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# HEALTH PROFESSIONS' SPECIALTY TRAINING GUIDELINES FOR ZAMBIA

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STP GUIDELINES FIRST EDITION (AUGUST, 2017)

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## TABLE OF CONTENTS

### Contents

TABLE OF CONTENTS.....	i
PREFACE .....	1
WORKING DEFINITIONS .....	1
ABBREVIATIONS & ACRONYMS.....	1
OVERVIEW.....	2
SECTION 1: INTRODUCTION AND BACKGROUND .....	3
SECTION 2: SPECIALTY TRAINING PROGRAMME ORGANISATION.....	4
Ministry of Health .....	4
Department of Human Resources Planning and Development (DHRPD - MoH).....	4
Health Professions' Specialty Communities of Practice and University Faculties .....	5
Health Professions Council of Zambia .....	6
SECTION 3: SPECIALTY TRAINING PROGRAMEE CHARACTERISTICS .....	8
Operational Procedures.....	8
Structure .....	9
SECTION 4: SETTING STANDARDS .....	10
Approval of Specialty Training Programmes: Standards of Training .....	10
SECTION 5: PROGRESSING AS A SPECIALTY REGISTRAR .....	12
Competences, Experience & Performance .....	12
Annual Review of Competence Progression (ARCP).....	12
Annual Review of Competence Progression (ARCP).....	13
SECTION 6: BEING A SPECIALTY REGISTRAR AND AN EMPLOYEE .....	14
Accountability Issues for Employers, Specialty Training Programme Directors, and Trainees .....	14
Roles and Responsibilities.....	14
REFERENCES .....	16

## PREFACE

This edition of “Specialty Training Programme Guidelines for Zambia” (The First Edition 2017) is a seminal referral document because it provides, for Zambia, guidance to the inception and first ever guidelines to postgraduate health professions’ specialty training outside of university settings. It anchors the establishment of the specialty training programme (STP) and guides all the key players in its implementation.

This edition is a consolidation of earlier conventions for academic higher degrees and the new STP and applies to all trainees taking up STP appointments in specialty training which commence on or after August 2017. This edition sets new and augments or replaces all previous dealings regarding specialty training with immediate effect.

Throughout the document any reference to postgraduate specialization includes higher degrees offered by universities (e.g. MSc, PhD etc.) and STP specialty training conferred by a recognized and accredited community of practice of a specialty grouping (e.g. surgeons, internists, paediatricians, obstetricians, public health specialists, epidemiologists, etc.). Where arrangements and processes differ between academic qualifications and specialty training these differences are noted in the document. Notwithstanding the eligibility criteria for specialty training are spelled out for the STP and may differ from postgraduate entry requirements for particular universities. For the STP particular reference is made to Certificate of Eligibility for Specialty Registration & Training (CEST).

The development of these Specialty Training Programme Guidelines has been through a continuous consultative process of feedback by stakeholders from local and international professional associations, regional and international specialty training authorities, regulatory authorities and Government officials. The input and feedback of stakeholders is gratefully acknowledged.

The procedures, standards and requirements set by regulatory authorities, and in particular the Health Professions Council of Zambia (HPCZ), Higher Education Authority (HEA) and the Zambia Qualifications Authority (ZAQA), are extensively cited and referenced to ensure that the STP Guidelines are underpinned by them.

The STP Guidelines are published in hard copy and electronic format and are required to be available on websites, physical repositories, and archives of all STP training centres, licensing & accrediting authorities and specialty awarding professional bodies. These STP Guidelines, to begin with will be reviewed annually, and later in five (5) year intervals. The control of updating and disseminating these STP Guidelines is vested in the Ministry of Health (MoH) of the Government of the Republic of Zambia (GRZ).

