

Medical Medical Training Survey 2020

Medical Board of Australia and Ahpra

Report for Aboriginal and/or Torres Strait Islander doctors in training



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MESSAGE FROM THE CHAIR

Our huge thanks to the more than 21,000 doctors in training who responded to the 2020 Medical Training Survey (MTS). We now have responses from more than half of Australia's doctors in training, and a solid evidence base for continuous improvement.

The MTS data are rich and once again, provide fascinating insights. In broad terms, 2020 MTS results are consistent with 2019 MTS data. There's a lot going well in medical training in Australia and we're doing a lot of things right to keep producing doctors who can provide patients with high quality care.

This year, 87 per cent of doctors in training rated the quality of their clinical supervision and training very highly, 75 per cent said their orientation was good or excellent, and 81 per cent would recommend their current training position to other doctors.

Stronger response rates this year have given us robust national data about the experience of prevocational and unaccredited trainees. The results show that these doctors value and rate highly the training they receive – but these training opportunities are limited. Better training for this important group of doctors will lead to better care and safety of patients in Australia and is an important opportunity for action.

About 66 per cent of trainees work more than 40 hours per week, but many value the extra training opportunities this provides.

We are delighted to have heard from so many international medical graduates (IMGs) with limited or provisional registration (49 per cent), who were very satisfied with their training experience.

We responded to stakeholder feedback and updated MTS questions to get a clearer picture of the culture of medicine. Disappointingly, the 2020 MTS results confirm that there is a lot still to be done both in medicine and the wider health sector. Again this year, 34 per cent of doctors in training reported they had experienced and/or witnessed bullying, harassment or discrimination, consistent with 33 per cent in 2019.

Nearly half our interns (47 per cent) experienced and/or witnessed bullying, harassment or discrimination, followed by 39 per cent of prevocational and unaccredited trainees, 36 per cent per cent of specialist non-GP trainees, 23 per cent of IMGs and 21 per cent of specialist GP trainees. The primary sources of the bullying, harassment and discrimination experienced by trainees was by consultants and specialists (51 per cent), nurses or midwives (36 per cent) and patients and/or patients' family/carers (34 per cent).

Importantly, 66 per cent of trainees said that they did not report the incident they experienced, and 78 per cent did not report the incident they witnessed.

For the future of our profession, we must all listen to what the thousands of trainees have told us. Collectively, we must prioritise the work needed to build a culture of respect, including by making it safe for them to speak up. We must keep our trainees safe. An urgent and shared commitment to this across medicine and the wider health sector will lead to safer patient care.

Questions in 2020 about the impact of COVID-19 on training drew interesting answers. Perhaps unsurprisingly, 80 per cent said the pandemic had impacted on their training. About one third of trainees overall (notably 37 per cent in Victoria) reported it having had a negative effect, nearly half said the impact on their training was mixed, and more than one third said it had led to innovative ways to learn.

Once again, we have deliberately presented the results of the MTS unadorned. As promised, we have prioritised confidentiality and results are only published when there were 10 or more responses.

You can access 2020 results in a series of static reports or with an online reporting tool, accessible from the MTS website at www.medicaltrainingsurvey.gov.au. You can use this tool to compare 2019 and 2020 results and see how your workplace, college or state compares with the national response.

The Board is grateful to everyone who worked with us to deliver and promote the 2020 MTS. Sincere thanks to all the members of our Steering Committee and Advisory Group, who shared their expertise and experience so openly. A very special thanks to the many doctors in training who have worked closely with us on the Medical Training Survey this year, whose insight, energy and commitment continues to reassure and inspire.



Dr Anne Tonkin Chair, Medical Board of Australia

INTRODUCTION

The Medical Training Survey (MTS) is a national, profession-wide survey of doctors in training in Australia. It is a confidential way to get national, comparative, profession-wide data to strengthen medical training in Australia. The MTS is conducted annually with doctors in training, with 2020 representing the second wave of data collection.

The objectives of the survey are to:

• promote better understanding of the quality of medical training in Australia

- identify how best to improve medical training in Australia, and
- identify and help deal with potential issues in medical training that could impact on patient safety, including environment and culture, unacceptable behaviours and poor supervision.

The Australian Health Practitioner Regulation Agency (Ahpra), on behalf of the Medical Board of Australia (the Board), commissioned EY Sweeney to undertake data collection and report on results for the MTS.

METHOD

Data collection for the MTS involved receiving responses to an online survey from n=21,851 doctors in training, with n=20,915 responses eligible for analysis (i.e. currently training in Australia) between 21 July and 8 October 2020.



Different versions of the survey were used to reflect the particular training environment of doctors who are at different stages in their training. Doctors in training answered questions about their experiences in their workplace. This could be the doctor in training's current setting, workplace, placement or rotation, or might be a previous setting, if they have only been practising or training in their current setting for less than two weeks.

For this report, results for Aboriginal and/or Torres Strait Islanders are presented at an overall level. To explore results within the Aboriginal and/or Torres Strait Islander cohort further, please visit

www.medicaltrainingsurvey.gov.au/results.

INTERPRETING THIS REPORT

This report provides key results based on n=117 doctors in training, Aboriginal and/or Torres Strait Islander doctors in training compared against national results (n=20,915) of all eligible doctors in training (i.e. currently training in Australia).

Bases exclude 'not applicable' responses or where the respondent skipped the question. Data in this report are unweighted. Labels on stacked charts are hidden for results 3% or less. Results with base sizes of less than n=10 are suppressed.

Data percentages displayed throughout the report are rounded to the nearest whole number. As such, if there is an expectation for a given chart or table that all percentages stated should add to 100% or nets should equal to the sum of their parts, this may not happen due to rounding.

Executive summary

OVERALL SATISFACTION

I would recommend my current training position to other doctors

Total agree: 79%				Total disagree: 99	
Aboriginal and/or Torres Strait Islanders	(n=117)	32%	47%	13%	6%
		Total agree: 81%		Total disa	gree: 6%
National response	(n=16710)	34%	47%	13%	<mark>4%</mark>

I would recommend my current workplace as a place to train

	Total ag	Total agree: 77%			gree: 9%
Aboriginal and/or Torres Strait (n Islanders	n=117)	38%	38%	15%	6%
ISIAIIUEIS	Total agree: 81%		Total disa	Total disagree: 7%	
National response (n	=16708)	35%	45%	13%	<mark>5%</mark>
Key: Strongly agree	Agree	Neither agree nor disagree	Disagree	Strong	ly disagree
Base: Total sample					

Q50. Thinking about your setting, to what extent do you agree or disagree with the following statements?

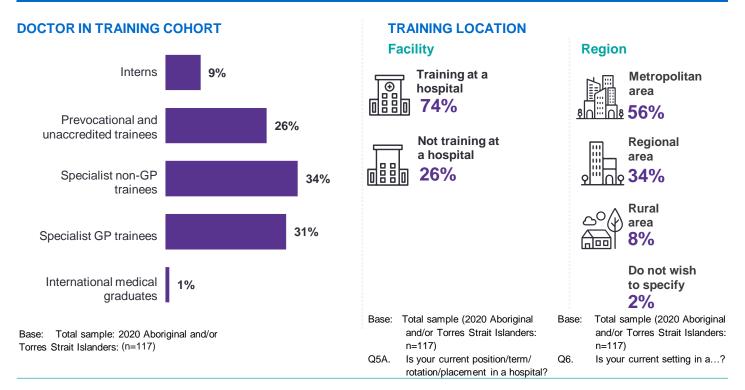
HIGHLIGHTS

Quality of orientation		Total excellent/goo	od: 72%		Total terrible/poor: 3%
Aboriginal and/or Torres Strait Islanders	(n=108)	19%		53%	25%
		Total excellent/goo	od: 75%		Total terrible/poor: 4%
National response	(n=18189)	23%		51%	22%
Quality of clinical supervi	sion				
		Total excellent/goo	od: 86%		Total terrible/poor: 1%
Aboriginal and/or Torres Strait Islanders	(n=116)	4	4%	42%	13%
		Total excellent/goo	od: 87%		Total terrible/poor: 2%
National response	(n=17938)	4	4%	44%	5 10% I
Quality of teaching session	ons	Total excellent/goo	od: 79%		Total terrible/poor: 6%
Aboriginal and/or Torres Strait Islanders	(n=117)	29%		50%	15% 6%
Islanders		Total excellent/goo	od: 83%		Total terrible/poor: 2%
National response	(n=17445)	26%		58%	14%
Quality of training to raise	natient s	afety concerns			
quality of training to raise	patient 5	Total excellent/goo	od: 72%		Total terrible/poor: 5%
Aboriginal and/or Torres Strait	t _(n=117)	31%		41%	23% 4%
Isidnuers		Total excellent/goo	od: 79%		Total terrible/poor: 3%
National response	(n=16842)	27%		53%	17%
Key: Excellent		Good	Average	Poor	Terrible

Base: Orientation received | Q27B. How would you rate the quality of your orientation? Base: Have a supervisor | Q31. For your setting, how would you rate the quality of your clinical supervision / peer review?

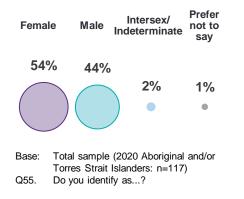
Base: Total sample | Q39. Overall, how would you rate the quality of the teaching sessions? | Q48. In your setting, how would you rate the quality of your training on how to raise concerns about patient safety?

Profile of Aboriginal and/or Torres Strait Islander doctors in training

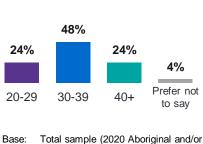


DEMOGRAPHICS

Do you identify as...



Age in years



Torres Strait Islanders: n=117) Q56. What is your age?

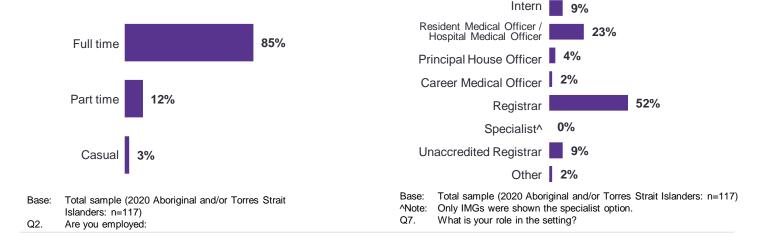
Role

Cultural background

ane Torres	iginal d/or s Strait nder	Neither	Prefer not to say
10	0%		
		0%	0%
Base:	Torres S	nple (2020 Abo trait Islanders: ı	n=117)
Q57.	Do you io	dentify as an Au	ıstralian Aborigina

Do you identify as an Australian Aboriginal and/or Torres Strait Islander person?

Employment

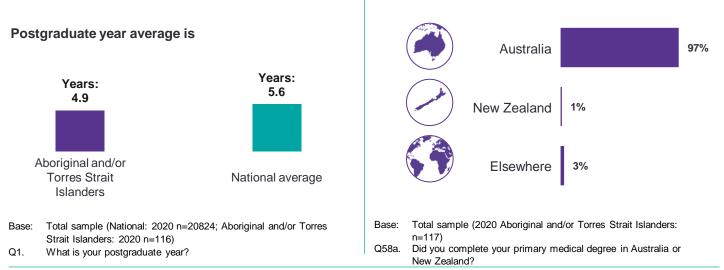


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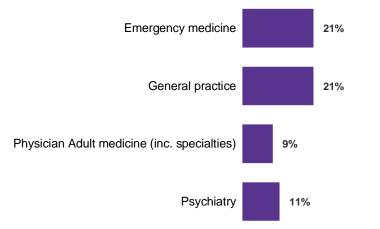
PRIMARY DEGREE

Profile of Aboriginal and/or Torres Strait Islander doctors in training

POSTGRADUATE YEAR



CURRENT ROTATION / TERM / POSITION



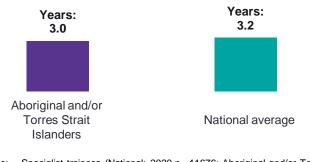
Base: Total sample (2020 Aboriginal and/or Torres Strait Islanders: n=117), fields with 10 or more responses shown. Note: fields marked with an * are subspecialties.

Q9a. Which area are you currently practising in? | Q9b. If applicable, which subspecialty area are you practising in?

Profile of Aboriginal and/or Torres Strait Islander doctors in training

SPECIALIST TRAINEES

On average, Aboriginal and/or Torres Strait Islander specialist trainees have been in their training program for



Base: Specialist trainees (National: 2020 n= 11676; Aboriginal and/or Torres Strait Islanders: 2020 n=75)

Q15. How many years have you been in the College training program?

INTERNATIONAL MEDICAL GRADUATES (IMGs)

Pathway

Chart not shown due to insufficient sample size.

Base: IMGs (2020 Aboriginal and/or Torres Strait Islanders: n<10) Q11a. Which pathway are you in?

Specialist pathway assessment

Chart not shown due to insufficient sample size.

Base: IMGs selecting a specialist pathway or specialist and competent authority pathway (2020 Aboriginal and/or Torres Strait Islanders: n<10)

Note: IMGs were shown other colleges. Only colleges with 10 or more responses are shown.

Q11b. Which college(s) did your specialist pathway assessment?

