**TEMPLATE INSTRUCTIONS (Remove these instructions before publishing)**

YELLOW HIGHLIGHTS: Update with your program’s information and remove the highlights.

RED TEXT: Notes for the program only. Meant to provide context or instruction. Remove anything in red text prior to publishing.

BLUE TEXT: Reference to applicable accreditation standards, for your information. Remove anything in blue text prior to publishing.

**Requirement 1.2.1:** The residency program committee structure is composed of appropriate key residency program stakeholders.

Indicator 1.2.1.1: Major academic and clinical components and relevant learning sites are represented on the residency program committee.

**Requirement 1.2.2:** The residency program committee has a clear mandate to manage and evaluate the key functions of the residency program.

Indicator 1.2.2.3: The mandate of the residency program committee includes planning and organizing the residency program, including selection of residents, educational design, policy and process development, safety, resident wellness, assessment of resident progress, and continuous improvement.

**Requirement 1.2.3:** There is an effective and transparent decision-making process that includes input from residents and other residency program stakeholders.

Indicator 1.2.3.1: Members of the residency program committee are actively involved in a collaborative decision-making process, including regular attendance at and active participation in committee meetings.

Indicator 1.2.3.2: The residency program committee actively seeks feedback from residency program stakeholders, discusses issues, develops action plans, and follows up on identified issues.

Indicator 1.2.3.4: Actions and decisions are communicated in a timely manner to the residency program’s residents, teachers, and administrative personnel, and to the academic lead of the discipline and others responsible for the delivery of the residency program, as appropriate.

**Requirement 2.1.1:** The residency program committee has well-defined, transparent, and functional policies and processes to manage residency education.

Indicator 2.1.1.1: There is an effective mechanism to review and adopt applicable postgraduate office and learning site policies and processes.

Indicator 2.1.1.4: All individuals with responsibility in the residency program follow the central policies and procedures regarding ensuring appropriate identification and management of conflicts of interest.

**Requirement 2.3.1:** There is a well-defined and effective process to select the residency program’s learning sites.

Indicator 2.3.1.1: There is an effective process to select, organize, and review the residency program’s learning sites based on the required educational experiences, and in accordance with the central policy(ies) for learning site agreements.

**Requirement 2.3.2:** Each learning site has an effective organizational structure to facilitate education and communication.

Indicator 2.3.2.1: Each learning site has a site coordinator/supervisor responsible to the residency program committee.

Indicator 2.3.2.2: There is effective communication and collaboration between the residency program committee and the site coordinators/supervisors for each learning site to ensure program policies and procedures are followed.

This means all programs require a site lead (or equivalent) for each learning site. The site leads must be members of the RPC, and provide regular reports to the RPC, including any inter-institution affiliation agreement (IIA) sites**.**

*This document is designed to serve as a guideline for programs in creating a program-specific role description. It is not prescriptive. Please edit and modify as required for your program and Residency Program Committee processes.*

**Site Lead Role Description**

**Approved:** DATE

**Date of Next Scheduled Review:** DATE (review at least every three years)

**Preamble:**

All learning sites require a Site Lead. This includes hospitals, clinics, or other facilities, where residents are regularly assigned and provide clinical care (excluding elective locations).

A Site Lead is a faculty member who is responsible for residents at a specific learning site.

**Qualifications:**

The Site Leads must be certified by the Royal College (RC) or College of Family Physicians of Canada (CFPC) or equivalent international qualification.

They should have demonstrated an interest in postgraduate education. They should have strong organizational and communication skills, including foundational knowledge of the program’s policies and procedures, curriculum, and assessment requirements.

**Accountabilities:**

Each Site Lead is accountable to the program director and the Residency Program Committee (RPC).

The Site Leads serve as a member of the RPC.

**Appointment:**

Each Site Lead will be selected by the program director or the divisional/department Chair. (This is program dependent – each program should decide on the selection process.)

The term is normally x number of years with x renewable terms possible. Ideally the term is long enough to provide consistent support to residents and the RPC for several years, including action plan follow-up.

If the program is providing protected time or renumeration for this role, this should be clearly identified in this section.

**Responsibilities**

Note: responsibilities will vary from program to program, but may include (edit list as needed):

1. Ensure all residents and site faculty are aware of, and follow, the current program and site-specific policies and procedures.
2. Liaise with residents and faculty regarding any concerns that arise at the site and report back to the Program Director and the RPC.
3. Monitor resident progression and ensure site faculty complete all assessments (for example ITERs and EPAs) in a timely manner. These will be provided to the Competence Committee as part of resident assessment.
4. Ensure residents are provided protected time to attend Academic Half Days and other program-related activities.
5. Confirm residents are aware of resident advocacy and support resources (Learner Experience, PARO, PGME, etc.)
6. Collaborate with the RPC to ensure the site has a positive learning environment.
7. Provide a regular site update at RPC meetings and document any action plans and follow-up. Site updates should consider the resources available (e.g. computers, call rooms, patient number and variety) including issues of over-census, patient safety, and clinical supervision concerns.
8. Participate in the program’s continuous improvement initiatives, including regular review of learning sites based on the required educational experiences.

Agenda items that should be included in the Site Lead update at RPC meetings:

* Updates to action items identified in previous meetings
* New resident or faculty concerns, including any resource, safety, or wellness-related concerns
* Site-specific policy review (if applicable, at least every 3 years)