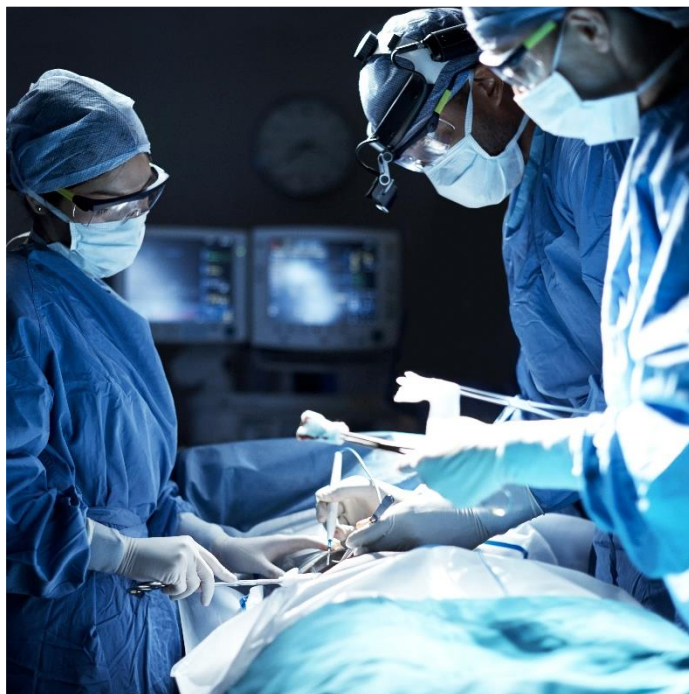
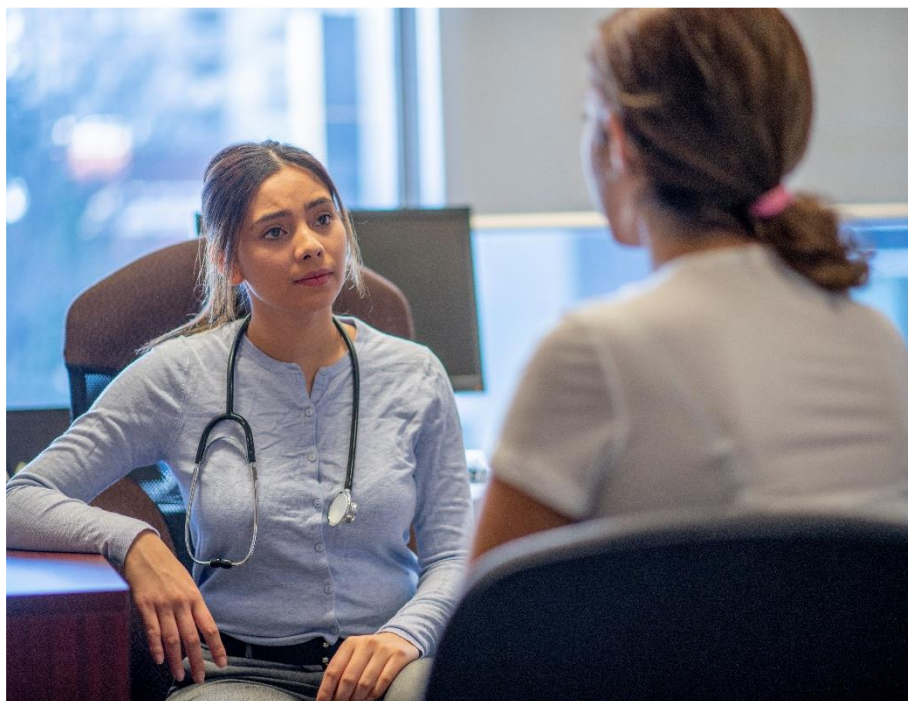


Medical Training Survey 2021

Medical Board of Australia and Ahpra

Report for The Royal Australasian College of Medical Administrators



Contents

- 03** Welcome
- 04** Background
- 05** Executive summary
- 06** Profile of RACMA trainees
- 08** Training curriculum
- 11** Orientation
- 12** Assessment
- 15** Clinical supervision
- 18** Access to teaching
- 24** Facilities
- 25** Workplace environment and culture
- 36** Patient safety
- 37** Overall satisfaction
- 38** Future career intentions
- 42** Impacts of COVID-19



MEDICAL TRAINING IMPACTED BY COVID IN 2021

More than 21,000 trainees have spoken, and the 2021 Medical Training Survey (MTS) has given the rest of us a fantastic opportunity to listen.

A huge thanks to every doctor in training who made time to do the 2021 MTS, despite intense COVID-related pressures this year. The 55 per cent response rate has generated a solid evidence base and a robust national dataset that will continue to shape improvements to training.

The results show the impact of COVID-19 on training and give insights into the quality of training and the culture of medicine. While results are broadly consistent with previous years, there are small but statistically significant changes. Broadly, there is a lot going well in medical training and some important issues that require attention.

Through the 2021 MTS, we know that 100% of trainees have a supervisor, 94% received an orientation and 80% would recommend their current training position to other trainees.

All aspects of the quality of supervision have improved since last year and trainees report receiving more regular and more useful feedback, both formal and informal.

There were also some small but statistically significant downward variations in results. These may relate to the impact of the pandemic on the healthcare sector and warrant close monitoring in the years ahead.

Perhaps unsurprisingly, trainees from places hit hardest by the pandemic reported that their medical training overall had been impacted negatively, while trainees in states and territories less COVID-affected reported that the pandemic had a mixture of positive and negative impacts on training overall. Broadly, 41% of respondents indicated COVID-19 had negatively impacted their medical training this year.

Similar to 2020, survey participants continued to report greater competition with other doctors for training opportunities. This was greater for prevocational and unaccredited trainees with 56% strongly agreeing/agreeing that they had to compete with other doctors for training opportunities, compared to 36% of interns.

We note that 45% of trainees say they 'never/sometimes' got paid for un-rostered overtime, and 49% rated their workload as heavy/very heavy.

Again this year, trainees have called out workplace culture as a serious issue. In 2021, 35% of trainees reported that they had experienced and/or witnessed bullying, harassment and/or discrimination (including racism) in training, which is no improvement on the 2020 results,

where 34% of trainees reported experiencing and/or witnessing bullying, harassment and/or discrimination.

The most common groups responsible for the bullying, harassment and/or discrimination were senior medical staff (experienced=51%, witnessed=54%), nurses/midwives (experienced=36%, witnessed=41%) and patients/carers/families (experienced=36%, witnessed=38%). 67% of trainees who experienced these behaviours did not report the incident and only 58% of trainees who reported it were satisfied with the follow-up.

Answers to a new question in 2021 show a clear link between unprofessional behaviours and medical training, with 38% of trainees who experienced bullying, discrimination or harassment reporting moderate or major impacts on their training.

Disturbingly, there is a significant and unacceptable difference in the incidence of these issues reported by Aboriginal and Torres Strait Islander doctors in training. Results show that 52% of Aboriginal and Torres Strait Islander trainees reported experiencing and/or witnessing bullying, harassment and or discrimination (compared with 35% of trainees nationally), and of those experiencing bullying, harassment and or discrimination, 49% reported a moderate or major impact on their training (compared with 38% nationally).