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INTERNATIONAL MEDICAL GRADUATES (IMGs)

On average, Aboriginal and/or Torres Strait Islander IMGs have held registration in Australia for



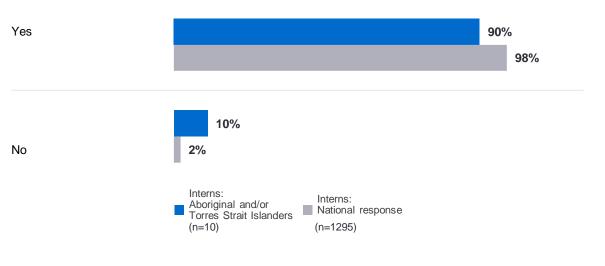
Base: IMGs National: 2020 n=2040; Aboriginal and/or Torres Strait Islanders: 2020 n<10)^

Q10. How many years have you held registration in Australia?

Training curriculum - Interns

ABORIGINAL AND/OR TORRES STRAIT ISLANDER INTERNS WITH KNOWLEDGE OF THEIR INTERN EDUCATION PROGRAM...

90% of Aboriginal and/or Torres Strait Islander interns have an intern education program, which is less than the national response for interns (98%).



Base: Interns

Q12. Organisations that employ interns are required to provide them with a formal education program (such as grand rounds and weekly teaching sessions etc) in addition to work-based teaching and learning. Do you know about your intern education program?

INTERN EDUCATION PROGRAM

My intern education program is helping me to continue to develop as a doctor

Interns: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 77%	Total disagree: 8%			
Interns: National response	(n=1253)	18%	59%	15%	7%	

There are opportunities for me to meet the requirements of my intern education program in my current setting

Interns: Aboriginal and/or Torres Strait Islanders Interns: National response		(n<10)^ To	(n<10)^ Total agree: 77%				
		(n=1248)	20%	57	%	Total disag	8%
Key:	Strongly agree	Agree	Neither agree	nor disagree	Disagree	Strongly	disagree
	own due to small base s		response is filtered to inte	rns with an intern e	ducation program		

Q13. Thinking about your intern education program, to what extent do you agree or disagree with the following statements?

Training curriculum - Interns

INTERN EDUCATION PROGRAM (continued)

I understand what I need to do to meet my intern education program requirements

Interns: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 79%		Fotal disag	ree: 9%
Interns: National response	(n=1253)	21%	58%	12%	8%

My intern education program is preparing me for future medical practice

Interns: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 75%		Total disa	ıgree: 8%
Interns: National response	(n=1252)	15%	59%	18%	7%

My intern education program is advancing my knowledge

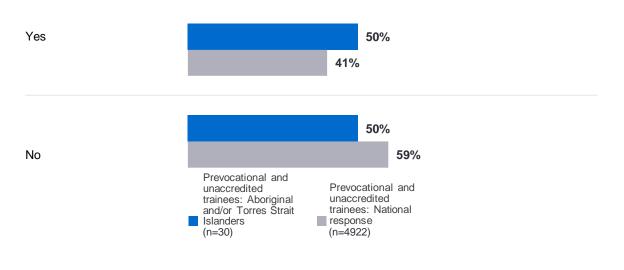
Interns: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 77%		Total disag	gree: 7%
Interns: National response	(n=1252)	16%	61%	16%	6%

Key:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree		
Anot shown due to small base size.							
 Base: Interns with an intern education program. National response is filtered to interns with an intern education program Q13. Thinking about your intern education program, to what extent do you agree or disagree with the following statements? 							

Training curriculum - Prevocational and unaccredited trainees

ABORIGINAL AND/OR TORRES STRAIT ISLANDER PREVOCATIONAL AND UNACCREDITED TRAINEES WITH A CURRENT TRAINING/PROFESSIONAL DEVELOPMENT PLAN...

Aboriginal and/or Torres Strait Islander prevocational and unaccredited trainees Aboriginal and/or Torres Strait Islander trainees (50%) are more likely to have a training/professional development plan compared to the national response for prevocational and unaccredited trainees (41%).

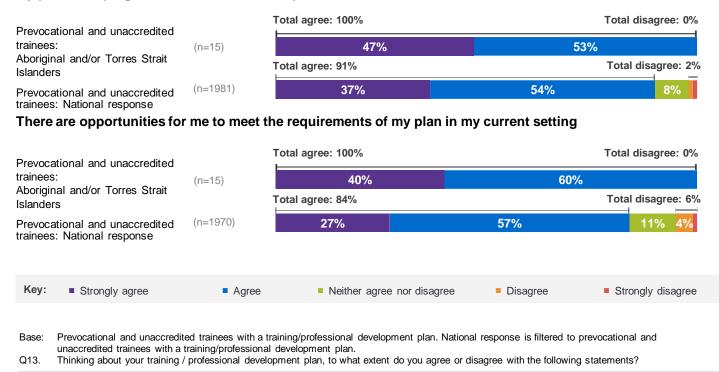


Base: Prevocational and unaccredited trainees

Q12. Do you have a training/professional development plan?

TRAINING/PROFESSIONAL DEVELOPMENT PLAN

My plan is helping me to continue to develop as a doctor



Training curriculum - Prevocational and unaccredited trainees

TRAINING/PROFESSIONAL DEVELOPMENT PLAN (continued)

I understand what I need to do to meet my plan requirements

Total agree: 100% Total disagree: 0% Prevocational and unaccredited trainees: 40% 60% (n=15) Aboriginal and/or Torres Strait Total disagree: 2% Total agree: 91% Islanders (n=1980) 61% 30% Prevocational and unaccredited 7% trainees: National response

Total agree: 100%

My plan is preparing me for future medical practice

Prevocational and unaccredited trainees: Aboriginal and/or Torres Strait Islanders	(n=15)
Prevocational and unaccredited trainees: National response	(n=1976)

My plan is advancing my knowledge

Prevocational and unaccredited trainees:	(n=15)
Aboriginal and/or Torres Strait Islanders	(
Prevocational and unaccredited trainees: National response	(n=1978)

47%			53%	
Total agree: 91%			Total disa	gree: 2%
32%		59%		7%

Total disagree: 0%

Strongly disagree

Total agree: 100%			Total disagree: 0%
47%		53	3%
Total agree: 92%			Total disagree: 2%
34%		57%	7%

Disagree

Base: Prevocational and unaccredited trainees with a training/professional development plan. National response is filtered to prevocational and unaccredited trainees with a training/professional development plan.
 Q13. Thinking about your training / professional development plan, to what extent do you agree or disagree with the following statements?

Agree

Strongly agree

Key:

Neither agree nor disagree

Training curriculum - Specialist trainees

SPECIALIST TRAINING PROGRAM

General practice – The Royal Australian College of General Practitioners (RACGP)		29%
General practice – Australian College of Rural and Remote Medicine (ACRRM)	18	3%

Base: Specialist trainees (2020 Aboriginal and/or Torres Strait Islanders: n=76), fields with 10 or more responses shown. Q14. Which specialist training program(s) are you doing?

Profile | Training curriculum ~ Intern ~ Prevoc. and unaccredited ~ Specialist non-GP ~ Specialist GP ~ IMG Orientation | Assessment ~ Intern ~ Prevoc. and unaccredited ~ Specialist non-GP~ Specialist GP ~ IMG Clinical supervision | Access to teaching | Facilities | Workplace environment and culture | Patient safety Overall satisfaction | Future career intentions | COVID-19

Training curriculum - Specialist non-GP trainees

TRAINING PROGRAM PROVIDED BY COLLEGE

The College training program is relevant to my development

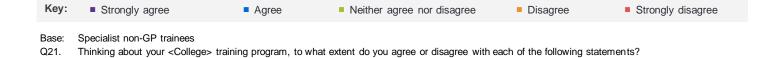
Specialist non-GP trainees:		Total agree: 85% Tot				
Aboriginal and/or Torres Strait Islanders	(n=40)	33%	53%	8% 5%		
		Total agree: 90%	Tota	l disagree: 4%	D	
Specialist non-GP trainees: National response	(n=8470)	36%	54%	6%		

There are opportunities to meet the requirements of the training program in my current setting

Specialist non-GP trainees:	Total agree: 73%				Total disagree: 13%		
Aboriginal and/or Torres Strait Islanders	(n=40)	23%	50%	13%	10% 5%		
		Total agree: 88%		Total	disagree: 5%		
Specialist non-GP trainees: National response	(n=8466)	30%	58%		7%		

I understand what I need to do to meet my training program requirements

Specialist non-GP trainees:		Total agree: 85% Tota		
Aboriginal and/or Torres Strait	(n=40)	33%	53%	8% <mark>5%</mark>
Islanders		Total agree: 92% Tota		
Specialist non-GP trainees: National response	(n=8482)	31%	61%	5%



Training curriculum - Specialist non-GP trainees

COMMUNICATION WITH COLLEGE

My College clearly communicates the requirements of my training program

Specialist non-GP trainees:		Total agree: 75%			Total disagree: 10%	
Aboriginal and/or Torres Strait Islanders	(n=40)	25%	50%	15%	8%	
		Total agree: 77%		Total disa	gree: 10%	
Specialist non-GP trainees: National response	(n=8433)	22%	55%	13%	7%	

My College clearly communicates with me about changes to my training program and how they affect me

Specialist non-GP trainees:		Total agree: 73%			Total disagree: 15%		
Aboriginal and/or Torres Strait (n=4	(n=40)	20%	53%	13%	<mark>5%</mark> 10%		
Islanders		Total agree: 72%		Total	disagree: 12%		
Specialist non-GP trainees: National response	(n=8413)	20%	52%	16%	9% 4%		

I know who to contact at the College about my training program

Cresielist nen OD treinesse	Total agree: 74%				agree: 10%
Specialist non-GP trainees: Aboriginal and/or Torres Strait	(n=39)	21%	54%	15%	<mark>5%</mark> 5%
Islanders		Total agree: 75%		Total dis	agree: 11%
Specialist non-GP trainees: National response	(n=8433)	22%	53%	13%	9%

Key: Strongly agree

Agree

Neither agree nor disagree

Strongly disagree

Disagree

Base: Specialist non-GP trainees

Q22. Thinking about how <College> communicates with you about your training program, to what extent do you agree or disagree with the following statements?

Training curriculum - Specialist non-GP trainees

ENGAGEMENT WITH COLLEGE

The College seeks my views on the training program

Specialist non-GP trainees:		Total agree: 4	48%		Total disagr	ee: 25%
Aboriginal and/or Torres	(n=40)	8%	40%	28%	18%	8%
Strait Islanders		Total agree: 4	48%		Total disage	ee: 23%
Specialist non-GP trainees: National response	(n=8371)	8%	40%	28%	19%	4%

I am represented by doctors in training on the College's training and/or education committees

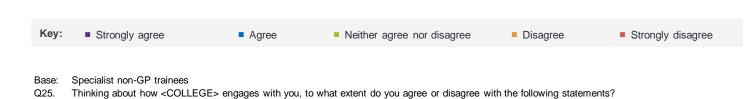
Specialist non-GP trainees:		Total agree: 73%			Total disagree: 13%	
Aboriginal and/or Torres	(n=40)	10%	63%		15%	13%
Strait Islanders		Total agree: 66%		Total disagree: 9%		
Specialist non-GP trainees: National response	(n=8370)	12%	55%		24%	7%

I am able to discuss the College training program with other doctors

Specialist non-GP trainees:		Total agree: 80%		Total disagree: 3%
Aboriginal and/or Torres Strait Islanders	(n=40)	15%	65%	18%
		Total agree: 84%		Total disagree: 4%
Specialist non-GP trainees: National response	(n=8369)	18%	67%	11% 4%

The College provides me with access to psychological and/or mental health support services

Specialist non-GP trainees:		Total agree: 53%	Total disagree: 8%		
Aboriginal and/or Torres	(n=40)	20%	33%	40%	<mark>5%</mark>
Strait Islanders		Total agree: 49%		Total	disagree: 14%
Specialist non-GP trainees: National response	(n=8372)	10%	39%	37%	10%

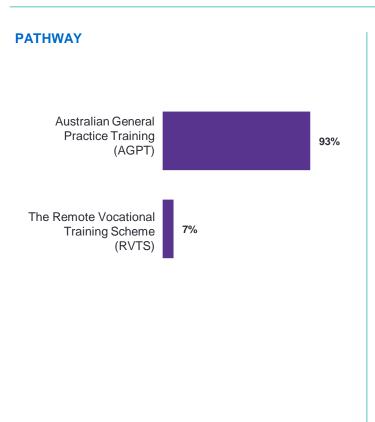


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Training curriculum - Specialist GP trainees FUNDING A fully funded participant (AGPT or RVTS) A partial funded participant (RACGP or ACRRM Fellowship support) A self-funded participant

Base: Specialist GP trainees (2020 n=36)

Q16a. Are you training for a career in general practice as:



TRAINING PROVIDER

Chart not shown due to insufficient sample size.

Base: Specialist GP trainees who are fully funded (2020 n=28) Q16b. Which training program are you in?

Specialist GP trainees who are partially or self funded (2020 n=<10) Q16c. Who provides your GP training?