## WORKING DEFINITIONS

Term	Definition
Clinical/Professional Supervisor	A clinical/professional supervisor is a trainer who is selected and appropriately trained to be responsible for overseeing a specified trainee's clinical/professional work and providing constructive feedback during a training placement.
Community of Practice	A community of practice is a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.
Educational Supervisor	An educational supervisor is a trainer who is selected and appropriately trained to be responsible for the overall supervision and management of a specified trainee's educational progress during a training placement or series of placements. The Educational Supervisor is responsible for the trainee's Educational Agreement.
Faculty Development	Staff development and professional development, in settings that pertain to educators
Health Professional	A Healthcare professional that has studied, advises on or provides preventive, curative, rehabilitative and promotional health services based on an extensive body of theoretical and factual knowledge in diagnosis and treatment of disease and other health problems acquired in higher education.
Health Professions' Educator	A skilled and certified healthcare professional with high level of professional expertise who is designated to provide students & professionals-in-training with practical and skills-oriented instruction in settings that pertain to health care. In addition, they have educator training.
Specialist Training	The educational and training process of building knowledge, skills and attitudes to a high level of professional expertise in a particular specialty of a health profession. A health professions specialist completes education and training recognized and approved by Specialist Professional Bodies or higher education institutions.
Specialty	A postgraduate pursuit, area of study, or skill to which someone has devoted much time and effort and in which they are expert.
Specialty Community of Practice	A community of practice of specialists in a specific discipline of the health professions.
Specialty Register	A trainee who is undertaking study in an approved specialty at approved specialty training centres.

Specialty Training	<p>A. Deepened, comprehensive and systematic expertise in a particular discipline. Developed research capacity using a coherent and critical understanding of the principles, theories and methodologies of a particular discipline.</p> <p>B. Capacity for self-directed study and the ability to work independently. Planning and carrying out of a substantial piece of original research or scholarship and involving a high order of skill in analysis and critical evaluation.</p> <p>Refers Zambia Qualifications Framework 6 – 9 by the Zambia Qualifications Authority.</p>
Specialty Training Programme Post	A job employment position offered by an employer in a health facility in the context of service delivery while pursuing specialty training.

## ABBREVIATIONS & ACRONYMS

<b>ACRONYM</b>	<b>MEANING</b>
AoP	Assessment of Performance
ARCP	Annual Review of Competence Progression
CCST	Certificate of Completion of Specialty Training
CEST	Certificate of Eligibility for Specialty Training
CPD	Continued Professional Development
CPs	Cooperating Partners
DHRPD	Department of Human Resources Planning & Development
ECSA	East Central and Southern Africa
GRZ	Government of the Republic of Zambia
HEA	Higher Education Authority
HPCZ	Health Professions Council of Zambia
MoH	Ministry of Health
MSc	Masters of Science
PAZ	Paediatric Association of Zambia
PhD	Doctor of Philosophy
SAAC	Specialty Awarding Accreditation & Certification
SADC	Southern Africa Development Community
SCOP	Specialty Community of Practice
SLE	Supervised Learning Event
SR	Specialty Registrar
SRN	Specialty Registration Number
SSZ	Surgical Society of Zambia
STC	Specialty Training Centre
STP	Specialty Training Programme
STPC	Specialty Training Programme Coordinator
STPD	Specialty Training Programme Director
STPE	Specialty Training Programme Examiner
STPP	Specialty Training Programme Post
STPS	Specialty Training Programme Scholarship
ZAGO	Zambia Association of Gynaecologists and Obstetricians
ZAQA	Zambia Qualifications Authority

## OVERVIEW

The Specialist Training Programme (STP), in relevant specialty areas, takes place under the auspices of the Ministry of Health's Department of Human Resources Planning and Development (DHRPD), in partnership with the relevant Specialty Community of Practice (SCOP)/university faculty. Examples of a Specialty Community of Practice include: The Surgical Society of Zambia (SSZ), Zambia Association of Gynaecologists and Obstetricians (ZAGO), Paediatric Association of Zambia, and Zambia College of Physicians (ZACOPH).