More Aboriginal and Torres Strait Islander trainees who experienced these unprofessional behaviours reported the issue (43% compared with 33% nationally). Racism in healthcare is never acceptable and we all have to do better.

As ever, a huge team effort underpins this result. We are grateful to each doctor in training who shared their story on social media to help boost participation rates. A big thank you to the agencies across the healthcare sector who backed and promoted the 2021 MTS, and to the members of the MTS Steering Committee and Advisory Group whose expertise and enthusiasm were invaluable.

Increasingly, agencies across the healthcare sector are using MTS results to improve medical training. All results are available online through the data dashboard published on the [MedicalTrainingSurvey.gov.au](https://www.medicaltrainingsurvey.gov.au) website. Interrogate the results, tailor your own report, and apply this valuable data-set to continually drive improvement in medical training.



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 2021 representing the third wave of data collection.

The objectives of the survey are to:

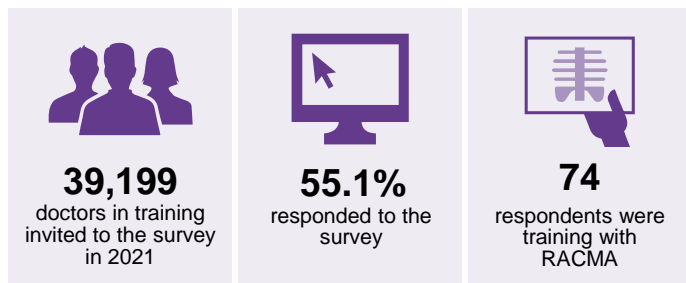
- promote better understanding of the quality of medical training in Australia

- 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 = 21,604 doctors in training, with n = 20,671 responses eligible for analysis (i.e. currently training in Australia) between 22 July and 8 October 2021.



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 RACMA are presented at an overall level. To explore results within RACMA further, please visit medicaltrainingsurvey.gov.au/results.

INTERPRETING THIS REPORT

This report provides key results based on n = 74 doctors in training at the Royal Australasian College of Medical Administrators (RACMA) compared against national results (n = 20,671 of all eligible doctors in training (i.e. currently training in Australia)).

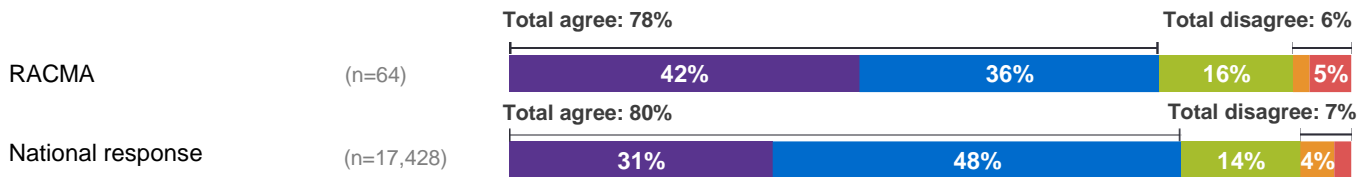
Bases exclude 'not applicable' responses or where the respondent skipped the question. Data in this report are unweighted. Labels on stacked charts are hidden for results 3% or less. Results with base sizes of less than n = 10 are suppressed.

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.

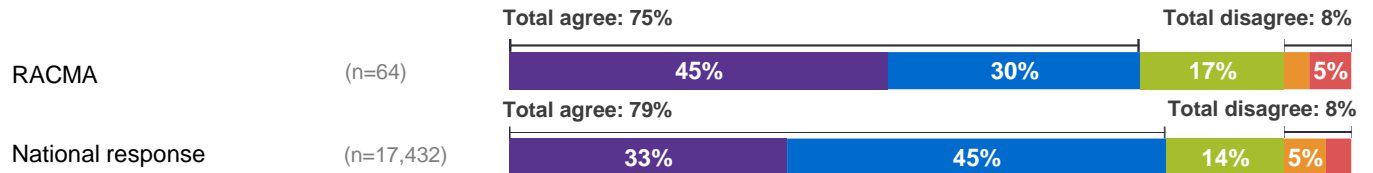
Executive summary

OVERALL SATISFACTION

I would recommend my current training position to other doctors



I would recommend my current workplace as a place to train



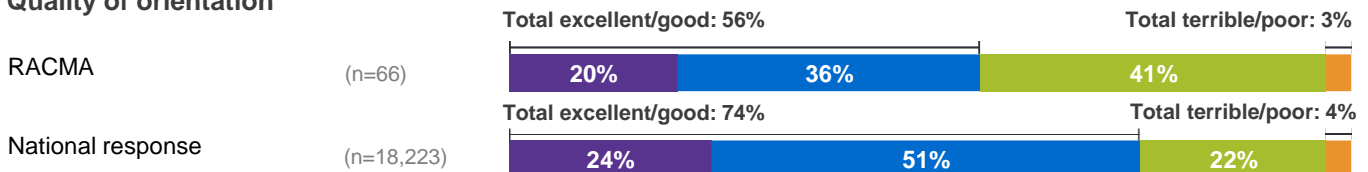
Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: Total sample

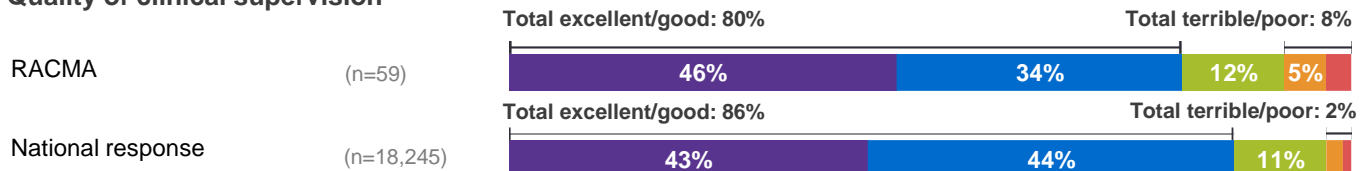
Q50. Thinking about your setting, to what extent do you agree or disagree with the following statements?