Training curriculum - Specialist GP trainees

TRAINING PROGRAM PROVIDED BY COLLEGE

The College training program is relevant to my development

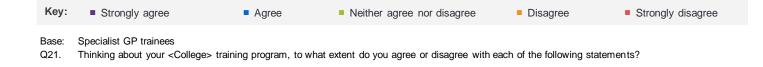
Specialist GP trainees: Aboriginal and/or Torres		Total agree: 78%		Total disagree: 3%
	(n=36)	39%	39%	19%
Strait Islanders		Total agree: 88%		Total disagree: 3%
Specialist GP trainees: National response	(n=2992)	31%	57%	9%

There are opportunities to meet the requirements of the training program in my current setting

Specialist GP trainees: Aboriginal and/or Torres		Total agree: 86% Total c				
	(n=36)	25%	61%	8%		
Strait Islanders		Total agree: 88%		Total disagree: 4%		
Specialist GP trainees: National response	(n=3006)	28%	59%	9%		

I understand what I need to do to meet my training program requirements

Specialist GP trainees:		Total agree: 86%	Total d	isagree: 6%
Aboriginal and/or Torres	(n=36)	25%	61%	8%
Strait Islanders		Total agree: 88%	Total c	lisagree: 3%
Specialist GP trainees: National response	(n=3000)	28%	60%	9%



Training curriculum - Specialist GP trainees

COMMUNICATION WITH COLLEGE

My College clearly communicates the requirements of my training program

Specialist GP trainees:		Total agree: 67%	Total disagree: 8%			
Aboriginal and/or Torres Strait Islanders	(n=36)	22%	44%		25%	6%
		Total agree: 75%			Total dis	sagree: 8%
Specialist GP trainees: National response	(n=2999)	22%	52%		17%	6%

My College clearly communicates with me about changes to my training program and how they affect me

Specialist GP trainees:		Total agree: 72%	Total disagree: 6%		
Aboriginal and/or Torres	(n=36)	28%	44%	22%	
Strait Islanders		Total agree: 71%		Total disa	agree: 12%
Specialist GP trainees: National response	(n=2991)	21%	50%	17%	8%

I know who to contact at the College about my training program

	Total agree: 67%			Total disagree: 19%		
Specialist GP trainees: Aboriginal and/or Torres	(n=36)	17%	50%	14%	17%	
Strait Islanders		Total agree: 67%	Total disagree: 17%			
Specialist GP trainees: National response	(n=2997)	22%	44%	16%	13%	4%

 Key:

 Strongly agree
 Agree
 Neither agree nor disagree
 Disagree
 Strongly disagree
 Base:
 Specialist GP trainees
 Specialist GP tr

Q22. Thinking about how <College> communicates with you about your training program, to what extent do you agree or disagree with the following statements?

Training curriculum - Specialist GP trainees

ENGAGEMENT WITH COLLEGE

The College seeks my views on the training program

Specialist GP trainees: Aboriginal and/or Torres		Total agree:	36%		Total disagre	e: 22%
	(n=36)	8%	28%	42%	19%	
Strait Islanders		Total agree:	: 44%		Total disagre	e: 23%
Specialist GP trainees: National response	(n=2974)	10%	34%	33%	18%	5%

I am represented by doctors in training on the College's training and/or education committees

Specialist GP trainees: Aboriginal and/or Torres		Total agree	Total disa	Total disagree: 3%		
	(n=36)	14%	50%	33%		
Strait Islanders		Total agree: 59%			Total disagree: 9%	
Specialist GP trainees: National response	(n=2975)	12%	47%	32%	7%	

I am able to discuss the College training program with other doctors

Specialist GP trainees: Aboriginal and/or Torres		Total agree: 72%			
	(n=36)	17% 56%		28%	28%
Strait Islanders		Total agree: 73%	Total agree: 73%		
Specialist GP trainees: National response	(n=2975)	15%	58%	21%	5%

The College provides me with access to psychological and/or mental health support services

		Total agree: §	53%	Total disagree: 0%	
Specialist GP trainees: Aboriginal and/or Torres	(n=36)	17%	36%	47%	
Strait Islanders		Total agree: 5	51%	Total disagree: 11%	
Specialist GP trainees: National response	(n=2977)	11%	39%	38%	8%

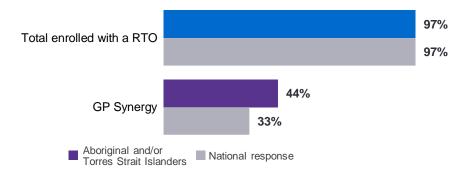


Q25. Thinking about how <COLLEGE> engages with you, to what extent do you agree or disagree with the following statements?

Regional Training Organisations (RTOs)

REGIONAL TRAINING ORGANISATIONS

Specialist GP trainees can be both enrolled in a Regional Training Organisation (RTO) as well as their specialist college (such as Australian College of Rural and Remote Medicine (ACRRM) and/or Royal Australian College of General Practitioners (RACGP)).



Base: Specialist GP trainees (National: 2020 n=2,763; Aboriginal and/or Torres Strait Islanders: 2020 n=34), fields with 10 or more responses shown Q17. If applicable, which Regional Training Organisation provides your GP training?

Regional Training Organisations (RTOs)

TRAINING PROGRAM PROVIDED BY RTOs

The RTO's education program meets the College/s requirements

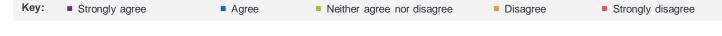
Total agree: 79%					ree: 6%
Specialist GP trainees: Aboriginal and/or Torres	(n=33)	21%	58%	15%	6%
Strait Islanders		Total agree: 84%		Total disag	ree: 3%
Specialist GP trainees: National response	(n=2658)	31%	53%	129	%

The RTO's education program is preparing me as a specialist

Total agree: 61%				Total disag	ree: 9%
Specialist GP trainees: Aboriginal and/or Torres	(n=33)	21%	39%	30%	6%
Strait Islanders		Total agree: 80%		Total disagree: 6%	
Specialist GP trainees: National response	(n=2657)	28%	52%	14%	<mark>4%</mark>

The RTO's education program is advancing my knowledge

			Total disagree: 9%	
Specialist GP trainees: Aboriginal and/or Torres Strait Islanders	(n=33)	24% Total agree: 80%	39%	27% 6% Total disagree: 5%
Specialist GP trainees: National response	(n=2657)	29%	51%	14%



Base: Specialist GP trainees specifying an RTO

Q18. Thinking about your [Regional Training Organisation] training program, to what extent do you agree or disagree with each of the following statements?

Regional Training Organisations (RTOs)

COMMUNICATION WITH RTO

The RTO clearly communicates the requirements of my training program

Specialist GP trainees:		Total agree: 76%		Total disa	gree: 9%
Aboriginal and/or Torres Strait	(n=33)	15%	61%	15%	6%
Islanders		Total agree: 81%		Total disa	agree: 7%
Specialist GP trainees: National response	(n=2646)	28%	52%	12%	<mark>5%</mark>

The RTO clearly communicates with me about changes to my training program and how they affect me

Specialist GP trainees:		Total agree: 70%		Total disag	ree: 9%
Aboriginal and/or Torres Strait Islanders	(n=33)	15%	55%	21%	6%
Specialist GP trainees:		Total agree: 77%		Total disag	jree: 8%
National response	(n=2645)	27%	50%	15%	5%

I know who to contact at the RTO about my education program

Specialist GP trainees:		Total agree: 88%	Total dis	sagree: 3%
Aboriginal and/or Torres Strait Islanders	(n=33)	42%	45%	9%
		Total agree: 90%	Total di	sagree: 3%
Specialist GP trainees: National response	(n=2645)	39%	51%	7%

Base: Specialist GP trainees specifying an RTO

Agree

Q19. Thinking about how your [Regional Training Organisation] communicates with you about your training program, to what extent do you agree or disagree with the following statements?

Key:

Strongly agree

Neither agree nor disagree

Disagree

Strongly disagree

Regional Training Organisations (RTOs)

ENGAGEMENT WITH RTO

The RTO seeks my views on the structure and content of the education program

		Total agree: 52%			Total disagree: 21%			21%
Specialist GP trainees: Aboriginal and/or Torres Strait (n:	(n=33)	18%	33%		27%	12%	6 9	9%
Islanders		Total agree: 61%			Total disagree: 15%		: 15%	
Specialist GP trainees: National response	(n=2626)	19%	42%		24%		11%	4%

I am represented (by doctors in training e.g. registrar liaison officer) on the RTO's training and/or education committees

Specialist GP trainees:		Total agree: 67%		Total disag	jree: 3%
Aboriginal and/or Torres Strait	(n=33)	21%	45%	30%	
Islanders		Total agree: 74%		Total disa	gree: 6%
Specialist GP trainees: National response	(n=2626)	23%	52%	20%	<mark>4%</mark>

I am able to discuss the RTO's education program with other doctors

Specialist GP trainees:		Total agree: 79%	1	otal disagree: 3	%
Aboriginal and/or Torres Strait	(n=33)	21%	58%	18%	
Islanders		Total agree: 81%		Total disagree: 4	4%
Specialist GP trainees: National response	(n=2626)	25%	56%	14%	

The RTO provides me with access to psychological and/or mental health support services

Total agree: 64%				Total disagree: 9%	
Specialist GP trainees: Aboriginal and/or Torres Strait	(n=33)	18%	45%	27%	6%
Islanders		Total agree: 63%		Total disagree: 8%	
Specialist GP trainees: National response	(n=2627)	19%	44%	29%	5%

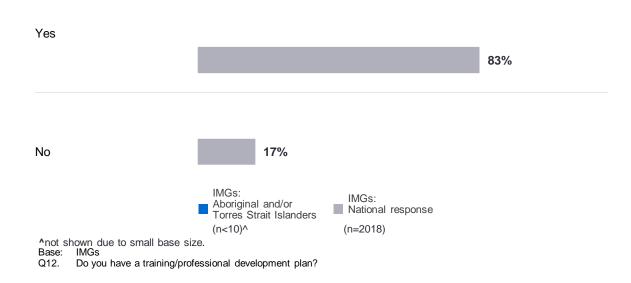


Base: Specialist GP trainees specifying an RTO

Q20. Thinking about how [Regional Training Organisation] engages with you, to what extent do you agree or disagree with the following statements?

Training curriculum - International medical graduates (IMGs)

ABORIGINAL AND/OR TORRES STRAIT ISLANDER IMGS WITH A CURRENT TRAINING/PROFESSIONAL DEVELOPMENT PLAN...



TRAINING/PROFESSIONAL DEVELOPMENT PLAN

My plan is helping me to continue to develop as a doctor

IMGs: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 91%	Total disa	gree: 2%
IMGs: National response	(n=1653)	46%	45%	7%

There are opportunities for me to meet the requirements of my plan in my current setting

IMGs: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 88%	1	Fotal disagree: 4%
IMGs: National response	(n=1639)	37%	51%	7%

I understand what I need to do to meet my plan requirements

Strait Islanders		(n<10)^ Tc	otal agree: 94%		Total disagree: 1%
IMGs: National	l response	(n=1646)	39%	55%	<mark>4%</mark>
Key:	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

^not shown due to small base size.

Base: IMGs with a training/professional development plan. National response is filtered to IMGs with a training/professional development plan. Q13. Thinking about your training / professional development plan, to what extent do you agree or disagree with the following statements?

Training curriculum - International medical graduates (IMGs)

TRAINING/PROFESSIONAL DEVELOPMENT PLAN (continued)

My plan is preparing me to be a doctor/specialist in the Australian healthcare system*

IMGs: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 88%		Total disagree: 3%
IMGs: National response	(n=1646)	41%	46%	9%
My plan is preparing me	for future m	edical practice		
IMGs: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 93%		Total disagree: 2%
IMGs: National response	(n=1649)	43%	50%	5%
My plan is advancing my	/ knowledge			
IMGs: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 94%		Total disagree: 2%
IMGs: National response	(n=1649)	47%	46%	4%

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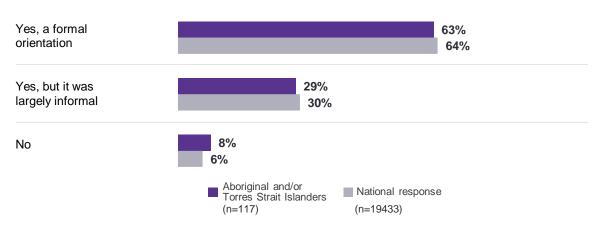
Key:	Strongly agree	Agree	Neither agree nor disagree	ee Disagree	Strongly disagree
Base: *Note:	01		. National response is filtered to IN	IGs with a training/profession	al development plan.

Q13. Thinking about your training / professional development plan, to what extent do you agree or disagree with the following statements?

Orientation

DID YOU RECEIVE AN ORIENTATION TO YOUR SETTING?

Doctors in training were asked questions about their experiences in their workplace. This could be the doctor in training's current setting, workplace, placement or rotation, or might be a previous setting, if they had only been practising or training in their current setting for less than two weeks.

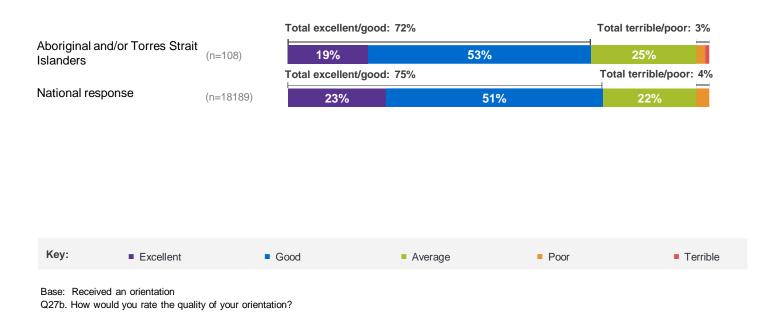


Base: Total sample Q27a. Did you receive an orientation to your setting?

HOW WOULD YOU RATE THE QUALITY OF YOUR ORIENTATION?

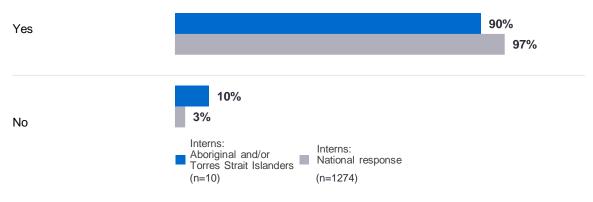
As shown in the chart above, 92% of Aboriginal and/or Torres Strait Islander doctors in training had an orientation in their current setting (compared to the national response of 94%).

