective of the date they commenced their training;
- b. operates in conjunction with the following policies, standards and systems (as might be amended from time to time), namely the:
 - Registrar in Difficulty Policy
 - Withdrawal from Training Policy
 - Reconsiderations, Review and Appeals Policy
 - Registrar Management System (RMS)
 - RVTS Handbook
 - RACGP Vocational Training Standards
 - RACGP Vocational Training Pathway Examination Eligibility Policy
 - RACGP Fellowship Exams Candidate Handbook
 - ACRRM Fellowship Assessment Handbook.
- c. prescribes the framework to be used to assess, manage and monitor a registrar where there are issues or concerns about their:
 - level of performance *during* training ('performance'); and/or
 - rate of progression *through* training ('progression');which have arisen:
 - during training;
 - through the examination or assessment process; or
 - as a result of an adverse event or other circumstances.

Policy

The following policy guidelines (where issued) form part of this policy and prescribe the processes to be followed and the forms to be used. In the event of an inconsistency between the policy and the guidelines, the intent of the policy is to prevail.

RVTS

will take all reasonable steps to:

- monitor the health and well-being of registrars enrolled in the program;
- monitor registrars':
 - performance (*during* training);
 - progression (*through* training); and
 - timeliness in:
 - completing their training assessments; and
 - sitting and passing their College examinations;
- monitor registrars' training as required by the program; and
- respond to any adverse events or circumstances concerning a registrar that are brought to their attention.

Registrars

are responsible for:

- monitoring their health and well-being;
- their training performance and progression;
- practising safely;
- regularly checking the RVTS RMS to monitor progress through training and to ensure that other data is current and correct;
- monitor and manage their training performance against their expected rate of progression through training;
- manage assessment requirements and completion timeframes;
- respond to RVTS reminders and/or requests.
- the timely completion of their training assessments;
- sitting and passing their examinations as and when required; and
- meeting their training obligations and requirements.

The Remediation Medical Educator (RME) has responsibility for:

- approving Performance Improvement Plans (PIP) submitted under the Registrar in Difficulty Policy;
- notifying the Director of Training (DOT) of an approved PIP;
- advising the DOT of any registrar of concern for ongoing management;
- notifying the DOT of a reported adverse incident or event;
- notifying the DOT of any registrars considered for withdrawal from training;
- making recommendations for the management of a registrar of concern; and
- overseeing the management and monitoring of registrars managed under the Registrars in Difficulty Policy.

The Director of Training / CEO (under this policy) has responsibility for advising the Board of any registrar:

- being managed under the Registrar in Difficulty Policy;
- involved in a reported adverse incident or event; or
- being considered for withdrawal from training.

Registrar participation in Training Reviews

1. All RVTS Registrars must participate in a Training Review process as required under this policy.
2. Training Reviews occur twice each year.
3. Registrars who fail or refuse to participate in a Training Review may be referred for management under Stage 1 or Stage 2 of the Registrar in Difficulty Policy. Registrars may be withdrawn from the training program under the Withdrawal from Training Policy.