HIGHLIGHTS

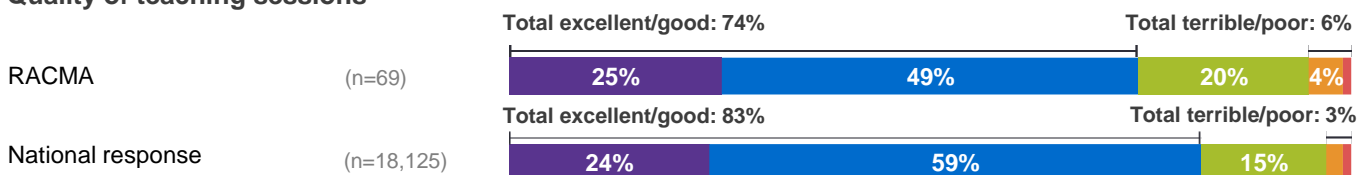
Quality of orientation



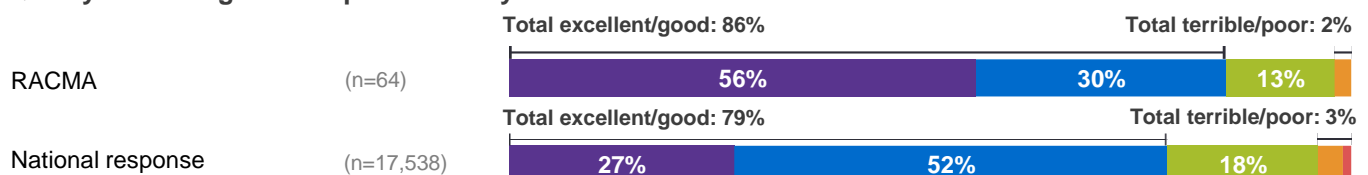
Quality of clinical supervision



Quality of teaching sessions



Quality of training to raise patient safety concerns



Key: ■ Excellent ■ Good ■ Average ■ Poor ■ Terrible

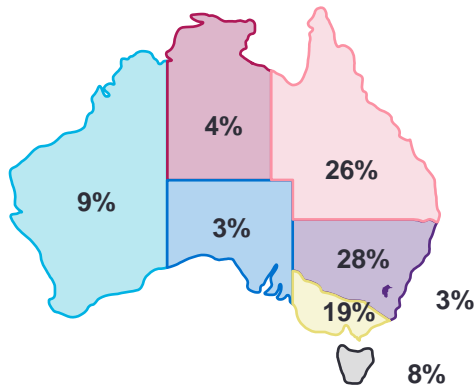
Base: Orientation received | Q27B. How would you rate the quality of your orientation?

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 RACMA trainees

TRAINING LOCATION



● ACT ● NSW ● NT ● Qld ● SA ● Tas ● Vic ● WA

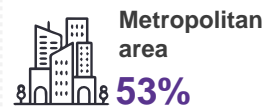
Base: Total sample (RACMA: n = 74)
 Q4. In which state or territory is your current term/rotation/placement based?

TRAINING LOCATION

Facility



Region

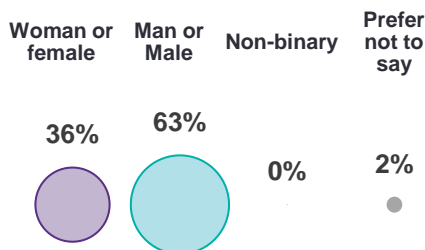


Do not wish to specify
0%

Base: Total sample (RACMA: n = 74)
 Q5A. Is your current position/term/rotation/placement in a hospital?
 Base: Total sample (RACMA: n = 74)
 Q6. Is your current setting in a...?

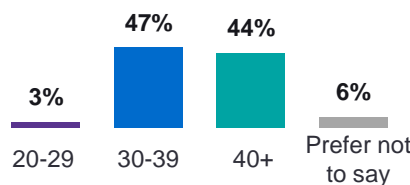
DEMOGRAPHICS

Do you identify as...



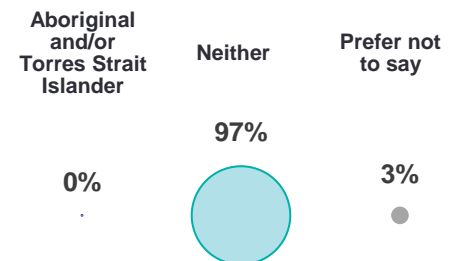
Base: Total sample (RACMA: n = 64)
 Q55. Do you identify as...?

Age in years



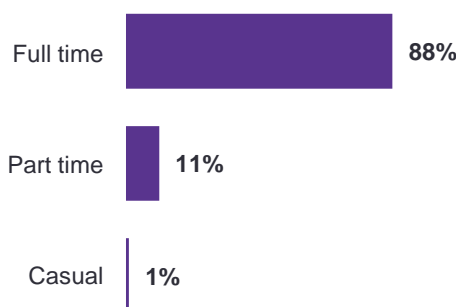
Base: Total sample (RACMA: n = 64)
 Q56. What is your age?

Cultural background



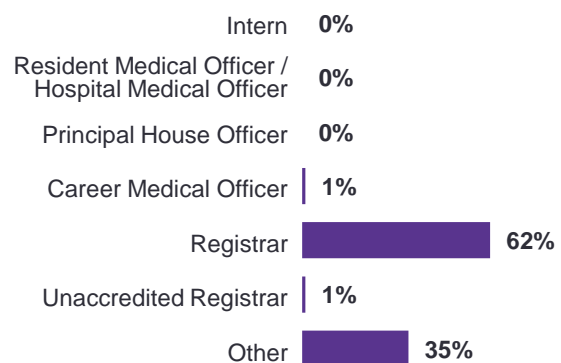
Base: Total sample (RACMA: n = 64)
 Q57. Do you identify as an Australian Aboriginal and/or Torres Strait Islander person?

Employment



Base: Total sample (RACMA: n = 73)
 Q2. Are you employed?

Role

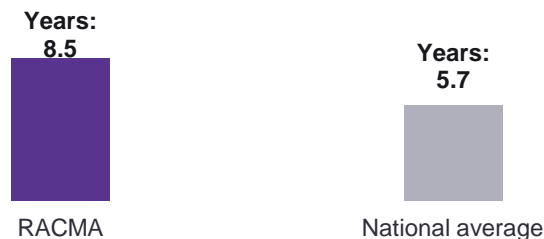


Base: Total sample (RACMA: n = 74)
 Q7. What is your role in the setting?

Profile of RACMA trainees

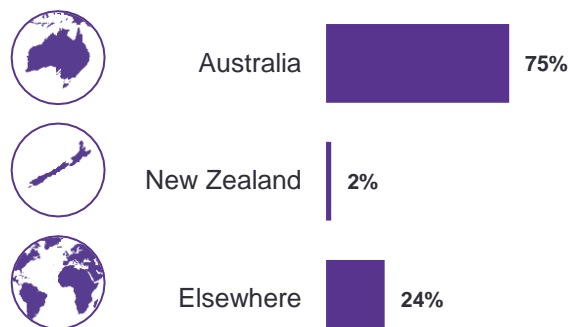
POSTGRADUATE YEAR

Postgraduate year average is



Base: Total sample (National: 2021 n = 20,397; RACMA: 2021 n = 73)
 Q1. What is your postgraduate year?

PRIMARY DEGREE



Base: Total sample (RACMA: n = 63)
 Q58a. Did you complete your primary medical degree in Australia or New Zealand?

CURRENT ROTATION / TERM / POSITION



Base: Total sample (RACMA: n = 74), 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?

SPECIALIST TRAINEES

On average, specialist trainees with RACMA have been in their training program for

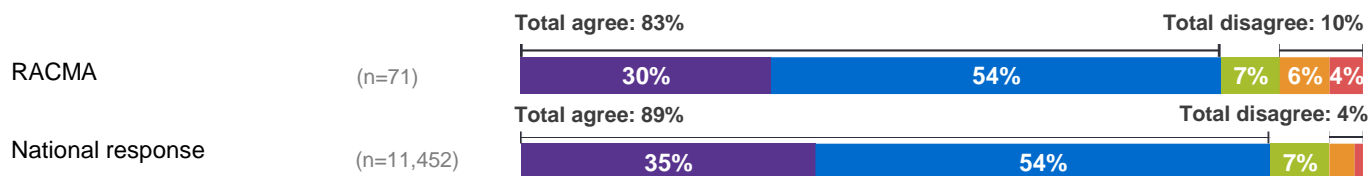


Base: Specialist trainees (National: 2021 n = 11,580; RACMA: 2021 n = 73)
 Q15. How many years have you been in the College training program?