72% of Aboriginal and/or Torres Strait Islander doctors in training rate the quality of the orientation as either 'excellent' or 'good', compared to the national response of 75%.



Assessment - Interns

IN THE LAST TERM THAT YOU COMPLETED, DID YOU RECEIVE AN END OF TERM ASSESSMENT?



Base: Interns

Q26a. Did you receive an assessment for your previous rotation?

ASSESSMENT ADMINISTRATION FROM PREVIOUS ROTATION...

Was relevant to my training

Interns: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 82%	Το	tal disagi	·ee: 7%
Interns: National response	(n=1225)	20%	62%	11%	6%

Included an opportunity to discuss feedback with my supervisor

Interns: Aboriginal and/or Torres Strait	(n<10)^				
Islanders		Total agree: 87%	Total d	lisag	ree: 9%
Interns: National response	(n=1225)	33%	54%	5%	6%

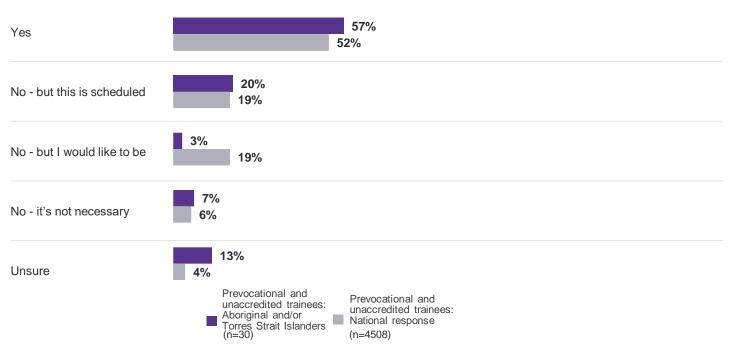
Provided me with useful feedback about my progress as an intern

Interns: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 75%		Total disagree: 10%
Interns: National response	(n=1225)	24%	50%	15% 8%
Was conducted fairly				
Interns: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 88%		Total disagree: 4%
Interns: National response	(n=1226)	32%	56%	8%
Key: Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Anot shown due to small base size Base: Had an assessment	э.			

Q26b. To what extent do you agree or disagree with the following statements? The assessment from my previous rotation...

Assessment - Prevocational and unaccredited trainees

HAS YOUR PERFORMANCE BEEN ASSESSED IN YOUR SETTING?

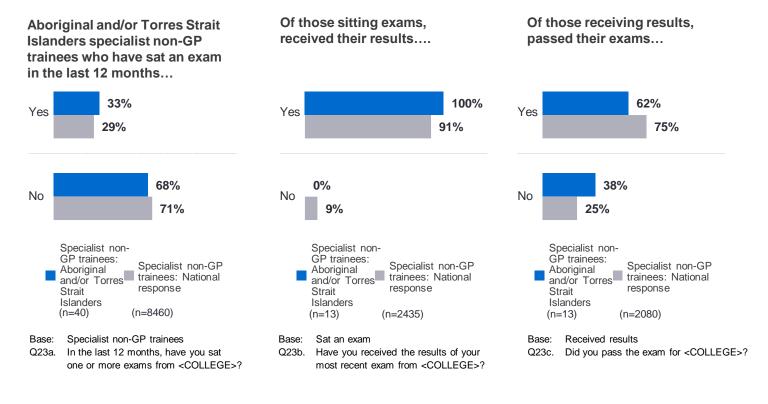


Base: Prevocational and unaccredited trainees

Q32. Has your performance been assessed in your setting?

Assessment - Specialist non-GP trainees

COLLEGE EXAMS



The exam(s) always reflected the college training curriculum

Specialist non-GP trainees:		Total agree: 23%			Total disagree: 54%
Aboriginal and/or Torres Strait	(n=13)	23%	23%	23%	31%
Islanders		Total agree: 56%			Total disagree: 25%
Specialist non-GP trainees: National response	(n=2394)	10%	46%	19%	18% 7%

The information the college provided about the exam(s) was always accurate and appropriate

Specialist non-GP trainees:		Total agree:	38%			Total	disagree	38%
Aboriginal and/or Torres Strait	(n=13)	8%	31%	23%	8%	:	31%	
Islanders		Total agree:	64%			Tota	l disagree	: 18%
Specialist non-GP trainees: National response	(n=2391)	12%	53	3%		18%	11%	6%

The exam(s) always ran smoothly on the day

Specialist non-GP trainees: Aboriginal and/or Torres Strait	Total agree: 85% Total					ee: 8%
	(n=13)	23%	6	2%	8%	8%
Islanders		Total agree: 82%	Total disagre			ree: 9%
Specialist non-GP trainees: National response	(n=2386)	21% 61%		%	9%	6%
Key: Strongly agree	Agree	Neither a	gree nor disagree	Disagree Str	ongly di	sagree

Base: Specialist non-GP trainees

Q24. Thinking about all your <COLLEGE> exam(s) not just the most recent, to what extent do you agree or disagree with the following statements?

Profile | Training curriculum ~ Intern ~ Prevoc. and unaccredited ~ Specialist non-GP ~ Specialist GP ~ IMG Orientation | Assessment: ~ Intern ~ Prevoc. and unaccredited ~ <u>Specialist non-GP</u> ~ Specialist GP ~ IMG Clinical supervision | Access to teaching | Facilities | Workplace environment and culture | Patient safety Overall satisfaction | Future career intentions | COVID-19

Assessment - Specialist non-GP trainees

COLLEGE EXAMS (continued)

The exam(s) were always conducted fairly

Specialist non-GP trainees:		Total agree: 62%				agree: 23%
Aboriginal and/or Torres Strait	(n=13)	8%	54%	15%	8%	15%
Islanders		Total agree: 71%			Total di	sagree: 12%
Specialist non-GP trainees: National response	(n=2393)	17%	55%		17%	8% 4%

I received useful feedback about my performance in the exam(s)

Specialist non-GP trainees:		Total agre	e: 8%		Total disagree: 62%		
Aboriginal and/or Torres Strait	(n=13)	8% 31%		23%	38%		
Islanders		Total agre	e: 36%		Tot	al disagree: 42%	
Specialist non-GP trainees: National response	(n=2290)	6%	30%	22%	24%	18%	

The feedback is timely

National response

Specialist non-GP trainees:		Total agree: 23%				Total disagree: 62%		
Aboriginal and/or Torres Strait	(n=13)	23%	15%	15%		46%		
Islanders		Total agree: 47%				Total dis	agree: 29%	
Specialist non-GP trainees: National response	(n=2186)	7%	40%		24%	18%	11%	

I received support from my College when needed

	Total agree: 31%					Total disagree: 46%			
Specialist non-GP trainees: Aboriginal and/or Torres Strait	(n=13)	8%	23%	23%	15%	31%			
Islanders		Total agree: 40%				Total dis	sagree: 24%		
Specialist non-GP trainees: National response	(n=2091)	8%	32%		36%	14%	9%		

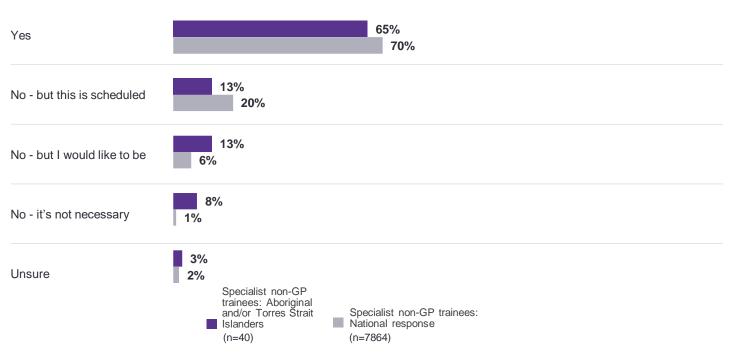


Specialist non-GP trainees Base:

Q24. Thinking about all your <COLLEGE> exam(s) not just the most recent, to what extent do you agree or disagree with the following statements?

Assessment - Specialist non-GP trainees

HAS YOUR PERFORMANCE BEEN ASSESSED IN YOUR SETTING?

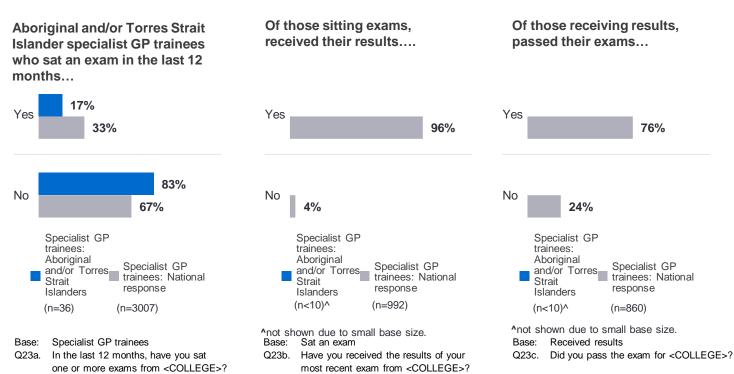


Base: Specialist non-GP trainees

Q32. Has your performance been assessed in your setting?

Assessment - Specialist GP trainees

COLLEGE EXAMS



The exam(s) always reflected the college training curriculum

Specialist GP trainees: Aboriginal and/or Torres Strait Islanders		Total agree	e: 62%	Tota	l disagree	e: 17%
Specialist GP trainees: National response	(n=968)	12%	50%	21%	11%	6%

The information the college provided about the exam(s) was always accurate and appropriate

Specialist GP trainees: Aboriginal and/or Torres Strait Islanders Specialist GP trainees: National response	(n<10)^ (n=969)	Total agree: 65%		Total disagree	
The exam(s) always ran s	moothly on th	he day			
Specialist GP trainees: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 78%		Total disagre	e: 11%
Specialist GP trainees: National response	(n=973)	19%	59%		<mark>6 4%</mark>
Key: Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly dis	agree
Anot shown due to small base size					

*not shown due to small base size.

Base: Specialist GP trainees

Q24. Thinking about all your <COLLEGE> exam(s) not just the most recent, to what extent do you agree or disagree with the following statements?

Profile | Training curriculum ~ Intern ~ Prevoc. and unaccredited ~ Specialist non-GP ~ Specialist GP ~ IMG Orientation | Assessment ~ Intern ~ Prevoc. and unaccredited ~ Specialist non-GP ~ Specialist GP ~ IMG Clinical supervision | Access to teaching | Facilities | Workplace environment and culture | Patient safety Overall satisfaction | Future career intentions | COVID-19

Assessment - Specialist GP trainees

COLLEGE EXAMS (continued)

The exam(s) were always conducted fairly

Specialist GP trainees: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 74%		Total disagree	e: 11%
Specialist GP trainees: National response	(n=971)	16%	57%		%

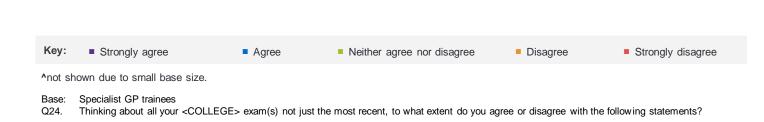
I received useful feedback about my performance in the exam(s)

Specialist GP trainees: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 4	1%		Tota	al disagree: 38%
Specialist GP trainees: National response	(n=951)	9%	33%	21%	21%	17%
The feedback is timely						
Specialist GP trainees: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree: 4	8%		Tot	al disagree: 24%
Specialist GP trainees: National response	(n=903)	10%	39%	2		3% 12%

I received support from my College when needed

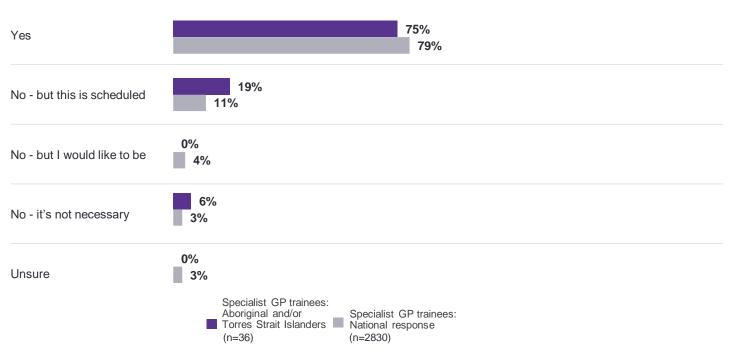
National response

Specialist GP trainees: Aboriginal and/or Torres Strait Islanders	(n<10)^	Total agree:	52%	То	al disagree	e: 19%
Specialist GP trainees: National response	(n=909)	11%	41%	29%	11%	8%



Assessment - Specialist GP trainees

HAS YOUR PERFORMANCE BEEN ASSESSED IN YOUR SETTING?

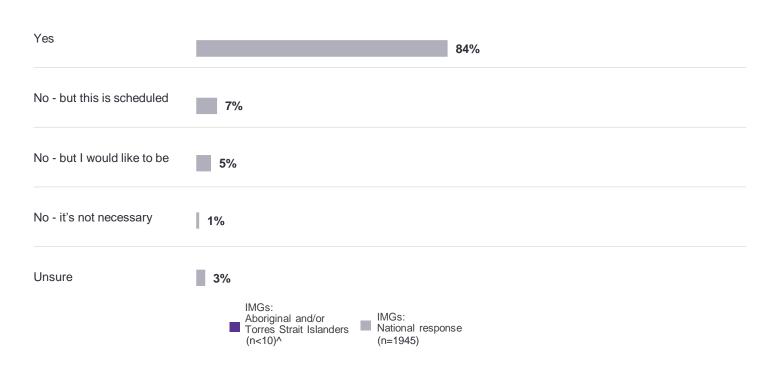


Base: Specialist GP trainees

Q32. Has your performance been assessed in your setting?