The STP is delivered through a synergistic and complementary mechanism that promotes self-regulation for the health professionals and supports human resources for health workforce optimization at the planning and developing front. The partnership is three pronged:

- a) The Ministry of Health through its health care service facilities creates and offers employment for specialty registrar posts at specified specialty training centres (regional training hubs). The MoH specialist staff, accredited by the SCOP, deliver the training and provide clinical/professional supervision. The MoH additionally offers grant support for the STP trainees, training centres, and to the SCOP.
- b) The Specialty Community of Practice (SCOP) develop the curricula and assessment framework and are responsible for ensuring the quality of specialty training. The SCOP enroll, register, and examine the trainees. They are responsible for management of the educational process through the MoH staff who are accredited specialty training directors, coordinators, trainers and educational supervisors.
- c) The Health Professions Council of Zambia approves curricula and accredits the specialty training centres, and upon the recommendation of the SCOP issue the Certificate of Completion of Specialist Training (CCST) to candidates who successfully complete the STP.

Fundamentally, the SPT provides support to enable health professional to take up specialist training by rotating through an expanded range of settings beyond the traditional university teaching hospital. The trainees upon completion of the specialty training are admitted to the Specialty Community of Practice as a specialist and gain entry to specialist registers maintained by the Health Professions Council of Zambia (HPCZ).

## Aims and Objectives

The Aims and objectives of the STP are to:

1. Increase the capacity of the health care sector to provide high quality, appropriate training opportunities to facilitate the required educational experiences for specialists in training.
2. Accelerate production of specialist health professionals who will offer high quality services.
3. Enhance workforce distribution by providing specialty registrars with training opportunities within their work settings at geographically distributed training hubs and in areas of workforce shortage where they may work upon completion of training.
4. Supplement the available specialist workforce in workforce shortage areas such as rural and remote locations.
5. Develop specialist training arrangement beyond traditional university teaching hospitals.

## SECTION 1: INTRODUCTION AND BACKGROUND

- 1.1. This first edition of the Specialty Training Programme (STP) Guidelines for Zambia sets out the procedures, terms and conditions, and key responsibilities of Ministry of Health, the Health Professions Council of Zambia, and the specialty community of practice and/or university faculties.
- 1.2. The Specialty Training Programme (STP) Guidelines for Zambia (First Edition) is applicable to all trainees taking up appointments in Specialty training which commences on or after August 2017. This edition is a consolidation of earlier conventions for academic higher degrees and the new STP protocols which become the regulation with immediate effect.
- 1.3. Throughout the document any reference to postgraduate specialization includes higher degrees offered by universities (e.g. MSc, PhD etc.) and STP specialty training conferred by a recognized and accredited community of practice of a specialty grouping (e.g. surgeons, internists, paediatricians, obstetricians, public health specialists, epidemiologists, etc.). The specialty training must conform to the Zambia Qualifications Authority (ZAQA)'s qualifications framework.
- 1.4. Where arrangements and processes differ between academic qualifications and specialty training these differences are noted in the document. Notwithstanding the eligibility criteria for specialty training are spelled out for the STP and may differ from postgraduate entry requirements for particular universities. For the STP particular reference is made to Certificate of Eligibility for Specialty Training (CESRT) in Zambia.
- 1.5. Each specialty through its parent professional grouping or university faculty or health facility will apply for HPCZ accreditation for Specialty Training Centre (STC) certification.
- 1.6. Professional groupings that are not university faculty (for example, the College of Surgeons and Physicians of Zambia) will apply to the HPCZ for Specialty Awarding Accreditation and Certification (SAAC) status.
- 1.7. The HPCZ will award the SAAC status upon satisfying itself that the curriculum, training facilities, educators and trainers, and the financial provisions meet the requirements of the set standards for specialty training.
- 1.8. Health Professionals who to enter the specialty training programme must apply to an approved Specialty Training Centre in full and open competition (where all qualified or responsible parties are eligible to compete).

## SECTION 2: SPECIALTY TRAINING PROGRAMME ORGANISATION

### Ministry of Health

2.1 Policy direction and coordination of the Specialty Training Programme for public health services is through the Ministry of Health led by the Minister of Health. Detailed policy directives are issued to Ministry of Health officials for implementation.

### Department of Human Resources Planning and Development (DHRPD - MoH)

2.2 DHRPD supports the delivery of equity of access to cost effective quality health services as close to family as possible to patients and public of Zambia, by ensuring that the health workforce has the right numbers, skills, values and professional behaviors, where they are required and at the right time. DHRPD commenced its operational responsibilities from July 2017.