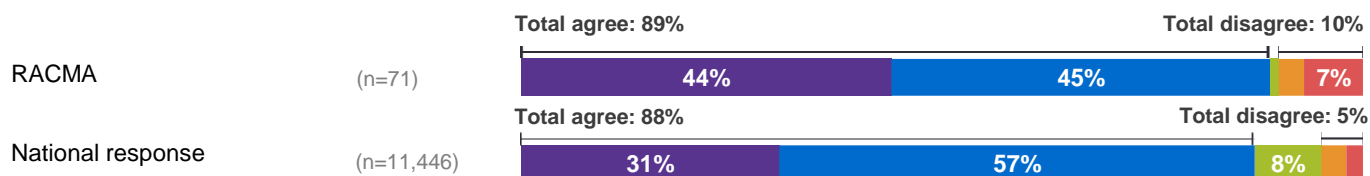
Training curriculum

TRAINING PROGRAM PROVIDED BY COLLEGE

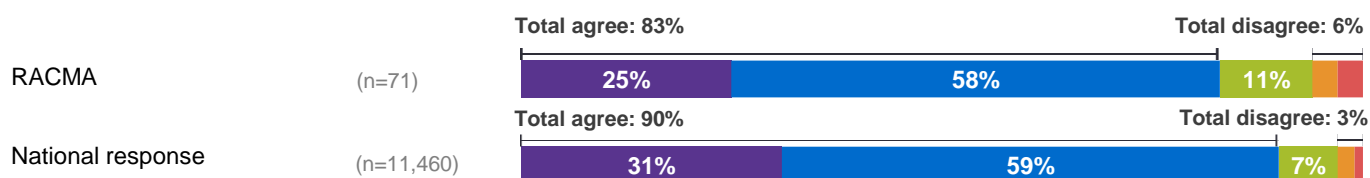
The College training program is relevant to my development



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



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



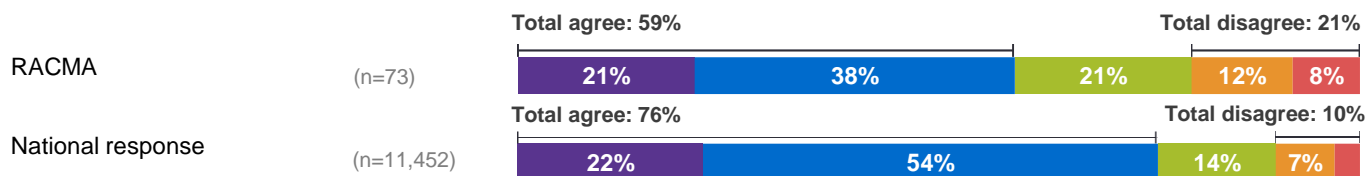
Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: Specialist trainees
 Q21. Thinking about your Royal Australasian College of Medical Administrators training program, to what extent do you agree or disagree with each of the following statements?

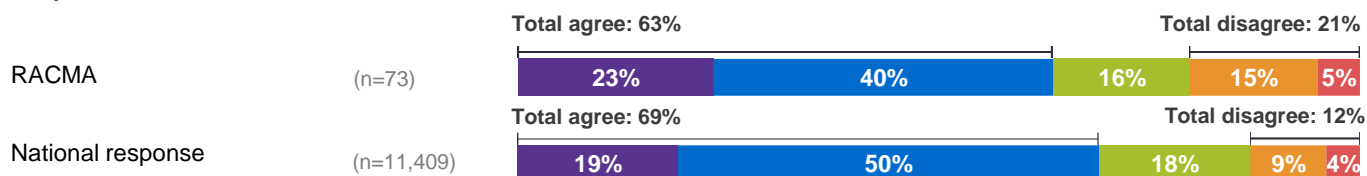
Training curriculum

COMMUNICATION WITH COLLEGE

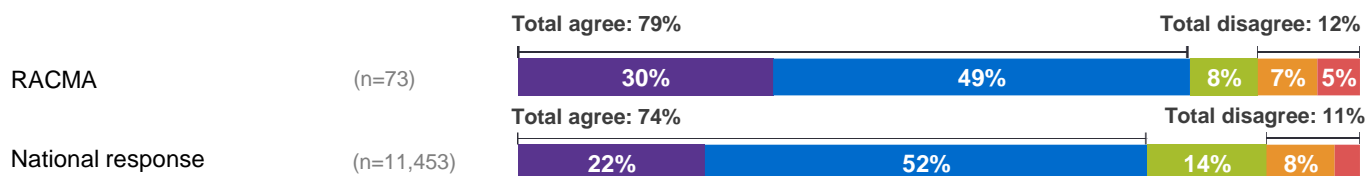
My College clearly communicates the requirements of my training program



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



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



Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

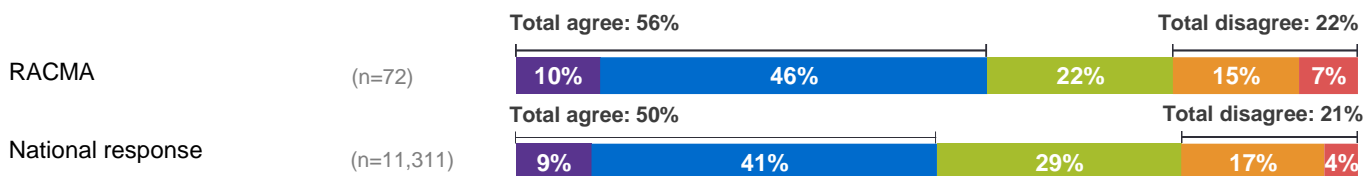
Base: Specialist trainees

Q22. Thinking about how Royal Australasian College of Medical Administrators communicates with you about your training program, to what extent do you agree or disagree with the following statements?

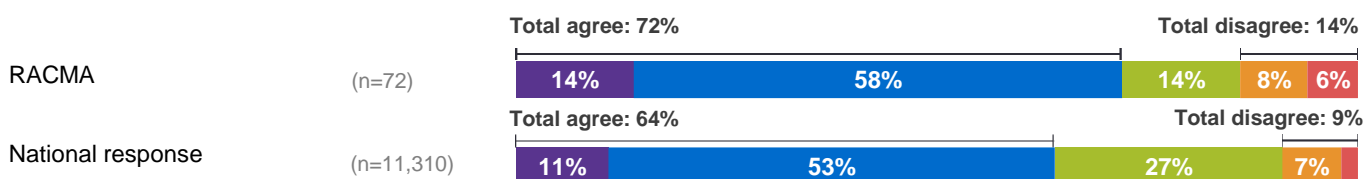
Training curriculum

ENGAGEMENT WITH COLLEGE

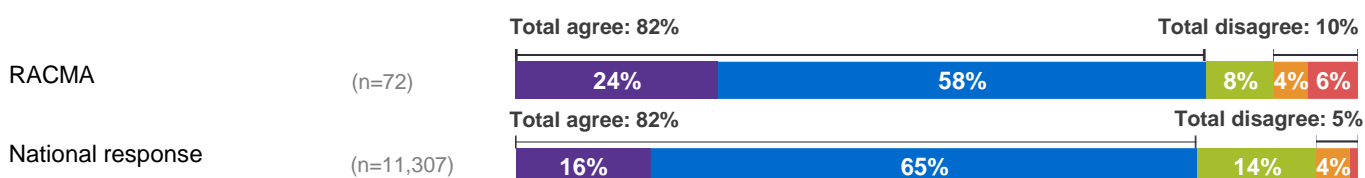
The College seeks my views on the training program