Assessment - International medical graduates (IMGs)

HAS YOUR PERFORMANCE BEEN ASSESSED IN YOUR SETTING?



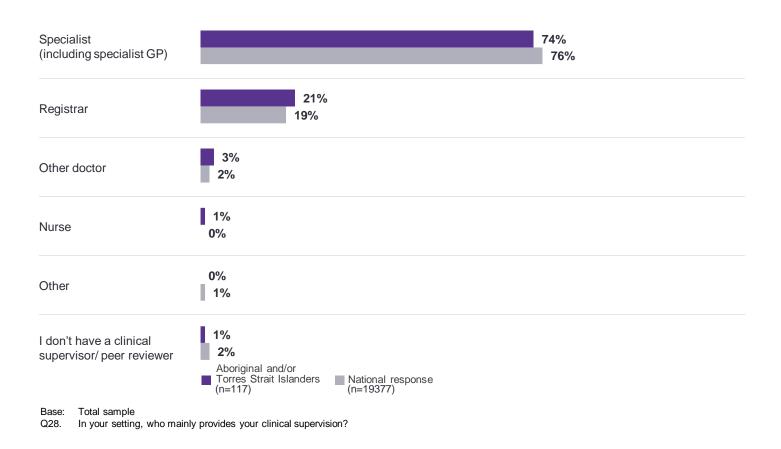
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Base: IMGs

Q32. Has your performance been assessed in your setting?

Clinical supervision

WHO MAINLY PROVIDES YOUR CLINICAL SUPERVISION?



HOW WOULD YOU RATE THE QUALITY OF YOUR SUPERVISION?

		Total excellent/go	od: 86%		Total terrible/poor: 1%		
Aboriginal and/or Torres Strait Islanders	(n=116)	4	4%	42%	13%		
		Total excellent/go	od: 87%		Total terrible/poor: 2%		
National response	(n=17938)	4	4%	44%	10%		
Key: Excellen	t 🗖	Good	Average	Poor	Terrible		
Base: Received supervision							
Q31. For your setting, how w	ould you rate the qua	ality of your clinical supe	rvision?				

Clinical supervision

IF CLINICAL SUPERVISOR(S) ARE NOT AVAILABLE ...

I am able to contact other senior medical staff IN HOURS if I am concerned about a patient

		Total agree: 97%	Total disagree: 0%		
Aboriginal and/or Torres	(n=116)	72%	25%		
Strait Islanders		Total agree: 97%	Total disagree: 1%		
National response	(n=18903)	68%	30%		

I am able to contact other senior medical staff AFTER HOURS if I am concerned about a patient

		Total agree: 91%	Total disag	Total disagree: 0%	
Aboriginal and/or Torres Strait Islanders	(n=116)	53%	38%	9%	
		Total agree: 93%	Total disa	gree: 1%	
National response	(n=18903)	56%	37%	6%	



Clinical supervision

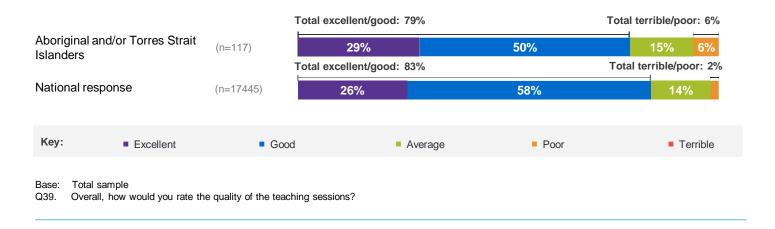
HOW WOULD YOU RATE THE QUALITY OF YOUR OVERALL CLINICAL SUPERVISION FOR?

Average out of 5 (1=very poor - 5=very good)

Accessibility	$\bigstar \bigstar \bigstar \bigstar \bigstar \bigstar 4.2$
	$\bigstar \bigstar \bigstar \bigstar \bigstar \bigstar \bigstar 4.3$
	4.2
Helpfulness	
	$\bigstar \bigstar \bigstar \bigstar \bigstar \bigstar 4.3$
	★ ★ ★ ★ ★ A.1
Allowing for an appropriate level of responsibility	
	$\bigstar \bigstar \bigstar \bigstar \bigstar \bigstar 4.1$
	3.9
Ensuring that you only perform work that you are ready for or have the experience to address	
	$\bigstar \bigstar \bigstar \bigstar \bigstar \bigstar 4.1$
	3.9
Including opportunities to develop your skills	
	$\bigstar \bigstar \bigstar \bigstar \bigstar \bigstar 4.0$
	$\bigstar \bigstar \bigstar \bigstar \bigstar \bigstar 3.8$
Usefulness of feedback	
	$\bigstar \bigstar \bigstar \bigstar \bigstar \bigstar 3.8$
	\star \star \star \star \star \star 3.8
Regular, INFORMAL feedback	$\begin{array}{c} \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\ \\$
••	$\bigstar \bigstar \bigstar \bigstar \bigstar \bigstar 3.8$
Meeting your training plan/pathway requirements	
	$\bigstar \bigstar \bigstar \bigstar \bigstar 3.8$
Discussions about my goals and learning	$\bigstar \bigstar \bigstar \bigstar \bigstar 3.6$
objectives	$\bigstar \bigstar \bigstar \bigstar \bigstar \bigstar 3.7$
Regular, FORMAL feedback	$\bigstar \bigstar \bigstar \bigstar \bigstar \bigstar 3.6$
	$\begin{array}{c} & & \\ & & & \\ & & \\ & & & \\ & & \\ & & & \\ & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\ & & & \\$
	Aboriginal and/or Torres Strait Islanders (max n=116)
Base: Have a supervisor	National response (max n=17967)
Q30. In your setting, how would you rate the quality of you	ur overall clinical supervision for?

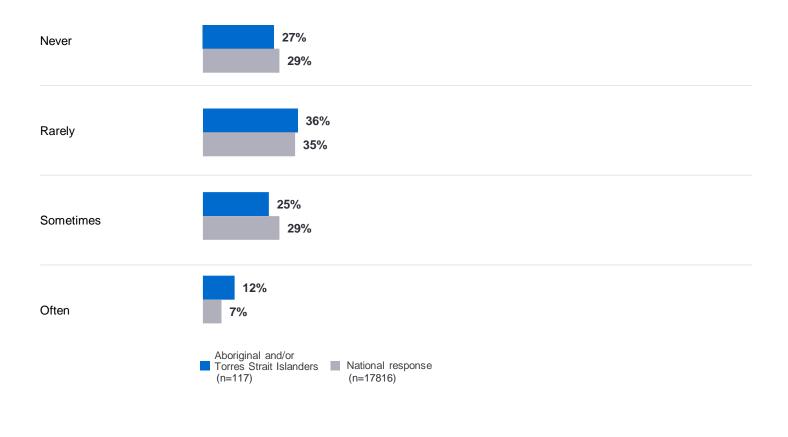
Access to teaching

OVERALL, HOW WOULD YOU RATE THE QUALITY OF THE TEACHING SESSIONS?



TRAINING AND OTHER JOB RESPONSIBILITIES

How regularly job responsibilities are preventing doctors in training from meeting training requirements

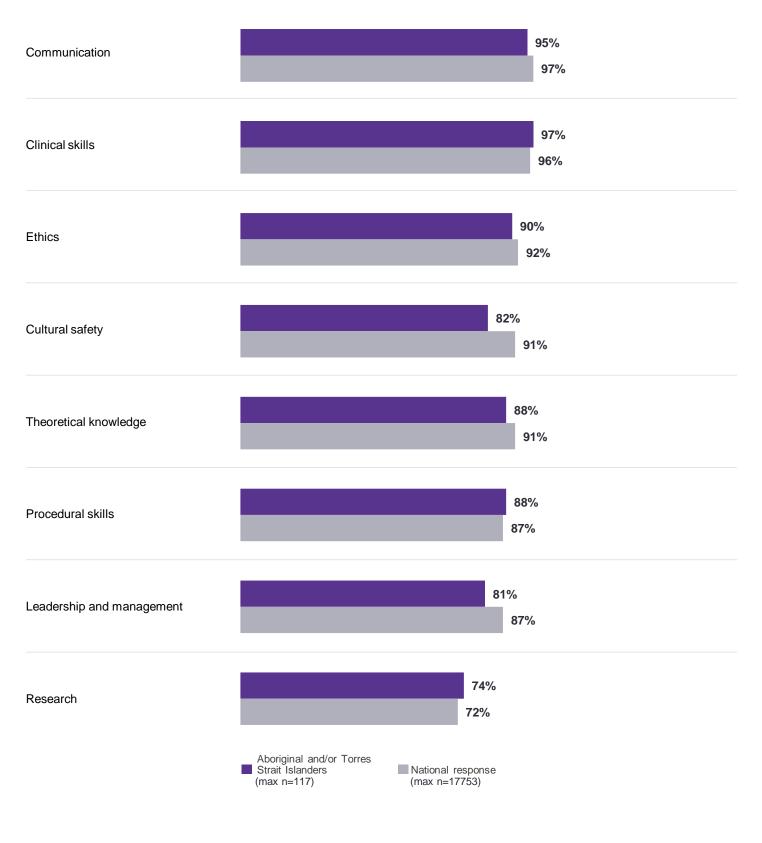


Base: Total sample

Q36. Which of the following statements best describes the interaction between your training requirements and the other responsibilities of your job?

Access to teaching

DO YOU HAVE SUFFICIENT OPPORTUNITIES TO DEVELOP YOUR? (% yes)



Base:

Total sample excluding not applicable In your setting, do you have sufficient opportunities to develop your? Q35.

Access to teaching

DEVELOPMENT OF CLINICAL AND PRACTICAL SKILLS

There is a range of opportunities to develop my clinical skills						
		Total agree: 87%	Total d	isagree: 3%		
Aboriginal and/or Torres Strait Islanders	(n=117)	32%	56%	10%		
		Total agree: 90%	Total o	lisagree: 3%		
National response	(n=18000)	32%	57%	7%		

There is a range of opportunities to develop my procedural skills

		Total agree: 78%	Total disagree: 8%		
Aboriginal and/or Torres Strait Islanders	(n=113)	27%	50%	14%	8%
		Total agree: 79%			gree: 8%
National response	(n=17324)	27%	52%	13%	7%

There is a range of opportunities to develop my non-clinical skills

Total agree: 76%					ee: 5%
Aboriginal and/or Torres Strait Islanders	(n=115)	29%	47%	19%	4%
		Total agree: 81%		Total disagr	ee: 5%
National response	(n=17994)	25%	56%	14%	<mark>4%</mark>

I can access the opportunities available to me

		Total agree: 77%	Total disagree:	3%	
Aboriginal and/or Torres Strait Islanders	(11-110)	27%	50%	20%	
ISIAIIUEIS		Total agree: 83%	Total disagree	: 5%	
National response	(n=18046)	24%	59%	12%	

.....

I have to compete with other doctors for access to opportunities

Abariainal and/or Tarras Strait	Total agree: 51%				Total disagree: 34%		
Aboriginal and/or Torres Strait Islanders	(n=114)	12%	39%	15%	25%	10%	
		Total agree: 4	5%		Total dis	agree: 32%	
National response	(n=17718)	12%	33%	22%	25%	7%	

I have to compete with other health professionals for access to opportunities

	Total agree: 36%				Total disagree: 46%		
Aboriginal and/or Torres Strait Islanders	(n=113)	7%	29%	18%	35%	6	11%
	Total agree: 30%			Total disagree: 46%			
National response	(n=17513)	8%	22%	24%	36	%	10%
Key: Strongly agree	Agree		Neither agree r	or disagree	Disagree	Strongly	y disagree

Base: Total sample

Q33. Thinking about the development of your skills, to what extent do you agree or disagree with the following statements?