2.3 Of its national functions, five functions are of key importance to the specialty training programme:

- a) Formulate and implement evidence-based HRPD policies, strategic and operational plans including the HRH Planning and Development Strategy Framework, HRH Strategic Plan, and the National Training Operational Plan.
- b) Oversee and coordinate the institutional management & development of education and training in MoH facilities.
- c) Formulate and champion compliance with pre-service and in-service education & training standards by way of quality improvement and assurance frameworks in the training of health professionals.
- d) Be a catalyst for policy dialogue for change and impact in HRH planning and development.
- e) Advise the Minister, Permanent Secretaries, directorates and CPs on matters of HRHPD.

DHRPD will support health professions and practitioners to take greater responsibility for planning and commissioning specialty training through the development of Professional Organisations that assess, certify and award specialist status to health professionals who have completed approved specialty training. While DHRPD mandate is for Zambia it works with stakeholders, as appropriate, in the Southern Africa Development Community (SADC) and the East and Central Southern Africa (ECSA) health community. DHRPD also coordinates and collaborates with specialty training centres in the devolved authorities of Zambia at provincial and district levels.

2.4 The DHRPD in consultation with Ministry of Health departments, provincial offices, district offices, health facilities, and SCOP/university faculties will create STP posts (STPP) and award Specialty Training Programme Scholarships (STPS) for trainees eligible to fill the STPP and commence specialty training.

2.5 The level of sponsorship for the STPS is a salary contribution per year, registration fees, educational support stipend, and professional examinations fees. In establishing specialty training posts Health Facilities are authorized to mobilize funds, resources,

and strategic partnerships with regional and international specialty's' colleges, including developing system wide education and infrastructure support projects to enhance specialty training opportunities for eligible trainees.

### Health Professions' Specialty Communities of Practice and University Faculties

- 2.6 Health Professions' Specialty Communities of Practice (SCOP), for example, Surgical Society of Zambia (SSZ), Zambia Association of Gynaecologists and Obstetricians (ZAGO), Zambia College of Physicians (ZACOPH), and Paediatrics Association of Zambia were established in Zambia in the late 1980s onward. They are responsible for continued professional development (CPD), advising on the standards of practice and promoting the interests of their professions as well as safeguard the interests of the patients and public.
- 2.7 The Ministry of Health will work closely with the health professions SCOPs and the HPCZ to initiate, accredit, and implement specialty training for their particular specialty. The SCOPs will be accountable to the HPCZ for ensuring that the standards set by the HPCZ for health professions training, educational structures and processes are achieved.
- 2.8 The SCOP and faculties develop the specialty curricula and assessment systems in accordance with the principles of training and curriculum development approved by HPCZ. The HPCZ then consider the curricula and assessment systems for approval. Only approved curricula and assessment systems can be used for delivering specialty training programmes resulting in the award of Certificate of Completion of Specialty Training (CCST).
- 2.9 The SCOP/university faculties and their delegated local representatives will work closely with Ministry of Health officials, DHRPD and practicing specialists who have been designated Specialty Training Programme Directors (STPD) to ensure that curricula are delivered at a local level and to support the quality management of training delivered within the training providers. They also have a role of quality improvement and assurance in consultation with HPCZ.
- 2.10 The standards that must be delivered will be set out in educational contracts or service level agreements between the Ministry of Health and the Local STP Provider (LSTPP).
- 2.11 Specialty Training Programme- Directors (STPD), Coordinators (STPC), Trainers (STPT), and Examiners (STPE) will be appointed by SCOP/university faculties and responsible for implementing specialty training in accordance with HPCZ approved specialty curricula across educational provider units that meet curriculum requirements.
- 2.12 All health professionals in specialty training should enroll/register with the relevant SCOP/university faculty so that:
  - The trainee may be indexed and issued a Specialty Registrar Number (SRN) by the HPCZ.