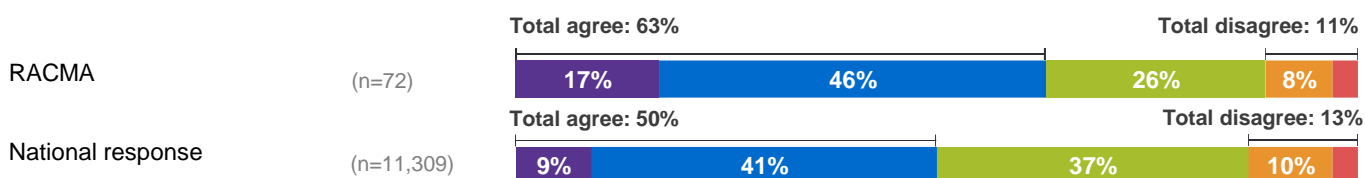
I am represented by doctors in training on the College's training and/or education committees



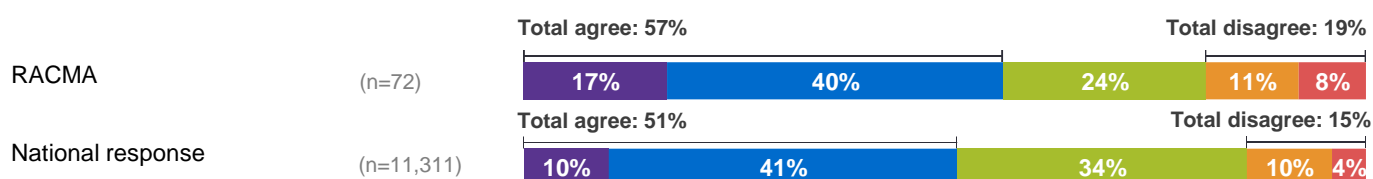
I am able to discuss the College training program with other doctors



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



There are safe mechanisms for raising training/wellbeing concerns with the College



Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

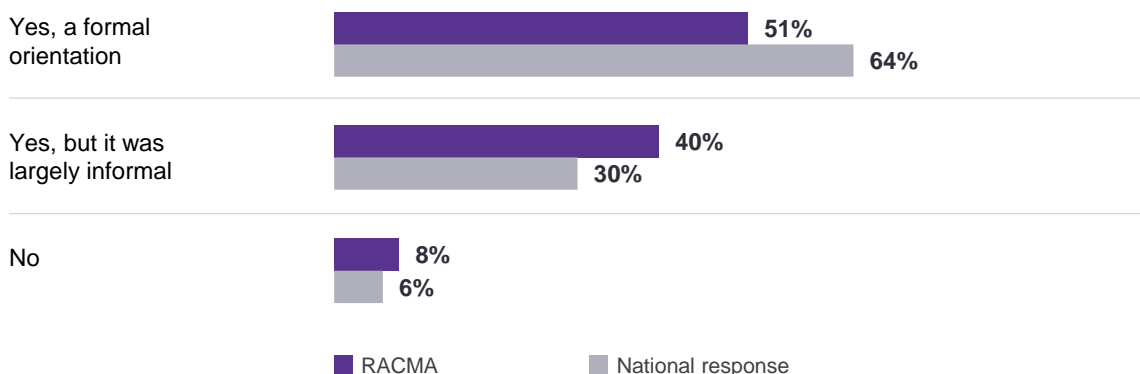
Base: Specialist trainees

Q25. Thinking about how Royal Australasian College of Medical Administrators engages with you, 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.

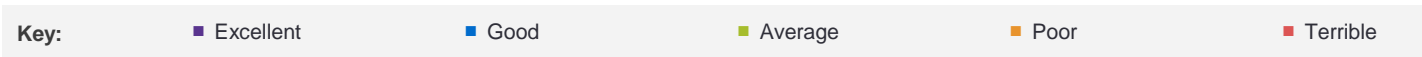
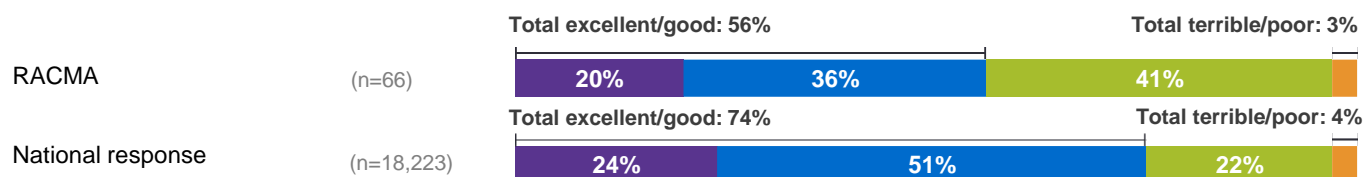


Base: Total sample (National: 2021 n = 19,447; RACMA: 2021 n = 72)
 Q27a. Did you receive an orientation to your setting?

HOW WOULD YOU RATE THE QUALITY OF YOUR ORIENTATION?

As shown in the chart above, 92% of RACMA trainees had an orientation in their current setting (compared to the national response of 94%).

56% of RACMA trainees rated the quality of the orientation as either 'excellent' or 'good', compared to the national response of 74%.

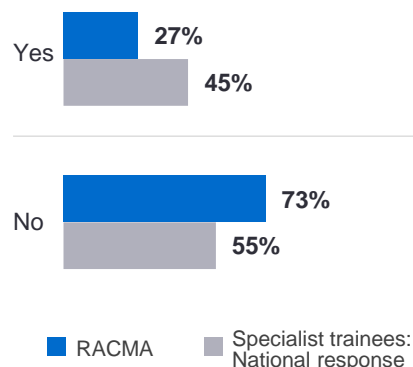


Base: Received an orientation
 Q27b. How would you rate the quality of your orientation?

Assessment

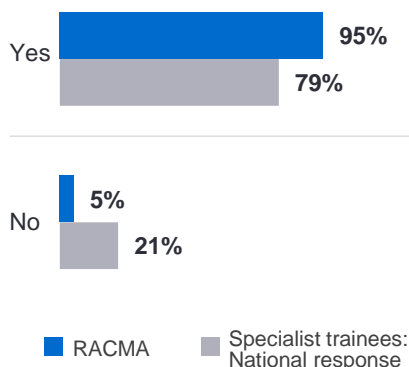
COLLEGE EXAMS

RACMA trainees who have sat an exam(s) in the last 12 months...



