



... (K) ... / ...
D ...
E ...

CONTENTS



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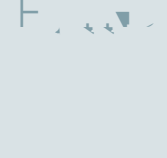
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Figure 1 – National Framework for Prevocational Medical Training



Prevocational doctors take responsibility for achieving the prevocational outcomes – with your support

Prevocational doctors are responsible for achieving the prevocational outcomes, with your support. This is a key part of their role and you will be expected to provide the necessary support to ensure they can meet these outcomes.

Prevocational doctors are responsible for achieving the prevocational outcomes, with your support.

Beginning-of-term discussion

At the beginning of the term, you will have a discussion with the prevocational doctor to discuss their progress and any issues they may be facing. This is an opportunity for you to provide support and guidance to the prevocational doctor and to discuss any concerns you may have.

... (R & R) *Prevocational outcome statements.*

... (...) ...

... (...) ...

PGY1 (Internship)

... [Registration standard](#) (...)

... % ... % ... % ... % ...

... (... E_r ... E_r ...)

- A ...
- B ...
- C ...
- D ...

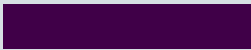
... (...) ... % ... % ...

Figure 2: Requirements for PGY1 programs and terms

Figure 3: Three examples of PGY1 programs

Example PGY1 programs

Term classifications



... (see F...).

...

PGY2

...

...

... (E... E...)

A ...

... (% ... % ...)

...

Figure 4: Requirements for PGY2 programs and terms



Figure 5: Three examples of potential PGY2 programs

Example PGY2 programs

Term classifications

A

Undifferentiated illness

C

Acute and critical illness

▼ [View all PGY2 programs](#) (see [Faculty of Health Sciences](#)).

EPAs

Other educational activities

... (text obscured by noise)

... (text obscured by noise)

... (text obscured by noise)

... (text obscured by noise)

... (text obscured by noise)

... (text obscured by noise)

... (text obscured by noise)

... (text obscured by noise)

... *National standards* ... (text obscured by noise)



• *term supervisor*

• *primary clinical supervisor*

- ✓ *term supervisor*
- ✓ *primary clinical supervisor*
- ✓ *day-to-day clinical supervisor*

• *day-to-day clinical supervisor*



Prevocational outcome statements

Prevocational outcome statements

Prevocational outcome statements are statements that describe the expected outcomes of a prevocational placement. They are used to assess the student's performance during the placement and to provide feedback to the student. The statements are typically written in a clear, concise, and measurable format. They should be based on the learning objectives of the placement and should be aligned with the program's curriculum. The statements should be written in a way that is easy to understand and use by both the student and the supervisor. They should be written in a way that is specific, measurable, achievable, relevant, and time-bound (SMART). The statements should be written in a way that is clear, concise, and measurable. They should be based on the learning objectives of the placement and should be aligned with the program's curriculum. The statements should be written in a way that is easy to understand and use by both the student and the supervisor. They should be written in a way that is specific, measurable, achievable, relevant, and time-bound (SMART).

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Term assessments

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midterm assessment

Midterm assessment is a type of assessment that is used to evaluate the student's performance during the placement. It is typically used to provide feedback to the student and to identify areas for improvement. The assessment is typically written in a clear, concise, and measurable format. It should be based on the learning objectives of the placement and should be aligned with the program's curriculum. The assessment should be written in a way that is easy to understand and use by both the student and the supervisor. It should be written in a way that is specific, measurable, achievable, relevant, and time-bound (SMART).

end-of-term assessment

End-of-term assessment is a type of assessment that is used to evaluate the student's performance at the end of the placement. It is typically used to provide feedback to the student and to identify areas for improvement. The assessment is typically written in a clear, concise, and measurable format. It should be based on the learning objectives of the placement and should be aligned with the program's curriculum. The assessment should be written in a way that is easy to understand and use by both the student and the supervisor. It should be written in a way that is specific, measurable, achievable, relevant, and time-bound (SMART).

