

# Standard in Focus

## Standard 1.3.1: Educational Expertise

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### Standard 1.3.1 - Educational Expertise: The intern training program is underpinned by sound medical education principles

This standard requires providers to ensure that their programs provide evidence-based, contemporary teaching and learning principles, assessment methods, and supervision throughout their programs. Providers are required to ensure that all staff involved in the Intern Training Program have relevant qualifications and experience to be able to deliver a sound program. This includes key members of a Medical Education Unit as well as others in the organisation that support the supervision, assessment and education needs of junior doctors.

Sound training programs ensure a supportive and sustainable process for learning and training, fair and inclusive education, and education that is responsive to both the learner and population needs. There is no one way to do this, diversity of learning modalities and experiences provides richness and depth to programs. Education can and should be delivered in multiple ways such as through formal education programs, didactic sessions, case-based discussion, simulation, procedural practice, journal clubs, online training, and bed-side teaching among others. Ensuring organisational support for quality education is essential to safeguard time for senior team members to provide proper training, supervision, and assessment of junior staff members.

Intern training programs need to ensure that they are adaptable to changing needs of both the environmental and learning needs of the junior doctors involved. Reflective evaluation of programs is essential, meaning that just evaluating a program is not enough – providers are required to reflect on the results of the evaluation and show how they have acted on feedback provided, and assessed whether changes to a program have resulted in the intended outcome. This is often referred to as ‘closing the loop’ in an iterative quality improvement cycle.