Access to teaching

ACCESS TO TEACHING AND RESEARCH

I have access to protected study time/leave

		Total agree: 62%		٦	Fotal disag	ree: 23%
Aboriginal and/or Torres Strait Islanders	(n=117)	27%	35%	15%	13%	10%
		Total agree: 64%			Total disag	jree: 20%
National response	(n=18010)	21%	43%	17%	14%	6%

I am able to attend RTO education events^

		Total agree: 58%	Total disagree: 6%		
Aboriginal and/or Torres Strait Islanders	(n=33)	33%	24%	36%	
Strait Islanders		Total agree: 82%		То	tal disagree: 4%
National response	(n=2403)	35%	4	7%	14%

I am able to attend conferences, courses and/or external education events

		Total agree: 58%	Total disagree: 19%		
Aboriginal and/or Torres Strait Islanders	(n=117)	22%	36%	23%	13% 6%
		Total agree: 64%		Tota	al disagree: 13%
National response	(n=18002)	18%	46%	24%	10%

My GP supervisor supports me to attend formal and informal teaching sessions^

		Total agree: 67%		Total	disagree: 14%
Aboriginal and/or Torres Strait Islanders	(n=36)	36%	31%	19%	14%
		Total agree: 77%		Tota	I disagree: 3%
National response	(n=2790)	31%	46%		20%

My employer supports me to attend formal and informal teaching sessions

		Total agree: 71%			agree: 12%
Aboriginal and/or Torres Strait Islanders	(n=117)	26%	45%	17%	7% 5%
		Total agree: 76%			
National response	(n=18007)	25%	50%	17%	6%

I am able participate in research activities

Aboriginal and/or Torros		Total agree: 62%			Total disagree: 7%		
Aboriginal and/or Torres Strait Islanders	(n=117)	14%	48%		32%	<mark>5%</mark>	
National response		Total agree: 60%			Total disag	gree: 10%	
	(n=18010)	15%	45%		30%	8%	
Key: Strongly agree	Agree	Neitl	her agree nor disagree	Disagree	Strongly	disagree	

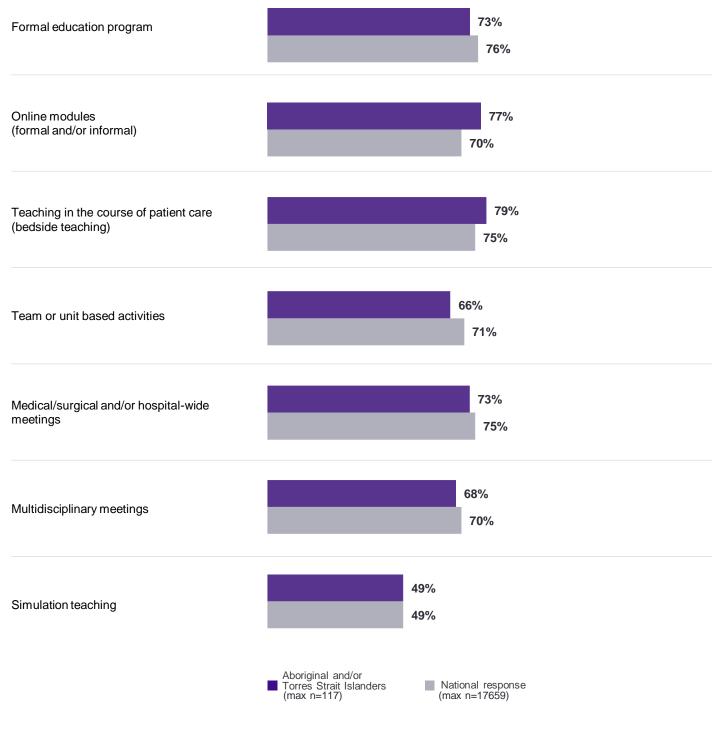
Base: Total sample,

ANote: These questions were only asked of Specialist GP trainees, as such, data is filtered to Specialist GP trainees Q34. Thinking about access to teaching and research in your setting, to what extent do you agree or disagree with the following statements?

Access to teaching

WHICH OF THE FOLLOWING EDUCATIONAL OPPORTUNITIES ARE AVAILABLE TO YOU IN YOUR SETTING? (% yes)

Aboriginal and/or Torres Strait Islander doctors in training were asked to select which educational opportunities were available to them in their current setting. Teaching in the course of patient care (bedside teaching) (79%) and online modules (formal and/or informal) (77%) were reported as the educational opportunities most available to Aboriginal and/or Torres Strait Islander doctors in training.



Base: Total sample

Q37. Which of the following educational opportunities are available to you in your setting?

Access to teaching

THE FOLLOWING EDUCATIONAL ACTIVITIES HAVE BEEN USEFUL IN YOUR DEVELOPMENT AS A DOCTOR

Aboriginal and/or Torres Strait Islander doctors in training who had reported access to a range of educational activities were then asked their level of agreement on whether the educational activity had been useful in their development as a doctor. Of the educational activities available, team or unit based activities (95%), simulation teaching (95%) and teaching in the course of patient care (bedside teaching) (94%) were rated the most useful.

Formal education progra	m								
		Total agree: 87%		Tota	al disagree: 4%				
Aboriginal and/or Torres Strait Islanders	(n=78)	50%		37%	9%				
		Total agree: 93%		Tot	al disagree: 2%				
National response	(n=12396)	43%		49%	6%				
Online modules (formal and/or informal)									
		Total agree: 79%		Tota	al disagree: 5%				
Aboriginal and/or Torres Strait Islanders	(n=86)	34%	45%		16%				
		Total agree: 79%		Tota	al disagree: 7%				
National response	(n=11915)	28%	51%		14% 6%				
Teaching in the course of patient care (bedside teaching)									
		Total agree: 94%		Tota	al disagree: 0%				
Aboriginal and/or Torres Strait Islanders	(n=90)	59%		36%	6%				
		Total agree: 96%		Tot	al disagree: 0%				
National response	(n=13047)	53%		43%					

Team or unit based activities

	Total agree: 95% Total dis			
Aboriginal and/or Torres Strait Islanders	(n=75)	40%	55%	5%
		Total agree: 90%	Total disa	agree: 1%
National response	(n=12370)	36%	54%	9%



Base: Where educational opportunity is available

Q38. To what extent do you agree or disagree that the following educational activities have been useful in your development as a doctor?

Access to teaching

THE FOLLOWING EDUCATIONAL ACTIVITIES HAVE BEEN USEFUL IN YOUR DEVELOPMENT AS A DOCTOR (continued)

Medical/surgical and/or hospital-wide meetings

		Total agree: 71%	Total disagree: 10%				
Aboriginal and/or Torres	(n=84)	26%	45%	19% 10%			
Strait Islanders		Total agree: 77%		Total disagree: 6%			
National response	(n=13002)	24%	53%	18% <mark>5%</mark>			
Multidisciplinary meetings							
Aboriginal and/or Torres		Total agree: 81%		Total disagree: 8%			
Strait Islanders	(n=78)	32%	49%	12% 6%			
		Total agree: 81%		Total disagree: 4%			
National response	(n=12070)	28%	54%	14% <mark>4%</mark>			
Simulation teaching		Total agree: 95%		Total disagree: 0%			
Aboriginal and/or Torres	(n, EC)	57%		38% 5%			
Strait Islanders	(n=56)	57% Total agree: 93%		Total disagree: 1%			
National response	(- 0504)						
Rational response	(n=8564)	47%	46	<mark>% 6%</mark>			

Agree

Base: Where educational opportunity is available

Strongly agree

Q38. To what extent do you agree or disagree that the following educational activities have been useful in your development as a doctor?

Key:

Neither agree nor disagree

Disagree

Strongly disagree

Facilities

HOW WOULD YOU RATE THE QUALITY OF THE FOLLOWING IN YOUR SETTING?

22%

Reliable internet for training purposes

		Total excellent/good: 69%		Total terrible/poor: 9% Not provided		
Aboriginal and/or Torres Strait Islanders	(n=114)	33% Total excellent/good: 75%	36%	22% Total terrible/p	<mark>5% 4%</mark> (n=2) oor: 7%	
National response	(n=16732)	31%	45%	18%	5% (n=439)	
Educational reso	urces					
		Total excellent/good: 71%		Total terrible/p	oor: 7% Not provided	
Aboriginal and/or Torres Strait	(n=114)	22%	49%	22%	<mark>4%</mark> (n=1)	
Islanders		Total excellent/good: 74%		Total terrible/p	oor: 4%	

52%

22%

(n=209)

Working space, such as a desk and computer

(n=16956)

Total excellent/good: 54%				Total te	errible/poor: 17% No	ot provided
Aboriginal and/or Torres Strait	(n=114)	27%	26%	30%	11% 6% (n=1)
Islanders		Total excellent/good:	61%	Total terrible/poor: 15%		
National response	(n=16946)	23%	38%	25%	11% 4%	(n=284)

Teaching spaces

National response

Total excellent/good: 60%			Total terri	ble/poor: 14% Not provided	
Aboriginal and/or Torres Strait	(n=110)	24%	36%	26%	10% 4% (n=4)
Islanders		Total excellent/good:	63%	Total terri	ble/poor: 10%
National response	(n=16570)	19%	44%	27%	8% (n=422)



Workplace environment and culture

CULTURE WITHIN THE TRAINEE'S SETTING

Most senior medical staff are supportive

		Total agree: 90% Total dis			
Aboriginal and/or Torres Strait Islanders	(n=117)	47%	43% 9%	6	
		Total agree: 93%	Total disagree: 2%		
National response	(n=17161)	47%	46%	5%	
My workplace supports	s staff wellbeing				
		Total agree: 78%	Total disagree	e 9%	

Aboriginal and/or		l otal agree: 78%				Ó
Torres Strait Islanders	(n=117)	32%	45%	14%	5%	
National response		Total agree: 81%		Total disa	gree: 7%	6
	(n=17145)	34%	47%	12%	5%	

In practice, my workplace supports me to achieve a good work/life balance

(n=17144)

Aboriginal and/or		Total agree: 64%		Total disagree: 17%			
Torres Strait Islanders	(n=117)	23%	41%		19%	13% 4%	
National response		Total agree: 70%			Total	disagree: 12%	
	(n=17155)	27%	43%		18%	9%	
I have a good work/life	balance						
		Total agree: 56%			Total o	lisagree: 26%	
Aboriginal and/or Torres Strait Islanders	(n=117)	18%	38%	17%	2	5%	
		Total agree: 64%			Total	disagree: 17%	
National response	(n=17144)	21%	13%		10%	13%	

43%

19%

13%

21%



Workplace environment and culture

CULTURE WITHIN THE TRAINEE'S SETTING (continued)

Bullying, harassment and discrimination (including racism) by anyone is not tolerated at my workplace

ing workplace		Total agree: 69%					2%
Aboriginal and/or Torres Strait Islanders	(n=116)	30%	39%	19)%	9%	
		Total agree: 79%			Total disa	agree: 8	8%
National response	(n=17161)	33%	46%		14%	6%	

I know how to raise concerns/issues about bullying, harassment and discrimination (including racism) in my workplace

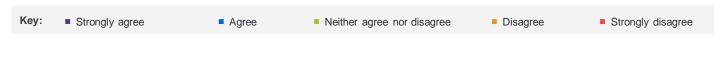
	•	Total agree: 76%	Т	otal disagr	'ee: 8%	
Aboriginal and/or Torres Strait Islanders	(n=116)	33%	43%	16%	4%	
		Total agree: 83%		Fotal disag	ree: 5%	,
National response	(n=17162)	29%	54%	12%	5%	

I am confident that I could raise concerns/issues about bullying, harassment and discrimination (including racism) in my workplace

(including rubbin) in my workplace	Total agree: 68%	Total disagree: 1		e: 16%		
Aboriginal and/or Torres Strait Islanders (n=116)	28%	40%	16%	9%	7%	
	Total agree: 75%		Total	disagre	e: 10%	
National response (n=17161)	29%	47%	15	% 8	8%	

I could access support from my workplace if I experienced stress or a traumatic event

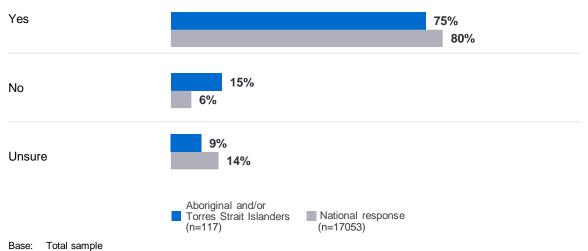
		Total disagre	e: 6%		
Aboriginal and/or Torres Strait Islanders	(n=116)	32%	44%	18%	
		Total agree: 80%		Total disagr	ee: 5%
National response	(n=17162)	29%	50%	15%	4%



Base: Total sample Q41. Thinking about the workplace environment and culture in your setting, to what extent do you agree or disagree with the following statements?

Workplace environment and culture

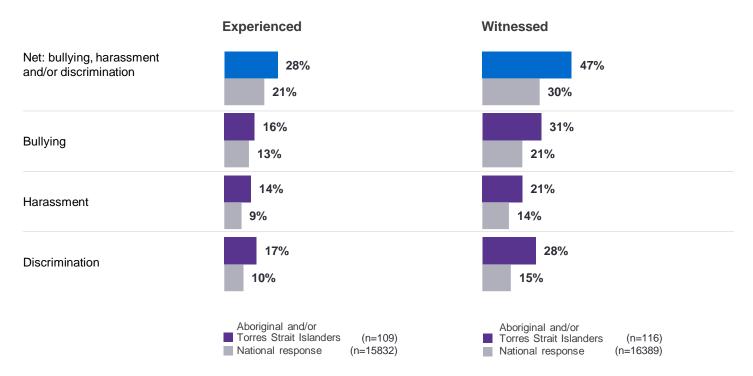
IF YOU NEEDED SUPPORT, DO YOU KNOW HOW TO ACCESS SUPPORT FOR YOUR HEALTH (INCLUDING FOR STRESS AND OTHER PSYCHOLOGICAL DISTRESS)?



Q43. If you needed support, do you know how to access support for your health (including for stress and other psychological distress)?