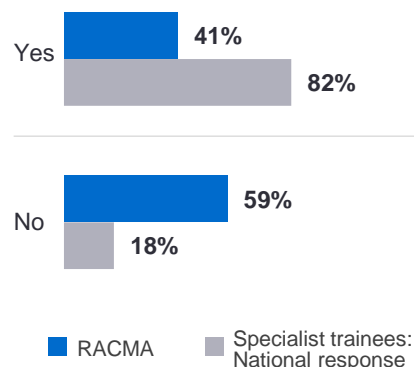
Base: Specialist trainees (National: 2021 n = 11,474; RACMA: 2021 n = 73)
 Q23a. In the last 12 months, have you sat one or more exams from...?

Of those who sat an exam(s) receive their results...



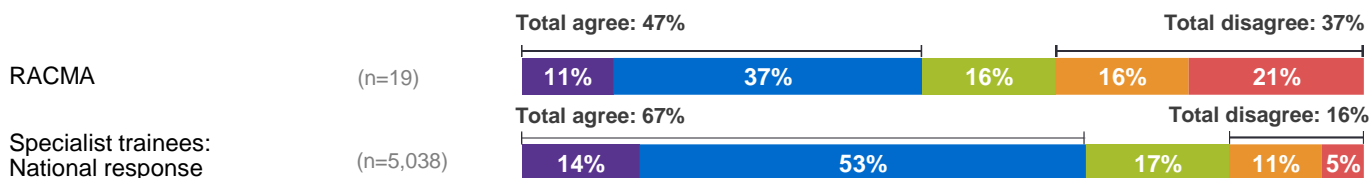
Base: Sat an exam (National: 2021 n = 5,119; RACMA: 2021 n = 20)
 Q23b. Have you received the results of your most recent exam from...?

Of those who received results, passed their exam(s)...

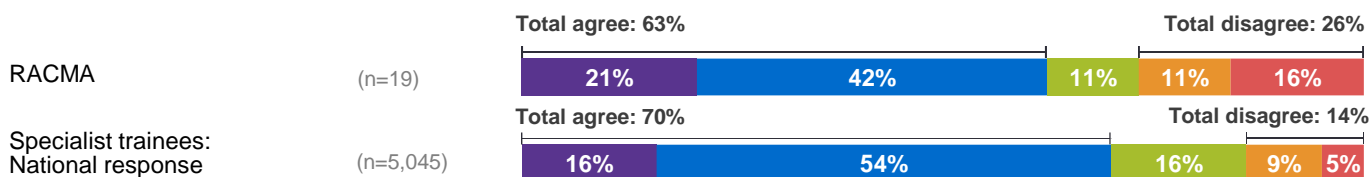


Base: Received results (National: 2021 n = 3,833; RACMA: 2021 n = 17)
 Q23c. Did you pass the exam for...?

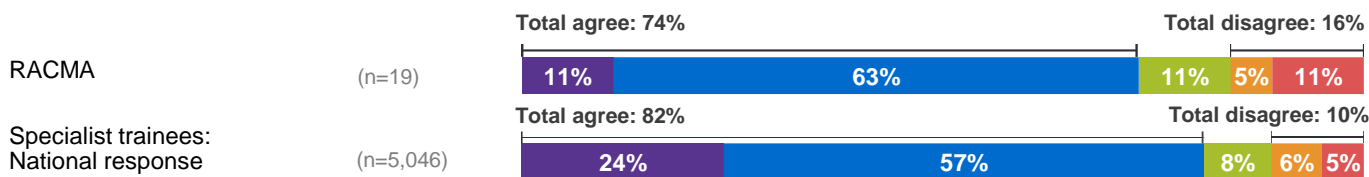
The exam(s) reflected the college training curriculum



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



The exam(s) ran smoothly on the day



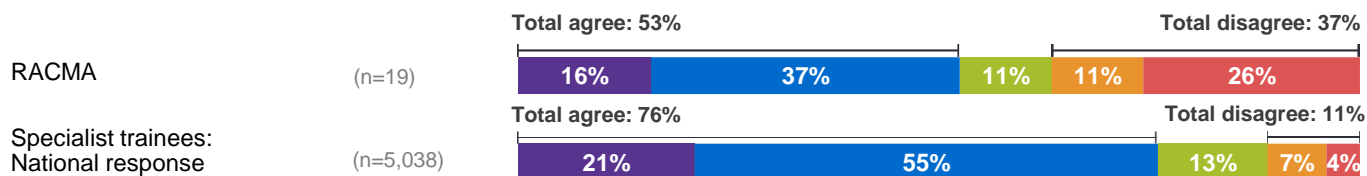
Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: Specialist trainees who sat an exam
 Q24. Thinking about all your Royal Australasian College of Medical Administrators exam(s) not just the most recent, to what extent do you agree or disagree with the following statements?

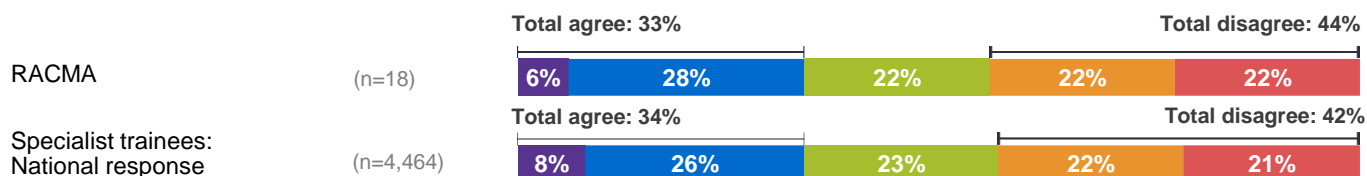
Assessment

COLLEGE EXAMS (continued)

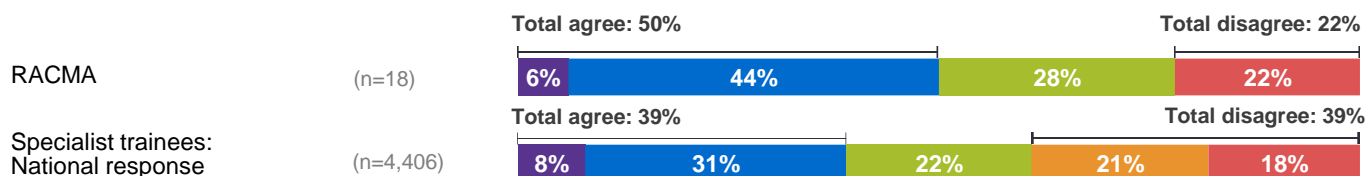
The exam(s) were conducted fairly



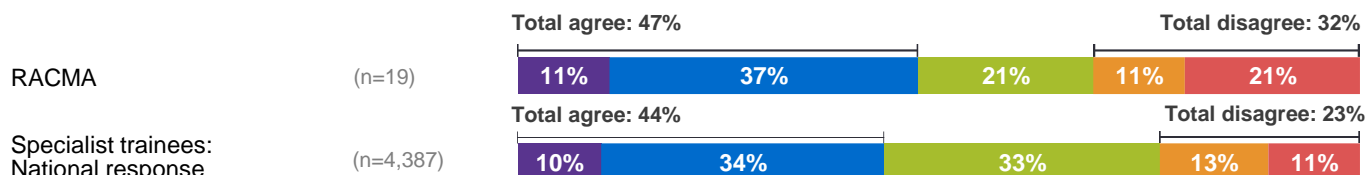
I received useful feedback about my performance in the exam(s)