Monitoring registrar performance and progression

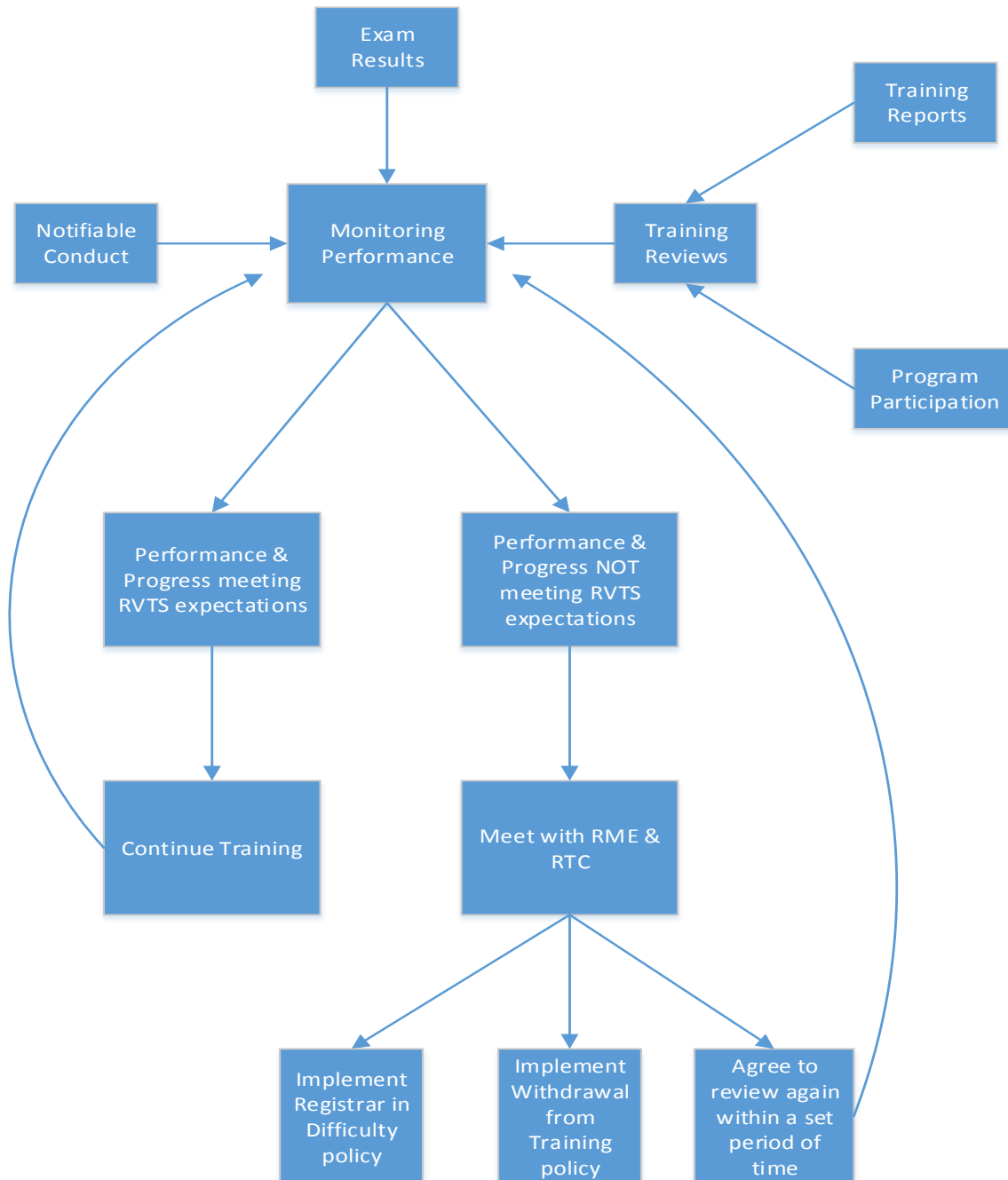
4. Registrar performance and progression will be monitored during training reviews with specific reference to, and not limited by a registrar's:
 - data entries and statements in the RVTS RMS;
 - training reports from their MEs and/or supervisor, and/or RTC, and/or clinical teaching visitor;
 - training assessments and outcomes;
 - attendance at mandatory workshops, webinars and other structured teaching activity;
 - examination and assessment outcomes and timeliness;
 - completion of RVTS online modules;
 - participation in RVTS online forums;
 - presentations at webinars; and
 - other relevant College assessments and requirements.
5. Training Reviews under clause 4 will occur twice each year.
6. Training Reviews under clause 4 are to be conducted by a Training Review Coordinator and include the registrar's RTC, and the registrar's supervisor.
7. Examination and Assessment outcomes referred to in clause 4 are:
 - Fellowship of **ACRRM** summative assessment:
 - Multiple Choice Question Examination (MCQ);
 - Mini Clinical Evaluation Exercise or Case Based Discussion (MiniCEX/CBD);
 - Structured Assessment using Multiple Patient Scenarios (StAMPS) Examination; and
 - Multi Source Feedback (MSF).
 - Fellowship of RACGP Summative assessment components:
 - Applied Knowledge Test (AKT);
 - Key Feature Problems (KFP); and
 - Objective Structured Clinical Examination (OSCE).
8. Additional assessments must be undertaken on the written request of RVTS.
9. A written summary of the Training Review is:
 - a. prepared by the Training Review Coordinator within 7 days of completion of the review using the Training Review reporting template;
 - b. reviewed by the Stream Lead Medical Educator and/or DOT; and
 - c. sent to the registrar, their RTC, Supervisor and Medical Educator.

10. Registrars whose performance and progress has been reviewed and assessed as meeting the expectations of the RVTS can proceed with their training in accordance with their approved training plan.

11. Where a registrar's performance and progress has been reviewed and assessed as *not* meeting the expectations of the RVTS then the registrar concerned must be managed under the Registrar in Difficulty Policy.

Diagram 1.

Monitoring Performance



DEFINITIONS

TERM	DEFINITION under this policy
Performance Improvement Plan (PIP)	A Performance Improvement Plan (PIP) is a documented plan that outlines the agreed steps and actions that will be undertaken by a registrar managed under the <i>Registrars in Difficulty Policy</i> . In either stage, a registrar is required to develop a PIP in conjunction with the RME and RTC including measurable outcomes that a registrar must meet in order to continue their training.
Additional training and support	Additional training and support can include: <ul style="list-style-type: none"> • greater oversight by supervisor or RVTS ME • increased contact by RVTS ME or RTC • a structured program delivered by an RVTS ME • other forms of support by RVTS or stakeholders involved in registrar training.
Adverse Events	Adverse events are defined as incidents in which harm resulted to a person receiving health care. Some of these adverse events may be preventable. Includes notifiable conduct as defined by the Medical Board of Australia.
Notifiable conduct	Notifiable conduct by registered health practitioners is defined as: <ul style="list-style-type: none"> • practising while intoxicated by alcohol or drugs • sexual misconduct in the practice of the profession • placing the public at risk of substantial harm because of an impairment (health issue), or • placing the public at risk because of a significant departure from accepted professional standards.
Director of Training (DOT)	The Director of Training (DOT) has overall responsibility for the structure, delivery and quality of the RVTS Training Program. The DOT is responsible for educational leadership, coordination of the medical educator team, education planning, remediation and evaluation.
Medical Educator (ME)	RVTS Medical Educators (MEs) are responsible for delivery of elements of the RVTS education plan.
Remediation Medical Educator (RME)	RVTS Remediation Medical Educator (RME) is responsible for registrars managed under Stage 1 and Stage 2 of the <i>Registrar in Difficulty Policy</i> . The RME is responsible for implementing and monitoring Performance Improvement Plans (PIP) for registrars undertaking a focused learning intervention or in second stage remediation.
Supervisor	RVTS supervisors provide distance supervision, professional role modelling, one to one teleconference teaching, feedback, regular telephone advice and professional support to the registrar.