- Progress in their training can be kept under review and supported where required.
- They can access the learning/professional portfolio/log books and assessment documentation for the Specialty.
- Eligible trainees can be recommended to the HPCZ for consideration of award of CCST at the end of their specialty training.

## Health Professions Council of Zambia

2.13 The Health Professions Council of Zambia was established by the Health Professions Act No. 24 of 2009. The HPCZ main functions are a) to register and regulate the professional conduct of the health professions and practitioners, b) license health facilities and accredit health services, and c) recognize and approve training programmes for health practitioners. The HPCZ's statutory purpose is to protect and safeguard the health and safety of the public by ensuring that health professionals follow proper standards of practice.

2.14 The functions of the HPCZ set out in Health Professions Act No. 24 of 2009 include the following:

- a) Register members of the health profession and regulate the professional conduct of health practitioners.
- b) Maintain appropriate practice standards among health practitioners that are consistent with the principle of self-regulation and the promotion of high standards of public health.
- c) Develop, promote, maintain and improve appropriate standards of qualification in the health profession.
- d) Promote the integrity, and enhance the status, of the health profession including the declaration of any particular health practice to be undesirable for all, or a particular category of, health practitioners.
- e) License public and private health facilities, accredit health services and monitor quality control and assurance of health facilities and services.
- f) Represent, coordinate and develop the health profession and promote its interest.
- g) Develop, promote and enforce internationally comparable practice standards in Zambia.
- h) Investigate allegations of professional misconduct and impose such sanctions as may be necessary.
- i) Protect and assist the public in all matters relating to the practice of the health profession.
- j) Advise the Minister on matters relating to the health profession.
- k) Do all such things as are necessary or incidental to the performance of its function under the Act.

2.15 The HPCZ is also responsible for the Training of Health Professionals. The HPCZ accomplishes this through the following provisions:

- a) A training institution shall not provide, or hold out as providing, training to prepare students for a health profession, unless the training programme is approved by the Council.
  - b) The Council shall, at least every five years from the date of the approval of a training programme under section thirty-three, review the approved training programme, including the performance of the graduates of the programme.
  - c) Make regulations to provide for continuing professional development and training to be undertaken by health practitioners.
  - d) Make regulations on the criteria for recognition by the Council of continuing professional development, training programmes and training institutions for purposes of the Act.
- 2.16 The HPCZ holds and maintains the Specialist Register as provided for by the following statutes:
- a) A health practitioner who wishes to be registered as a specialist shall apply to the Registrar for registration, in the prescribed manner and form upon payment of the prescribed fee.
  - b) The Registrar shall register a health practitioner as a specialist, if the health practitioner holds a post-graduate qualification approved by the Council.

## SECTION 3: SPECIALTY TRAINING PROGRAMEE CHARACTERISTICS

### Operational Procedures

- 3.1 In line with the devolution principle espoused in Zambia's constitution, STP will operate multi-site training centres geographically distributed across the country. The STP satellite training centres will be located in MoH teaching hospitals, central hospitals, provincial hospitals and accredited district hospitals or other such health facilities so identified. This strategy affords equitable and accessible geographical distribution of key developmental projects and human resources.
- 3.2 The MoH designated and HPCZ approved specialty training centre will create and advertise specialty training posts.
- 3.3 Specialty Registrar is the generic term that will used to identify and refer to trainees enrolled and registered in the STP.
- 3.4 The SR will be offered an employment contract for the placement they will be working in. Some training programmes will involve more than one employer so health professionals may have a series of contracts of employment through a specialty training programme.
- 3.5 Selected trainees will have a training agreement with the employer and be appointed a specialty registrar (SR) when they are enrolled and registered into an approved STP.
- 3.6 Once a SR employment contract has been offered by a MoH and been accepted by the applicant the employer and trainee must conform to these STP guideline for Zambia.
- 3.7 Following enrolment and registration in a STP, a SRN number will be awarded. This applies to MoH and non-MoH employment.
- 3.8 The SRN is unique to the trainee for the period the trainee holds the number in that specialty training programme. The SRN may be changed for a given trainee if that trainee is subsequently appointed competitively to a different specialty or academic programme.
- 3.9 Where a SRN has been issued, it will be held so long as the trainee is in specialty training or is out of the programme on terms agreed with the STPD.
- 3.10 SRNs will only be awarded to health professionals in specialty training programmes which, subject to satisfactory progress, have an end point of the award of a CCST.
- 3.11 Trainees in STP will retain their SRN through satisfactory progress and performance and should continue to comply with the STP Guidelines for Zambia.