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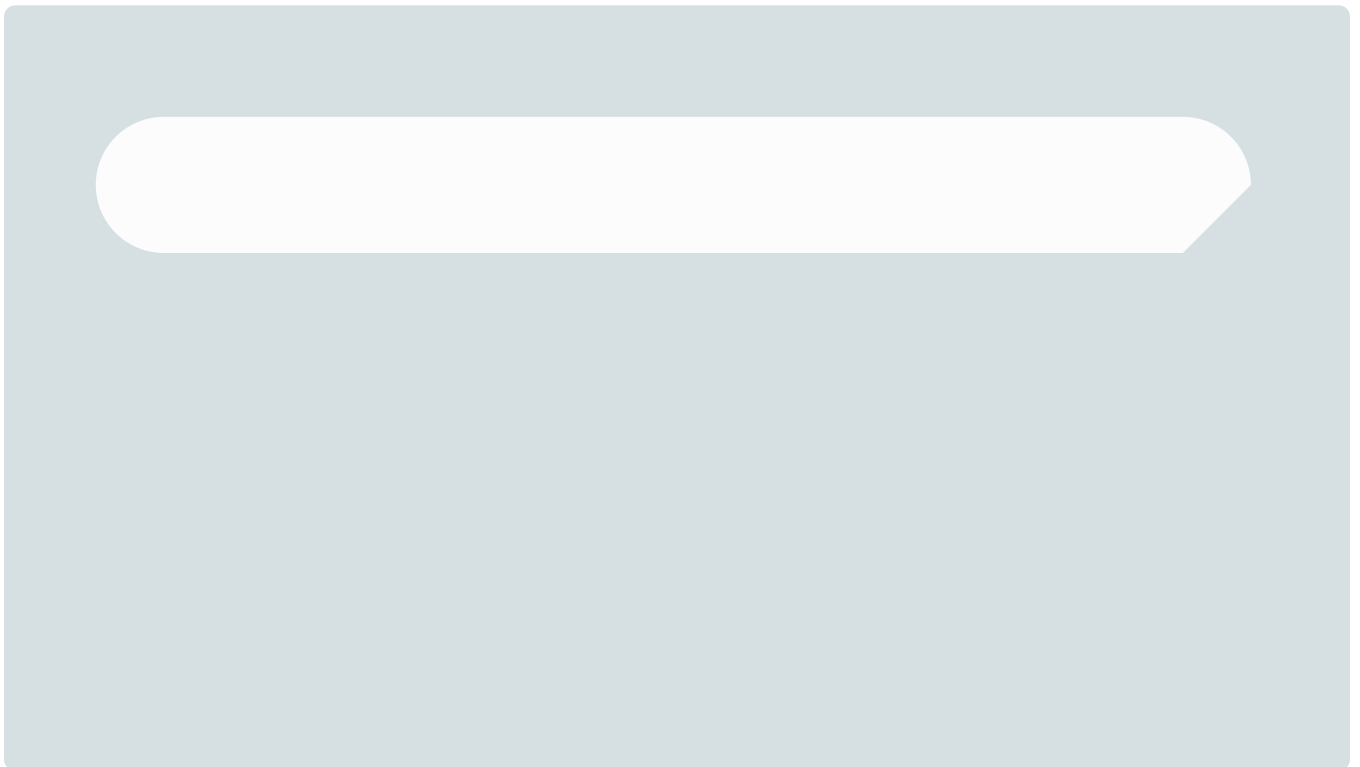
Figure 7: An example of assessment across a four-term year (either PGY1 or PGY2)

Example assessment across the year

Improving performance

The process of improving performance is a continuous cycle. It begins with a clear understanding of the current state and the desired future state. This involves identifying the key areas for improvement and the specific goals to be achieved. Once the goals are set, the next step is to develop a plan of action. This plan should outline the specific steps to be taken, the resources required, and the timeline for completion. The plan should also include a system for monitoring progress and making adjustments as needed. The final step in the process is to implement the plan and evaluate the results. This involves tracking the performance metrics and comparing them to the target values. If the results are not as desired, the process should be repeated, starting with a new assessment of the current state and goals.

Figure 8: The improving performance process



PGY1 (Internship)

PGY1 (Internship) is a 12-month program designed to provide students with practical experience in their field of study. The program is structured to allow students to apply their theoretical knowledge in a real-world setting. The program is divided into two main components: a 6-month period of full-time work and a 6-month period of part-time work. The program is designed to be flexible, allowing students to tailor their experience to their interests and career goals. The program is a prerequisite for the PGY2 program.

Prevocational outcome statements.