The feedback is timely



I received support from my College when needed

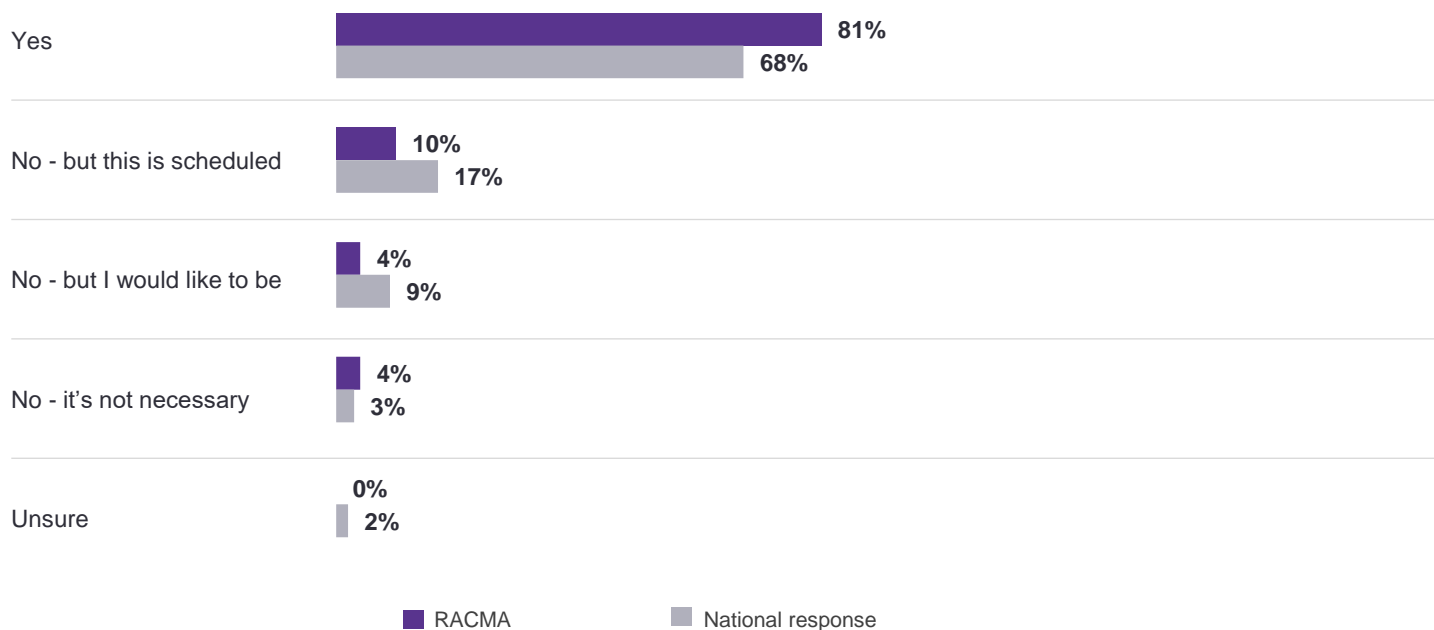


Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: Specialist trainees who sat an exam
 Q24. Thinking about all your Royal Australasian College of Medical Administrators exam(s) not just the most recent, to what extent do you agree or disagree with the following statements?

Assessment

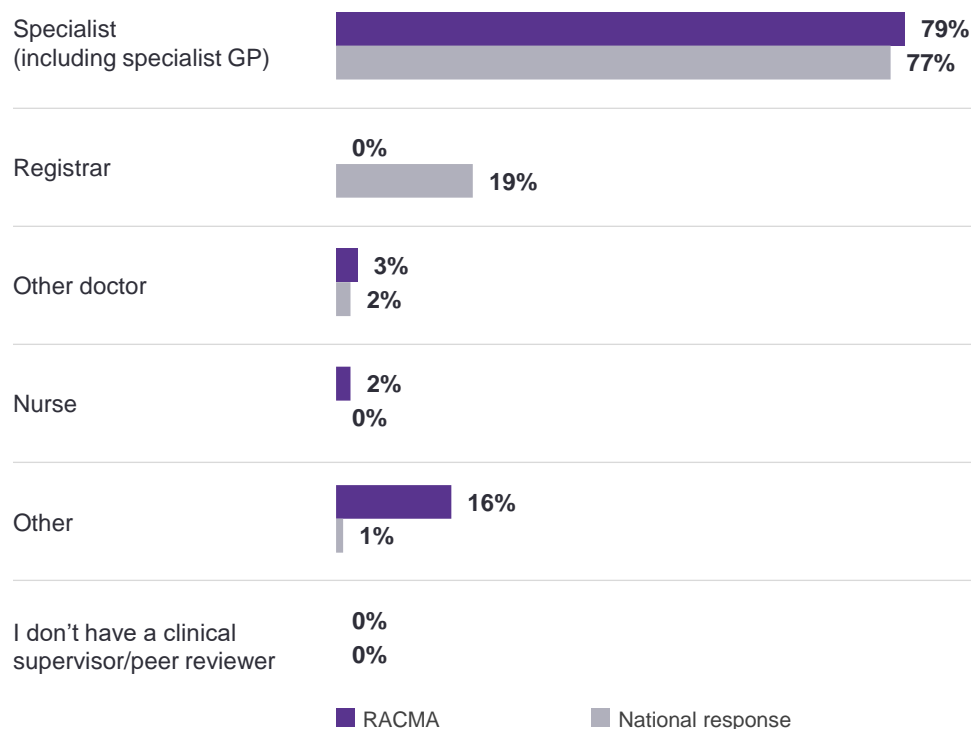
HAS YOUR PERFORMANCE BEEN ASSESSED IN YOUR SETTING?



Base: Prevocational and unaccredited trainees, specialist trainees and IMGs (National: 2021 n = 17,630; RACMA: 2021 n = 69)
 Q32. Has your performance been assessed in your setting?

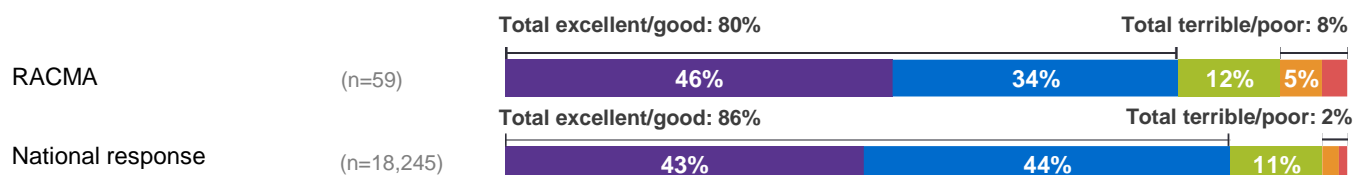
Clinical supervision

WHO MAINLY PROVIDES YOUR CLINICAL SUPERVISION?



Base: Total sample (National: 2021 n = 18,929; RACMA: 2021 n = 62)
 Q28. In your setting, who mainly provides your clinical supervision?