3.12 The SRN may be withdrawn when a trainee has completed the STP, assessed as not being suitable for continuing training in their current STP post, or not complying with the requirements for registering with HPCZ or is dismissed by their employer in the STP post.

3.13 The main purpose of the SRN is to support educational planning and management by enabling DHRPD, HPCZ and STPD to keep track of the location and progress of trainees, and inform workforce data.

## Structure

3.14 The basic structure of specialty training programmes is a rotational experience which allows the trainee to develop and demonstrate competences in a range of clinical/professional settings and environments. Trainees rely on the integrity of the training programme to support their growth and development within it. The ability to demonstrate competences and conduct appropriate to the level of training and the HPCZ's standards of practice forms part of this continuum.

3.15 The 70-20-10 HRH Development approach (70% within the work settings strategies, 20% short term out-of-station settings strategies, and 10% long-term release strategies) will apply to the STP.

3.16 A specialty training programme is a formal alignment or rotation of posts which together comprise a programme of training in a given specialty or subspecialty.

3.17 A STP may deliver the totality of the curriculum through linked stages in an entirety to CCST, or the programme may deliver component elements (the parts: levels) of core training of the approved curriculum.

3.18 Specialty training programmes must be competency based training in service provision context. The minimum duration, number and frequency of performance of skills, level of experience must be stated clearly.

3.19 Higher specialty training posts (super-specialization) may be considered for trainees who are already specialists.

3.20 Higher specialty training (super-specialization) is considered as a separate programme and will require separate approval of programme and post.

3.21 All specialty training programmes lead eventually to a Certificate of Completion of Specialty Training (CCST) issued by the HPCZ to facilitate entry to the specialist registers.

## SECTION 4: SETTING STANDARDS

### Approval of Specialty Training Programmes: Standards of Training

- 4.1 The HPCZ has the powers and regulations to recognize and approve training programmes for health professionals in Zambia. The standards include requisite infrastructure of training institutions, appropriate educational and training curricula, qualifications of trainers/faculty personnel, suitable training equipment and staffing levels of health professionals and other personnel.
- 4.2 The SCOP/university faculties are authorized to integrate requirements, criteria, responsibility, evidence and guidance for specialty training prevailing in local, regional and international standards.
- 4.3 Specialty Training Programme curricula should describe outcomes in terms of achieved competences, knowledge, skills, attitudes and time-served.
- 4.4 The STP curricula must address itself to the following STP standards domains:
  - a) Domain 1: Patient Safety
  - b) Domain 2: Quality Management, Review and Evaluation
  - c) Domain 3: Equality, Diversity and Opportunity
  - d) Domain 4: Recruitment, Selection and Appointment
  - e) Domain 5: Delivery of Approved Curriculum including Assessment
  - f) Domain 6: Support and Development of Directors, Coordinators, Trainers, Assessors, and Trainees
  - g) Domain 7: Management of Education and Training
  - h) Domain 8: Educational Resources and Capacity
  - i) Domain 9: Outcomes of STP
- 4.5 The STP must be managed by an appropriately qualified and appointed Specialty Training Programme Director (STPD) for each specialty. The STPD is supported by STP- Coordinators (STPC), Trainers (STPTs) and Examiners (STPEs).
- 4.6 STP programmes/posts must conform to the training standards set by the HPCZ in order for specialty training approval to be granted.
- 4.7 The STPD, STPCs, STPTs, and STPEs must be HPCZ accredited and certified after they have been nominated and appointed by SCOP/university faculties.
- 4.8 SCOPs/university faculties may further develop specialty specific guidelines based on HPCZ's standards for specialty training programmes in order to support the implementation of specialty curricula.
- 4.9 In order for a specialty training programme to be approved by the HPCZ it should be submitted by the STPD who is endorsed and appointed by the SCOP/university Faculty.