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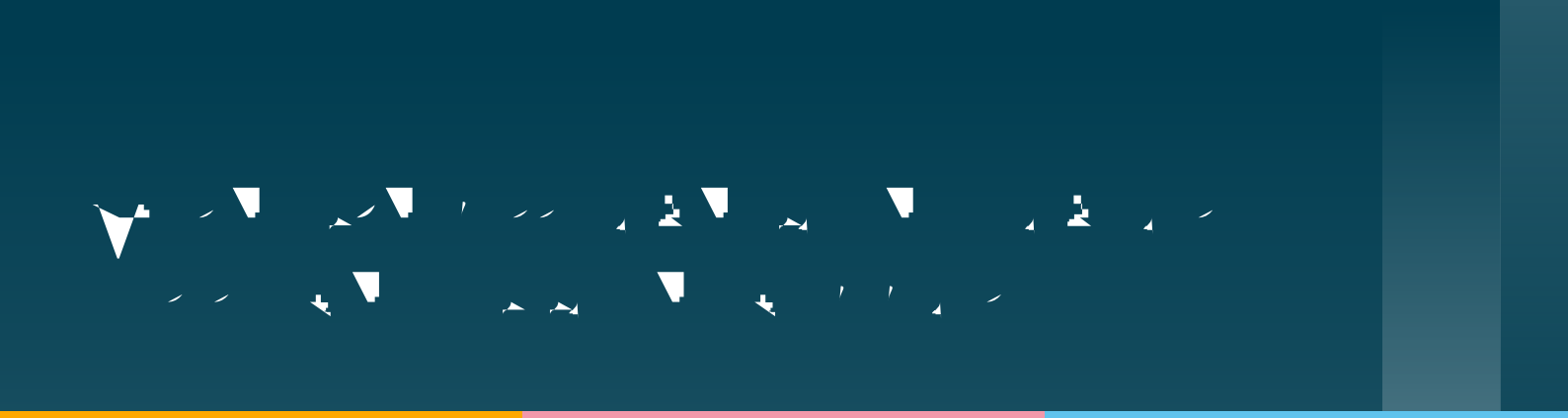
PGY2

PGY2 is a 12-month program designed to provide students with practical experience in their field of study. The program is structured to allow students to apply their theoretical knowledge in a real-world setting. The program is divided into two main components: a 6-month period of full-time work and a 6-month period of part-time work. The program is designed to be flexible, allowing students to tailor their experience to their interests and career goals. The program is a prerequisite for the PGY3 program.

Prevocational outcome statements.

PGY2 is a 12-month program designed to provide students with practical experience in their field of study. The program is structured to allow students to apply their theoretical knowledge in a real-world setting. The program is divided into two main components: a 6-month period of full-time work and a 6-month period of part-time work. The program is designed to be flexible, allowing students to tailor their experience to their interests and career goals. The program is a prerequisite for the PGY3 program.

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External Medical Education Councils

STATE	PMC	WEBSITE
ACT	Canberra Region Medical Education Council (CRMEC)	www.crmeccanberra.com.au
NSW	Health Education and Training Institute (HETI)	www.heti.edu.au
NT	Northern Territory Prevocational Medical Assurance Services (NT PMAS)	www.ntpmas.com.au
QLD	Prevocational Medical Accreditation Queensland (PMAQ)	www.pmaq.com.au
SA	South Australian Medical Education & Training (SA MET)	www.samet.edu.au
TAS	Postgraduate Medical Education Council of Tasmania (PMCT)	www.pmct.edu.au
VIC	Postgraduate Medical Council of Victoria (PMCV)	www.pmcvic.com.au
WA	Postgraduate Medical Council of Western Australia (PMCWA)	www.pmcwa.com.au



ASSESSMENT

... / ...
(...)

CULTURAL SAFETY

... ()

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...

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DIRECTOR OF
CLINICAL TRAINING
(DCT)
(OR EQUIVALENT)

... *prevocational training program* ...

... () ... *prevocational training program*.

... () ...

... () ...

DIRECTOR OF
MEDICAL SERVICES

... () ...

FORMAL EDUCATION
PROGRAM

... *prevocational training program. E . interns ()* ...

INTERN

... () ...

PREVOCATIONAL
DOCTOR

...

PREVOCATIONAL
TRAINING PROGRAM

... () ... *National standards and requirements for
prevocational (PGY1 and PGY2) training programs and terms.* ...

PREVOCATIONAL
TRAINING PROVIDER

PGY

SPECIALTY

SUBSPECIALTY

_____ *specialty*, _____

SERVICE TERM

_____ *term* _____ (_____) _____
_____ (_____) _____ (_____) _____
_____ (_____) _____

TERM

_____ *prevocational training program*, _____

TERM SUPERVISOR

_____ *term*,
_____ *prevocational doctor*

Domains	Outcome statement	EPA 1 Clinical assessment	EPA 2 Recognition and care of the acutely unwell patient	EPA 3 Prescribing	EPA 4 Team communication – documentation, handover and referrals
Domain 3: The prevocational doctor as a health advocate				+/-	+/-
			+/-		
		+/-	+/-	+/-	+/-
		+/-	+/-	+/-	+/-
		+/-	+/-	+/-	+/-
		+/-		+/-	
Domain 4: The prevocational doctor as scientist and					