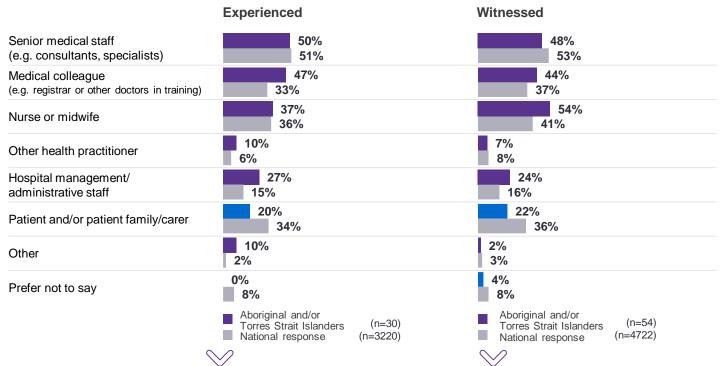
Workplace environment and culture

IN THE PAST 12 MONTHS, HAVE YOU ... (% yes)

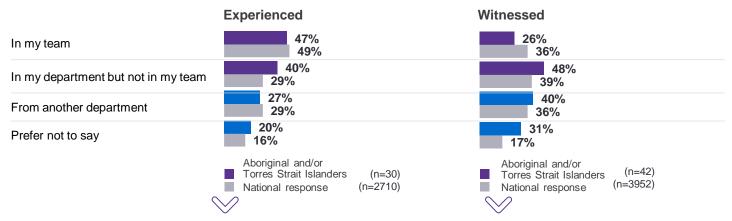


Workplace environment and culture

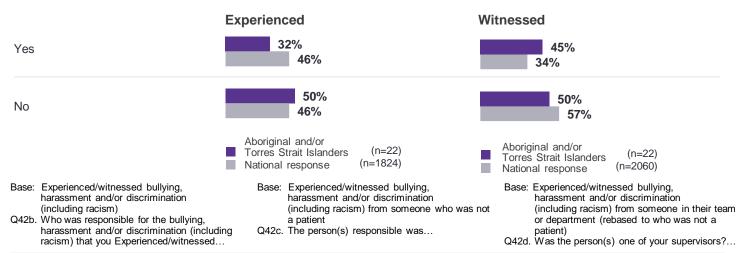
WHO WAS RESPONSIBLE...



THE STAFF MEMBER OR COLLEAGUE RESPONSIBLE WAS...

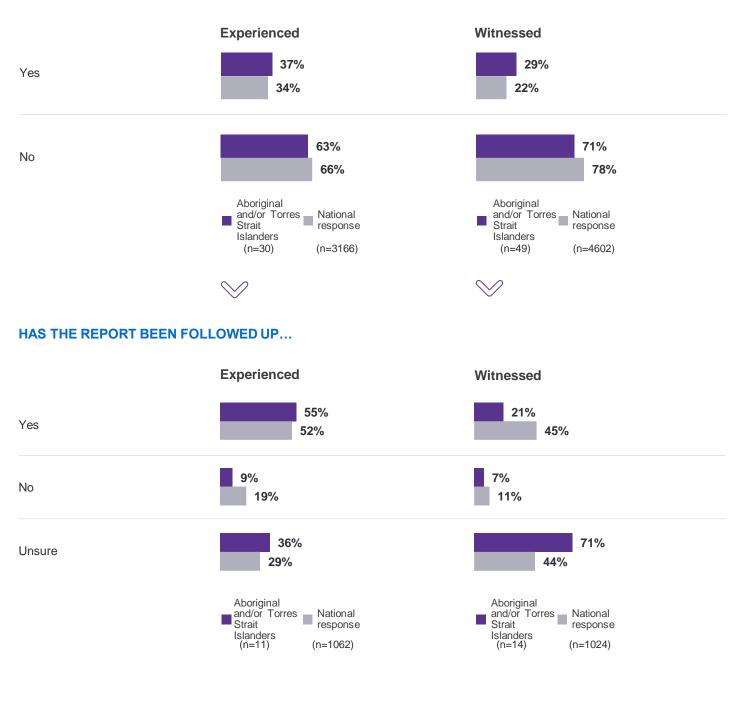


THE STAFF MEMBER OR COLLEAGUE FROM MY TEAM OR DEPARTMENT WAS MY SUPERVISOR...



Workplace environment and culture

HAVE YOU REPORTED IT...



Base: Experienced bullying, harassment and/or discrimination (including racism) Q42e. Have you reported it? Base: Reported bullying, harassment and/or discrimination (including racism) Q42f. Has the report been followed up?

Workplace environment and culture

HOW OFTEN DO THE FOLLOWING ADVERSELY AFFECT YOUR WELLBEING IN YOUR SETTING?

The amount of work I am expected to do

	-	Total always/most of the time: 30%	Total sometimes/never: 70%
Aboriginal and/or Torres Strait Islanders	(n=117)	9% 21%	55% 15%
otrait islanders		Total always/most of the time: 22%	Total sometimes/never: 78%
National response	(n=16977)	7% 15% 56%	22%
Having to work paid	overtime		
		Total always/most of the time: 11%	Total sometimes/never: 89%
Aboriginal and/or Torres Strait Islanders	(n=117)	8% 44%	45%
		Total always/most of the time: 11%	Total sometimes/never: 89%
National response	(n=16955)	4% <mark>8%</mark> 44%	44%
Having to work unpa	id overtime		
		Total always/most of the time: 25%	Total sometimes/never: 75%
Aboriginal and/or Torres Strait Islanders	(n=117)	11% 14% 40%	35%
		Total always/most of the time: 21%	Total sometimes/never: 79%
National response	(n=16960)	9% <mark>12%</mark> 38%	41%
Dealing with patient of	expectation	S	
		Total always/most of the time: 23%	Total sometimes/never: 77%
Aboriginal and/or Torres Strait Islanders	(n=117)	5% <mark>18%</mark> 56%	6 21%
		Total always/most of the time: 18%	Total sometimes/never: 82%
National response	(n=16967)	5% 13% 59%	23%
Dealing with patients	' families		
		Total always/most of the time: 15%	Total sometimes/never: 85%
Aboriginal and/or Torres Strait Islanders	(n=117)	5% 10% 65%	20%
		Total always/most of the time: 15%	Total sometimes/never: 85%
National response	(n=16967)	4% <mark>11%</mark> 60%	24%
	, , ,	4% <mark>11%</mark> 60%	
Expectations of supe	, , ,	4% 11% 60% Total always/most of the time: 19%	24%
Expectations of supe	, , ,		24%
Expectations of supe	ervisors	Total always/most of the time: 19%	24% Total sometimes/never: 81% 32%
Expectations of supe Aboriginal and/or Torres Strait Islanders	ervisors	Total always/most of the time: 19%	24% Total sometimes/never: 81% 32%
National response Expectations of supe Aboriginal and/or Torres Strait Islanders National response Key: • • Alv	(n=117) (n=16972)	Total always/most of the time: 19%4%15%50%Total always/most of the time: 15%	24% Total sometimes/never: 81% 32% Total sometimes/never: 85%

Workplace environment and culture

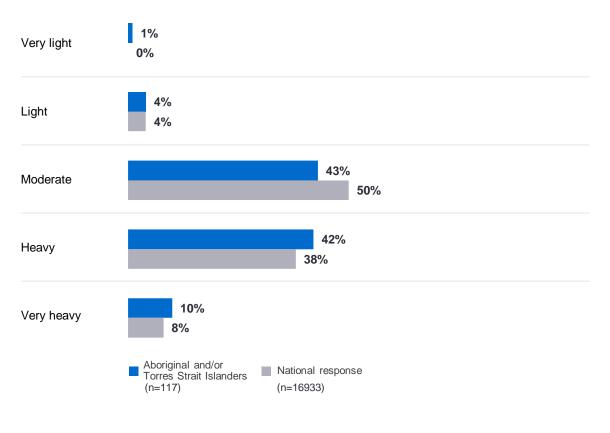
HOW OFTEN DO THE FOLLOWING ADVERSELY AFFECT YOUR WELLBEING IN YOUR SETTING? (continued)

Supervisor feedback

		Total always/most of the time: 9%	Total sometimes/never: 91%
Aboriginal and/or Torres Strait Islanders	(n=117)	8% 42%	49%
otrait islanders		Total always/most of the time: 10%	Total sometimes/never: 90%
National response	(n=16970)	7% 38%	52%
Having to relocate fo	or work		
		Total always/most of the time: 24%	Total sometimes/never: 76%
Aboriginal and/or Torres Strait Islanders	(n=117)	9% 15% 26%	50%
Otrait Islanders		Total always/most of the time: 21%	Total sometimes/never: 79%
National response	(n=16929)	9% 12% 34%	45%
Being expected to do	o work that I	don't feel confident doing	
		Total always/most of the time: 8%	Total sometimes/never: 92%
Aboriginal and/or Torres Strait Islanders	(n=117)	<mark>6%</mark> 48%	44%
Strait Islanders		Total always/most of the time: 9%	Total sometimes/never: 91%
National response	(n=16931)	<mark>6%</mark> 43%	48%
Limited access to se	nior clinicia	ns	
		Total always/most of the time: 14%	Total sometimes/never: 86%
Aboriginal and/or Torres			
	(n=117)	11% 32%	54%
	(n=117)	11% 32% Total always/most of the time: 7%	
Strait Islanders	(n=117) (n=16926)		
Strait Islanders National response	(n=16926)	Total always/most of the time: 7%	Total sometimes/never: 93%
Strait Islanders National response	(n=16926)	Total always/most of the time: 7%	Total sometimes/never: 93%
Strait Islanders National response Lack of appreciation Aboriginal and/or Torres	(n=16926)	Total always/most of the time: 7%	Total sometimes/never: 93% 58%
Strait Islanders National response Lack of appreciation Aboriginal and/or Torres	(n=16926)	Total always/most of the time: 7% 5% 35% Total always/most of the time: 24%	Total sometimes/never: 93% 58% Total sometimes/never: 76% 35%
Strait Islanders National response Lack of appreciation Aboriginal and/or Torres Strait Islanders	(n=16926)	Total always/most of the time: 7%5%35%Total always/most of the time: 24%9%15%41%	Total sometimes/never: 93% 58% Total sometimes/never: 76% 35%
Strait Islanders National response Lack of appreciation Aboriginal and/or Torres Strait Islanders National response	(n=16926) (n=117)	Total always/most of the time: 7%5%35%Total always/most of the time: 24%9%15%41%Total always/most of the time: 18%	Total sometimes/never: 93% 58% Total sometimes/never: 76% 35% Total sometimes/never: 82%
Strait Islanders National response Lack of appreciation Aboriginal and/or Torres Strait Islanders National response	(n=16926) (n=117)	Total always/most of the time: 7%5%35%Total always/most of the time: 24%9%15%41%Total always/most of the time: 18%	Total sometimes/never: 93% 58% Total sometimes/never: 76% 35% Total sometimes/never: 82% 40%
Strait Islanders National response Lack of appreciation Aboriginal and/or Torres Strait Islanders National response Workplace conflict Aboriginal and/or Torres	(n=16926) (n=117)	Total always/most of the time: 7%5%35%Total always/most of the time: 24%9%15%41%Total always/most of the time: 18%6%12%42%	Total sometimes/never: 93% 58% Total sometimes/never: 76% 35% Total sometimes/never: 82% 40%
Strait Islanders National response Lack of appreciation Aboriginal and/or Torres Strait Islanders National response Workplace conflict Aboriginal and/or Torres	(n=16926) (n=117) (n=16932)	Total always/most of the time: 7% 5% 35% Total always/most of the time: 24% 9% 15% 41% Total always/most of the time: 18% 6% 12% 42% Total always/most of the time: 13%	Total sometimes/never: 93% 58% Total sometimes/never: 76% 35% Total sometimes/never: 82% 40% Total sometimes/never: 87%
Strait Islanders National response Lack of appreciation Aboriginal and/or Torres Strait Islanders National response Workplace conflict Aboriginal and/or Torres Strait Islanders	(n=16926) (n=117) (n=16932)	Total always/most of the time: 7%5%35%Total always/most of the time: 24%9%15%41%Total always/most of the time: 18%6%12%42%Total always/most of the time: 13%6%7%43%	Total sometimes/never: 93% 58% Total sometimes/never: 76% 35% Total sometimes/never: 82% 40% Total sometimes/never: 87%
Strait Islanders National response Lack of appreciation Aboriginal and/or Torres Strait Islanders National response Workplace conflict Aboriginal and/or Torres Strait Islanders National response Key: • Ah	(n=16926) (n=117) (n=16932) (n=117) (n=16934)	Total always/most of the time: 7%5%35%Total always/most of the time: 24%9%15%41%Total always/most of the time: 18%6%6%12%42%Total always/most of the time: 13%6%7%43%Total always/most of the time: 9%	Total sometimes/never: 93% 58% Total sometimes/never: 76% 35% Total sometimes/never: 82% 40% Total sometimes/never: 87% 44% Total sometimes/never: 91%

Workplace environment and culture

HOW WOULD YOU RATE YOUR WORKLOAD IN YOUR SETTING?



Base: Total sample

Q45. How would you rate your workload in your setting?

Workplace environment and culture

ON AVERAGE IN THE PAST MONTH, HOW MANY HOURS PER WEEK HAVE YOU WORKED?

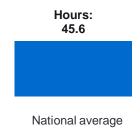
On average, Aboriginal and/or Torres Strait Islander doctors in training work 47.5 hours a week, compared to 45.6 hours a week for the national average.

For Aboriginal and/or Torres Strait Islander doctors in training, 69% are working 40 hours a week or more, compared to the national response of 66%.

On average, Aboriginal and/or Torres Strait Islander doctors in training worked...

On average, doctors in training nationally worked...





30%

24%

Total sample (National: 2020 n=16889; Aboriginal and/or Torres Strait Islanders: 2020 n=116) Base: Q46.

On average in the past month, how many hours per week have you worked?

FOR ANY UNROSTERED OVERTIME YOU HAVE COMPLETED IN THE PAST, HOW OFTEN DID?