TERM	DEFINITION under this policy
Registrar Training Coordinator (RTC)	Registrar Training Coordinators (RTCs) are members of the administration team. The role of the RTC is to be an accessible first point of contact for registrars, providing training advice, monitoring registrar progress and to be a referral point for registrars to specialised training advice within the organisation.
1 st stage Remediation - Focused Learning Intervention	The Focused Learning Intervention (FLI) is the first stage for a registrar managed under the <i>Registrar in Difficulty Policy</i> . The FLI is a formal management process where a registrar has been identified as not meeting RVTS performance and progression standards. In this first stage, a registrar is required to develop a formal Performance Improvement Plan (PIP) as part of the FLI. The PIP is signed by the registrar and the RVTS RME. The performance of the registrar is assessed by RVTS over a defined timeframe. If the registrar is deemed to have successfully met the FLI requirements, the registrar continues with their normal training. If the registrar does not meet the requirements of the PIP, the registrar proceeds to the second stage remediation.
2 nd Stage Remediation	A registrar is placed on 2 nd stage remediation when they have not met the requirements of the Focused Learning Intervention (FLI), or where a registrar has been identified as not meeting RVTS performance and progression standards. In this second stage, a registrar is required to develop a Performance Improvement Plan (PIP) which is signed by the registrar and the RVTS RME. The performance of the registrar is assessed by RVTS over a defined timeframe. If the registrar is deemed to have successfully met the formal remediation requirements, the registrar continues with their normal training. If the registrar does not meet the requirements of the improvement plan, the registrar may be withdrawn from the training program.
Performance	A standard by which registrars are assessed as having fulfilled the training requirements at the minimum required standard or level of attainment during training. In the event that the registrar has not satisfied the progression rules, they are deemed to be a registrar to be managed under the <i>Registrars in Difficulty Policy</i> and can be placed on a Stage 1 Focused Learning Intervention (FLI) or Stage 2 remediation for unsatisfactory clinical and / or assessment performance.

TERM	DEFINITION under this policy
Progression	A standard by which registrars are assessed as having fulfilled the training requirements at the minimum required standard or level of attainment during training that permits the registrar to continue training. It is the rate of progression through the training program including completion of examinations (summative examinations conducted by the RACGP or ACRRM), other assessment (formative assessment delivered and conducted by the RVTS) and attendance at mandatory workshops, webinars and other teaching opportunities as prescribed by the RVTS Training Program. This includes failure to complete assessment items or poor performance in assessment items which may prevent a registrar from progressing to the next stage of training.
Training Review	A documented process that examines and evaluates the work performance and training progression of a registrar against the RVTS Training Program requirements and against RVTS standards. A Training Review is conducted by a supervisor and RTC (may include an ME). The review occurs twice yearly throughout the training program and informs the development of the registrar's training plan. The outcome of a training review could determine whether a registrar is managed under the <i>Registrar in Difficulty Policy</i> .
Support person	A person who supports a registrar and does not act as a spokesperson or advocate for the registrar.
Training reports	Training reports are documented reports from supervisors, MEs, RME, RTCs, and other stakeholders that provide feedback on registrar performance.
Underperformance	Underperformance -where a registrar does not meet the required minimum standard of performance.

Responsibilities

The CEO/Director of Training, Supervisors, Registrar Training Coordinators, and Medical Educators are responsible for the implementation of this policy. RVTS Registrars are responsible for adhering to the terms of this policy.

Related documents

- Registrar in Difficulty Policy
- Withdrawal from Training Policy
- Reconsiderations, Review and Appeals Policy
- Registrar Management System (RMS)
- RVTS Handbook
- RACGP Vocational Training Standards
- RACGP Vocational Training Pathway Examination Eligibility Policy

- RACGP Fellowship Exams Candidate Handbook
- <http://www.acrrm.org.au/training-towards-fellowship/overview-of-training-with-the-college/policy>
- ACRRM Fellowship Assessment Handbook
- RVTS Privacy Policy

Document control

Warning – Uncontrolled when printed! The current version of this document is kept on the RVTS server.

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