

2.1 History of the Development of the Vocational Training Program

2.1.1 Important Developments in the Vocational Training Program in the Last Ten Years

The important developments in the vocational training program in the last ten years are summarized in Table 2a below.

Table 2a
Important Developments in the Vocational Training Program in the Last Ten Years

Year	Change
1996	The College commenced the development of the first <i>Training Program Handbook</i> .
1999	The first edition of the <i>Training Program Handbook</i> was released (see Attachment 3 for 2006 version of the handbook).
2000	The first <i>Training Program Record Book</i> was introduced (see Attachment 7 for current version).
2001	The <i>Appeals Process</i> and <i>National Trainee Selection Guide</i> were included in the <i>Training Program Handbook</i> for the first time.
2002	<ul style="list-style-type: none"> • The College removed the requirement for applicants to the training program to hold a pass in the Basic Sciences Examination. This applied to applicants entering the training program from 2003 (see Attachment 2). • The College made the decision to extend the minimum period of training from four to five years for trainees commencing from 2003. The five year program was divided into three stages: basic training (years 1 and 2), advanced training (years 3 and 4) and a senior registrar year (year 5). Trainees were required to satisfactorily complete each stage before commencing the next stage (see Attachment 2). • The College introduced the Clinical Sciences Examination for trainees commencing training from 2003. Trainees were required to pass this examination in the first eighteen months of training to be eligible to enter advanced training. Trainees who held a pass in the Basic Sciences Examination were exempt from this examination (see Attachment 2). • The College introduced the Clinical Pharmacology examination for trainees commencing from 2004. Trainees were required to pass this examination in the first eighteen months of training to be eligible to enter advanced training (see Attachment 2). • The College introduced the position of Supervisor of Training at each training institution (see section 2.8 for

	<p>more information about the role of Supervisors of Training).</p>
<p>2003</p>	<ul style="list-style-type: none"> • The College made changes to the trainee appraisal process including: <ul style="list-style-type: none"> ➤ Extending the rating scale for each competency from a two-point scale to a three-point scale to allow more specific appraisal of a trainee's performance; ➤ Introduced a requirement for supervisors to give trainees feedback about their strengths and weaknesses (see sections 2.6.2 and 2.6.3 for more information about the current in-training assessment system). • The College introduced training workshops for Supervisors of Training (see section 2.8.3). • The College developed an information manual for Supervisors of Training and provided each Supervisor with a copy (see Attachment 27 for current version). • The College developed the trainees' section of the College website. • The College developed an orientation booklet for first year trainees and provided each trainee with a copy.
<p>2004</p>	<ul style="list-style-type: none"> • The College conducted an internal evaluation of the In-training assessment system and developed a new in-training assessment model that was introduced in 2005 (see section 2.6.2 and 2.6.3). • The College trialled having a member of the local health jurisdiction as a member of a training position accreditation team for inspections conducted in WA (see section 2.7.3.7). • The College employed a human resources consultant to advise on trainee selection procedures in the Victorian State Faculty (see section 2.9.2.5) • The Trainee Representative Committee was established • The College conducted the first survey of Trainees and recent Fellows to obtain information to evaluate the training program (see section 2.12.1.7)
<p>2005</p>	<ul style="list-style-type: none"> • The College introduced a new model of in-training assessment which comprised: <ul style="list-style-type: none"> ➤ Formative in-training assessments undertaken in March and September (see section 2.6.2); ➤ Summative in-training assessments completed in June and December (see section 2.6.3). • The College invited a member of a health jurisdiction and a lay person to be members of the Overseas Trained Specialists Interview Committee (see section 2.10.1.3). • The College employed a human resources consultant to advise the selection committees convened by every state Faculty (see sections 2.9.2.5 and 2.9.2.6). • The College conducted an internal review of the <i>Training Program Record Book</i>. • The College conducted an internal evaluation of the CPD

	<p>program (see Attachment 38a for information about the system that was reviewed).</p> <ul style="list-style-type: none">• The College Council resolved to give a one year training credit to trainees in the five year training program who satisfactorily complete all requirements for admission to Fellowship by the end of their fourth year of training. Any trainee who does not complete all of these requirements by the end of their fourth year of training is required to complete a fifth year of training in its entirety. All trainees who commenced training in 2003 or the following years are in the five year training program.
2006	<ul style="list-style-type: none">• The College introduced minor changes to the in-training assessment system including removing the requirements for trainees to:<ul style="list-style-type: none">➤ Forward their formative in-training assessments to the College;➤ Obtain feedback on their performance from <i>all</i> of their clinical supervisors as part of the summative in training assessment process and instead required trainees to obtain feedback from two clinical supervisors and their supervisor of training as part of this process (see section 2.6.3 for information about the current requirements).• The College employed a human resources consultant to advise each of the selection committees convened by the state Faculties (see sections 2.9.2.5 and 2.9.2.6).• The College introduced a Fellowship practice paper in November 2006 (see section 2.11.5).• The College introduced the revised <i>Training Program Record Book</i> (see section 2.6.1).• The College introduced the revised CPD program.