- 4.10 The STPD is responsible for the quality management of the specialty training programmes and linkages to the HPCZ and MoH Quality Improvement Framework.
- 4.11 The STPD is accountable to MoH, HPCZ, and SCOP/university faculty for the quality of the specialty training and performance of those to whom she/he delegates authority for the day to day management of the STP.
- 4.12 The HPCZ to approve a specialty training centre will require an educational contract or agreement between the specialty training centre and SCOP/university faculty which sets out the number of STP posts for each training centre, the standard to which STP must be delivered and the monitoring arrangements. This requirement applies to both STP providers in and outside the MoH.
- 4.13 Patient safety is fundamental responsibility of the health care services, and as such, STP providers should ensure that trainees are adequately supervised as they develop the health workforce of the future.
- 4.14 STP providers must support Faculty Development to ensure educational and clinical/professional supervisors enhance their competence in educational appraisal and feedback and in assessment methods, including the use of the specific workplace assessment tools.
- 4.15 Educational and professional supervisors are required to be recognized and placed in the Health Professions Education career track of the Ministry of Health, if they choose that career path.
- 4.16 Each STP trainees must be assigned a named clinical/professional and educational supervisor for each placement in their specialty programme or post. Where the same person is assigned both these roles the respective roles should be clearly defined.
- 4.17 The STPD will be required to satisfy themselves that those involved in managing STP, including coordinators, clinical/professional supervisors, educational supervisors, trainers and examiners have the required competences.
- 4.18 The HPCZ quality assurance of the STP will be through:
- Approval against standards of STP, curricula and training centres.
  - Evidence-based policies and guidelines regarding areas of greatest regulatory risk.
  - Inspection and monitoring visits and checks.
  - Peer review mechanisms.

## SECTION 5: PROGRESSING AS A SPECIALTY REGISTRAR

### Competences, Experience & Performance

- 5.1 Progression to the next level of training is **NOT** automatic and must be dependent on the trainee satisfying all the competency requirements for each defined level as per curriculum. Such levels may include: Part 1: Foundation level; Part 2: Core Specialty Rotations; and Part III: Specialty Certification Level.
- 5.2 The specialty curricula approved by the HPCZ for STP must stipulate the knowledge, skills and attitude objectives against which trainees must demonstrate competency. Each specialty is required by the HPCZ to map its assessment processes against the approved curriculum and the HPCZ's standards of practice.
- 5.3 Specialty training programmes must be competency based training. Accordingly, the minimum duration, number and frequency of performance of skills, level of experience must be stated because competences, knowledge, skills and behaviours take time and systematic practice to become integrated in the trainee's professional performance.
- 5.4 The assessment framework must be designed to provide a coherent system of assessing both formative and summative assessments which are workplace based and in examination settings. Supervised learning events (SLEs) are an important component of formative assessments. Assessments of performance (AoPs) are essential workplace based assessments.
- 5.5 Trainees may be assessed in varied formats and for different stages in their training for example, for Part 1: Foundation level; Part 2: Core Specialty Rotations; and Part III; and for Annual Review of Competence Performance Competence (ARPC). The expected rate of progress in acquisition of the required competences should be defined in each specialty curriculum and recognize that trainees may progress at different rates.
- 5.6 For each STP acceptable progress, time limits and procedures for remediation should be stipulated and availed to STP administrators, trainers and trainees and employers.

### Annual Review of Competence Progression (ARCP)

- 5.7 The STP assessment framework maps the assessment to stated competence outcomes and to HPCZ standards of practice. The framework supports a training environment with the context of service delivery.
- 5.8 Progress of the trainee is assessed using multiple and validated assessment tools and methods in a structured formal assessment schedule.
- 5.9 The ARCP outcomes for each trainee should be communicated to relevant stakeholders.