You get paid for the unrostered overtime Total always/most of the time: 43% Total sometimes/never: 57% Aboriginal and/or Torres 23% (n=97) 21% 27% Strait Islanders Total sometimes/never: 50% Total always/most of the time: 50%

National response (n=13739) 26% 24% 26%

Working unrostered overtime have a negative impact on your training

		Total always/most of the time: 13%			Total sometimes/never: 87%		
Aboriginal and/or Torres Strait Islanders	(n=91)	8%	<mark>5%</mark>	63%	24%		
Strait Islanders		Total a	ways/mos	t of the time: 20%	Total sometimes/never: 80%		
National response	(n=13024)	7%	13%	48%	33%		

Working unrostered overtime provide you with more training opportunities

		Total always/most of	of the time: 14%	Total so	ometimes/never: 86%
Aboriginal and/ Strait Islanders		12%	53%		33%
Strait Islanders		Total always/most of the time: 16%		Total s	ometimes/never: 84%
National respor	nse (n=13149)	4% <mark>12%</mark>	54%		30%
				0	
Key:	Always	Most	of the time	Sometimes	Neve
Base: Total san	nple				

Q47. For any unrostered overtime you have completed in the past, how often did?

Patient safety

HOW WOULD YOU RATE THE QUALITY OF YOUR TRAINING ON HOW TO RAISE CONCERNS ABOUT PATIENT SAFETY?



Base: Total sample

Q48. In your setting, how would you rate the quality of your training on how to raise concerns about patient safety?

PATIENT CARE AND SAFETY IN THE WORKPLACE

I know how to report concerns about patient care and safety

		Total agree: 88% Total o				
Aboriginal and/or Torres Strait Islanders	(n=117)	36%	52%	9%		
		Total agree: 90%	Total di	sagree: 2%		
National response	(n=16720)	30%	60%	8%		

There is a culture of proactively dealing with concerns about patient care and safety

Total agree: 77%					agree: 9%
Aboriginal and/or Torres Strait Islanders	(n=117)	31%	46%	14%	8%
		Total agree: 82%		Total dis	agree: 4%
National response	(n=16713)	28%	55%	13	3%

I am confident to raise concerns about patient care and safety

		Total agree: 78%				
Aboriginal and/or Torres Strait Islanders	(n=117)	36%	42%	16%	5%	
	-	Total agree: 88%		Total disag	'ee: 3%	
National response	(n=16718)	31%	58%	9	9%	

There are processes in place at my workplace to support the safe handover of patients between shifts / practitioners

Aboriginal and/or Torres Strait	Te	otal agree: 84%		Total disagree: 4%		
Aboriginal and/or Torres Strait Islanders (n	n=116)	32%	53%	11%		
	Т	otal agree: 85%		Total disagree: 4%		
National response (n	n=16724)	28%	57%	11%		
Key: Strongly agree	Agree	Neither agree no	r disagree	Strongly disagree		

Base: Total sample

Thinking about patient care and safety in your setting, to what extent do you agree or disagree with the following statements? Q49.

Overall satisfaction

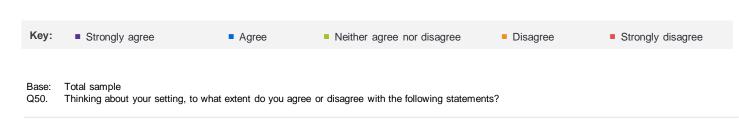
RECOMMEND TRAINING

I would recommend my current training position to other doctors

	-	Total agree: 79%			jree: 9%
Aboriginal and/or Torres Strait Islanders	(n=117)	32%	47%	13%	6%
		Total agree: 81%		Total disagre	
National response	(n=16710)	34%	47%	13%	<mark>4%</mark>

I would recommend my current workplace as a place to train

		Total agree: 77%	Total disagree: 9%			
Aboriginal and/or Torres Strait Islanders	(n=117)	38%	38%	15%	6%	
		Total agree: 81%			Total disagree: 7%	
National response	(n=16708)	35%	45%	13%	5%	



Future career intentions

CAREER INTERESTS

National response

I have an interest in Aboriginal and Torres Strait Islander health/healthcare

	0					
		Total agree: 94%			Total disa	agree: 1%
Aboriginal and/or Torres Strait Islanders	(n=117)		70%		24%	5%
		Total agree: 49%			Total disa	gree: 14%
National response	(n=16551)	12%	37%	36%		11%
I am interested in rural pra	actice					
		Total agree: 74%			Total disag	yree: 11%
Aboriginal and/or Torres Strait Islanders	(n=117)	40)%	34%	15%	9%
		Total agree: 47%			Total disa	gree: 23%
National response	(n=16529)	13%	34%	30%	18%	5%
I am interested in getting	involved in n	nedical researc	h			
		Total agree: 45%			Total disag	yree: 28%
Aboriginal and/or Torres Strait Islanders	(n=117)	15%	31%	26%	21%	8%
		Total agree: 54%			Total disa	gree: 20%

I am interested in getting involved in medical teaching

(n=16546)

Total agree: 76%					ree: 7%
Aboriginal and/or Torres Strait Islanders	(n=117)	32%	44%	17%	6%
	٦	Total agree: 80%	Total disagree: 5%		
National response	(n=16549)	30%	51%	15%	<mark>4%</mark>

15%

39%

26%

16%

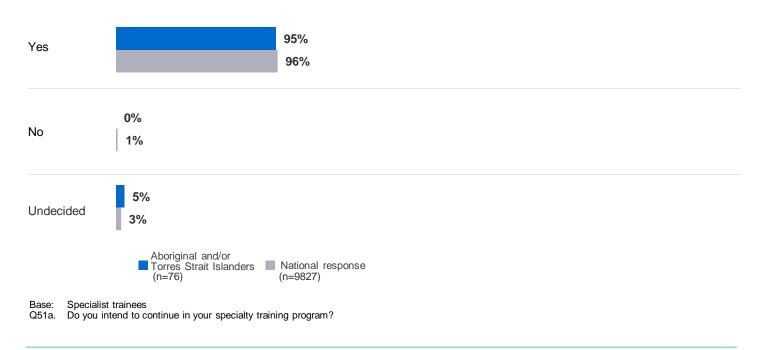
4%



Future career intentions

CONTINUATION OF SPECIALITY TRAINING PROGRAM

Overall, 95% of Aboriginal and/or Torres Strait Islander specialist trainees intend to continue with their specialty.



TRAINING PROGRAM COMPLETION

I am concerned I will not successfully complete my training program to attain Fellowship / meet my pathway requirements / securing a place in my preferred College training program

		Total agree: 4	Total agree: 45%			Total disag		
Aboriginal and/or Torres Strait Islanders	(n=115)	20%	25%	1	8%	24%	12%	
		Total agree: 3	6%	L		Total	disagree: 44%	
National response	(n=16025)	16%	20%	19%		31%	14%	

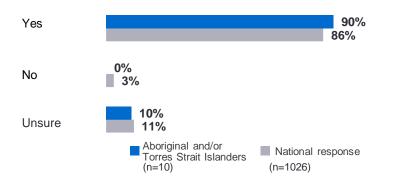
I am concerned about whether I will be able to secure employment on completion of training

		Total agree: 45%		Total disagree: 37%		
Aboriginal and/or Torres Strait Islanders	(n=117)	21%	24%	18%	22%	15%
		Total agree: 49%			Total disagree: 3	
National response	(n=16556)	20%	29%	21%	21%	9%
Key: Strongly agree	Agree	Neither	agree nor disagree	Disagree	Strop	ongly disagree
Base: Total sample						

Q54. Thinking about your future career, to what extent do you agree or disagree with the following statements?

Future career intentions

INTERNS - INTERESTED IN A SPECIALTY



SPECIALIST TRAINING PROGRAM INTERNS ARE INTERESTED IN

Chart not shown due to insufficient sample size.

 Base: Interns interested in a specialty Responses receiving <1% for Aboriginal and/or Torres Strait Islanders not shown.
 Q53. Which specialty are you most interested in pursuing?

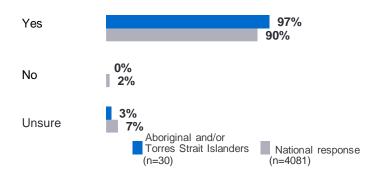
90% of Aboriginal and/or Torres

intending to become a specialist.

Strait Islander interns are

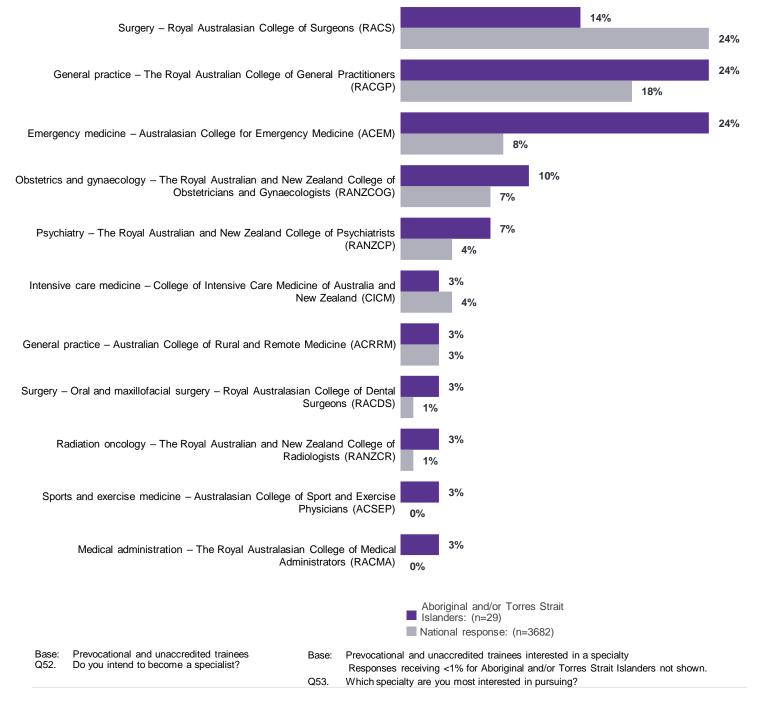
Future career intentions

PREVOCATIONAL AND UNACCREDITED TRAINEES - INTERESTED IN A SPECIALTY

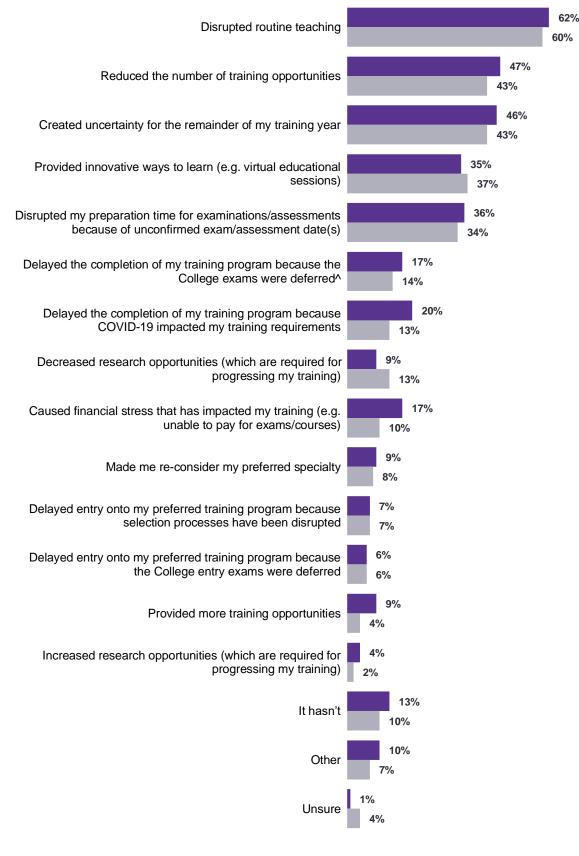


97% of Aboriginal and/or Torres Strait Islander prevocational and unaccredited trainees are intending to become a specialist. Of these, 24% are most interested in pursuing a general practice speciality with RACGP or as an emergency physician with ACEM.

SPECIALIST TRAINING PROGRAM PREVOCATIONAL AND UNACCREDITED TRAINEES ARE INTERESTED IN



Impacts of COVID-19



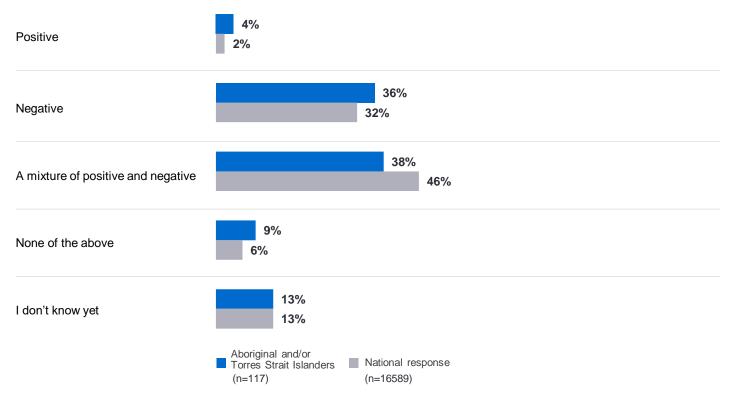
HOW COVID-19 IMPACTED TRAINING AND EDUCATION

 Base:
 Total sample (National: 2020 n=16584; Aboriginal and/or Torres Strait Islanders: 2020 n=117) ^Note:
 Aboriginal and/or Torres Strait Islanders: 2020 National and/or Torres Strait Islanders: 2020 National response

 Q60.
 How has COVID-19 impacted your training and education?
 National response

Impacts of COVID-19

OVERALL THE IMPACTS OF COVID-19 ON TRAINING



Base: Total sample

Q61. Upon reflection, overall the impacts of COVID-19 on my training have been...

Visit MedicalTrainingSurvey.gov.au to explore the results further by using the interactive data dashboard

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