

Tip sheet – Term orientation guide

Background

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/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

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: <ul style="list-style-type: none"> - 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
1.0	April 2023	New document