## 5.10 ARCP Outcomes:

- **Outcome 1: Clear Pass** – Achieving progress and the development of competences at the expected rate. The trainee must have also satisfied examiners in the appropriate prescribed examinations for the level of competence, for example, Part 1: Foundation level; Part 2: Core Specialty Rotations; and Part III: Specialty Certification Level.
- **Outcome 2: Proceed & Remediate** - Development of specific competences required but additional training time not required.
- **Outcome 3: Inadequate Progress** – Additional training time required.
- **Outcome 4: Exclude from STP** - Released from training programme unsatisfactory progress rate in gaining competences.
- **Outcome 6: Graduate** - Certificate of Eligibility for Specialist Registration. Gained all required competences – Will be recommended as having completed the training programme and will be recommended for award of a CCST. The trainee must have also satisfied Examiners in the prescribed Exit examination of the specialty training.

## Annual Review of Competence Progression (ARCP)

5.11 Assessment supports learning and as such each trainee must have a named educational supervisor who should provide feedback on performance and support in career progression.

5.12 The educational supervisor will submit a structured Educational Supervisor's Report that consolidates reports of progress from multiple assessment sources to illustrate the trainee's progression in training and professional judgement.

5.13 The Learning Agreement between the trainee and the educational supervisor is the basis of all educational reviews and it sets out their specific aims and learning outcomes for each stage of the training, based on the requirements of the curriculum for the specialty and on any recent ARCP outcome.

5.14 Log books, clinical/professional audit, portfolios, research/projects, publications and other relevant records of attainment of skills or competence should be submitted to the educational supervisor as part of review of competence progression.

5.15 Upon the recommendation of a recognized and approved Specialty Community of Practice (specialist status awarding body) the HPCZ will certify health professionals who have successfully completed a full HPCZ approved specialty training programme by awarding them a Certificate of Completion of Specialty Training (CCST) to facilitate their specialist registration.

5.16 In order to be able to take up a substantive or honorary specialty post or title in one of the facilities of the Ministry of Health a health professional is required to hold a licence to practice and be listed on the HPCZ's specialist register.

## SECTION 6: BEING A SPECIALTY REGISTRAR AND AN EMPLOYEE

### Accountability Issues for Employers, Specialty Training Programme Directors, and Trainees

- 6.1 In the first instance, Specialty Registrars in the STP are employees of the Ministry of Health (or other employers). In the second, they are pursuing specialty training under the management of the STP Director selected by the relevant Specialty Community of Practice (SCOP). In fulfilling each of these roles SRs gain certain rights and responsibilities.
- 6.2 Necessarily, the SRs are subject policies and conditions of services of their employer and as such are pursuing specialty training under the supervision of the STP Director in the context of being employed for service delivery.
- 6.3 The employer, therefore should be fully informed about the performance and progress of the SR and have in place mechanisms to deal with SRs who are not making satisfactory progress. This unique nature of the SR's status requires the roles of the Employer and the STPD to be clearly defined.

### Roles and Responsibilities

- 6.4 The STPD is commissioned by the SCOP to oversee the trainee's education and training and education while registered in the STP and employed in a SR Post. The training centre will have an educational contract with the SCOP. The educational contract provides legitimate basis concerning interest in the education and training of SRs within the employment settings.
- 6.5 The Ministry of Health is responsible for:
  - Creating SR training hubs that meet the requirements for a specialty training unit.
  - Creating SR posts.
  - Employing SRs to the SR posts.
  - Availing its specialists to train SRs.
  - Executing Educational Agreements with SCOP/university faculties.
- 6.6 The Specialty Community of Practice (SCOP)/university faculties are responsible for:
  - Developing curricula and assessment frameworks for specialty programmes.
  - Obtaining recognition and approval of their specialty programmes.
  - Appointing STP directors, coordinators, trainers and examiners for the specialty programmes.
  - Recruiting, registering and obtaining Specialty Registrar Numbers for the Trainees from the HPCZ through nationally defined processes.
  - Conducting assessments of performance progress of the trainees.

- Conveyancing of performance progress of the trainee to the employer and the HPCZ.

6.7 So while the SCOP/university faculties are responsible for commissioning and managing good quality training and education, employers must ensure that mechanisms are in place to support the training of trainees.

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