HOW WOULD YOU RATE THE QUALITY OF YOUR SUPERVISION?



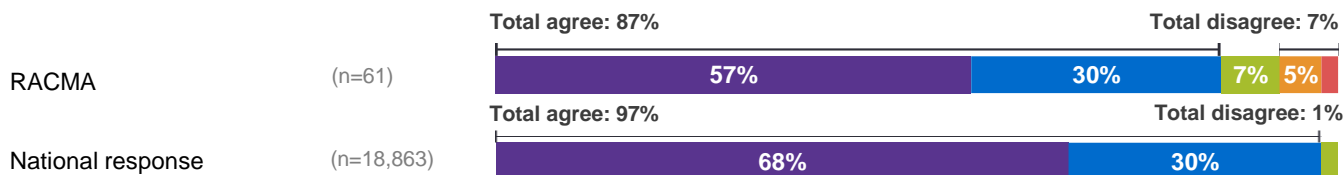
Key: ■ Excellent ■ Good ■ Average ■ Poor ■ Terrible

Base: Received supervision
 Q31. For your setting, how would you rate the quality of your clinical supervision?

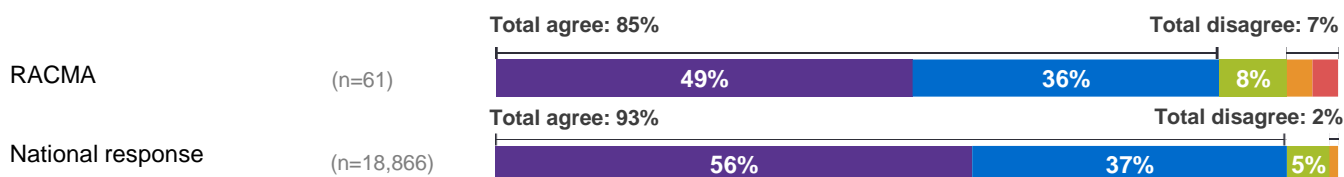
Clinical supervision

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



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



Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

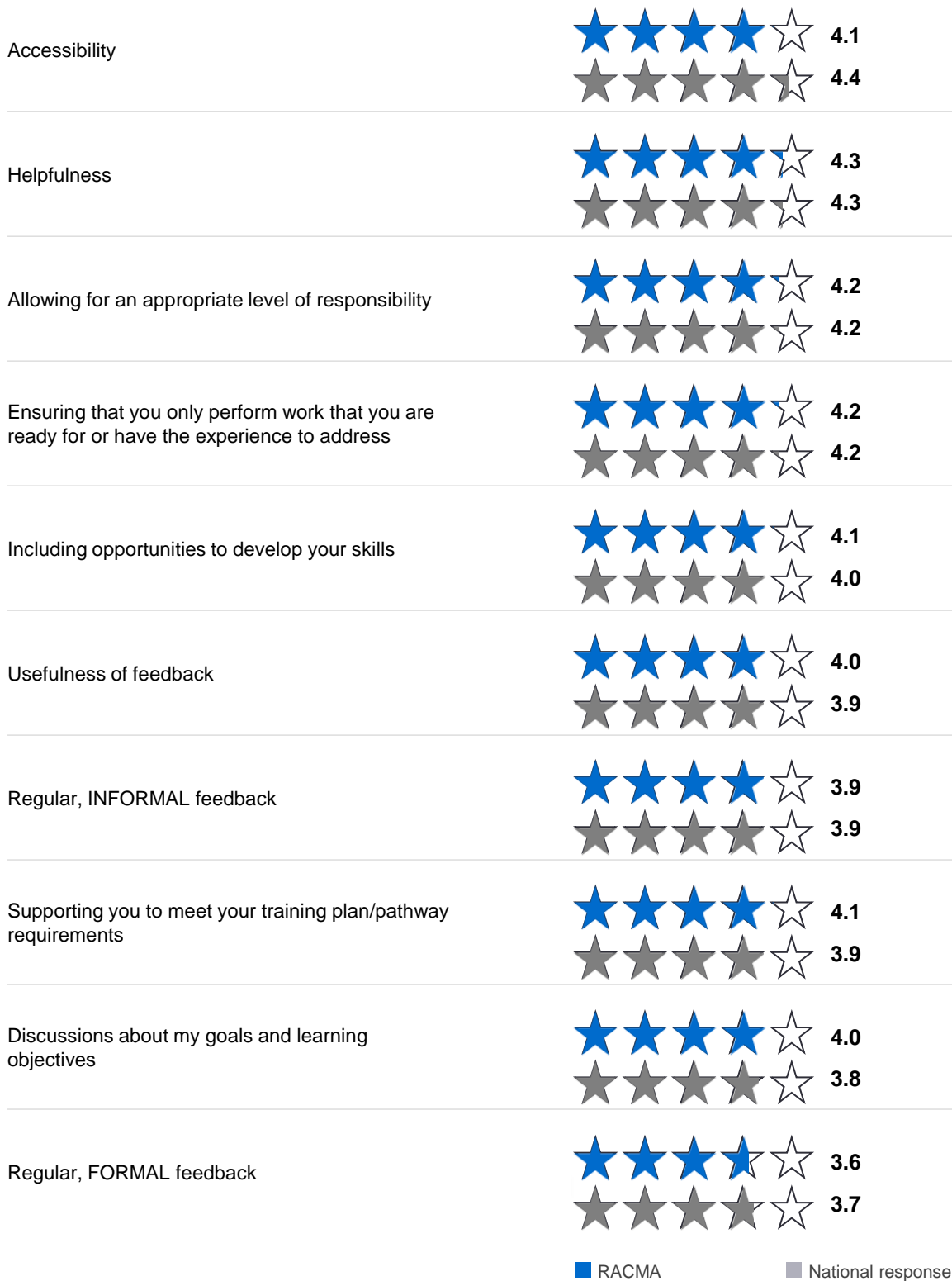
Base: Total sample

Q29. To what extent do you agree or disagree with the following statements?

Clinical supervision

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

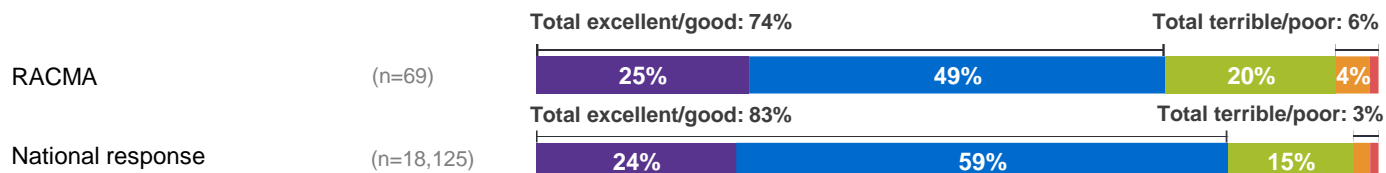
Average out of 5
 (1=very poor - 5=very good)



Base: Have a supervisor (National: 2021 max n = 18,108; RACMA: 2021 max n = 57)
 Q30. In your setting, how would you rate the quality of your overall clinical supervision for...?

Access to teaching

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

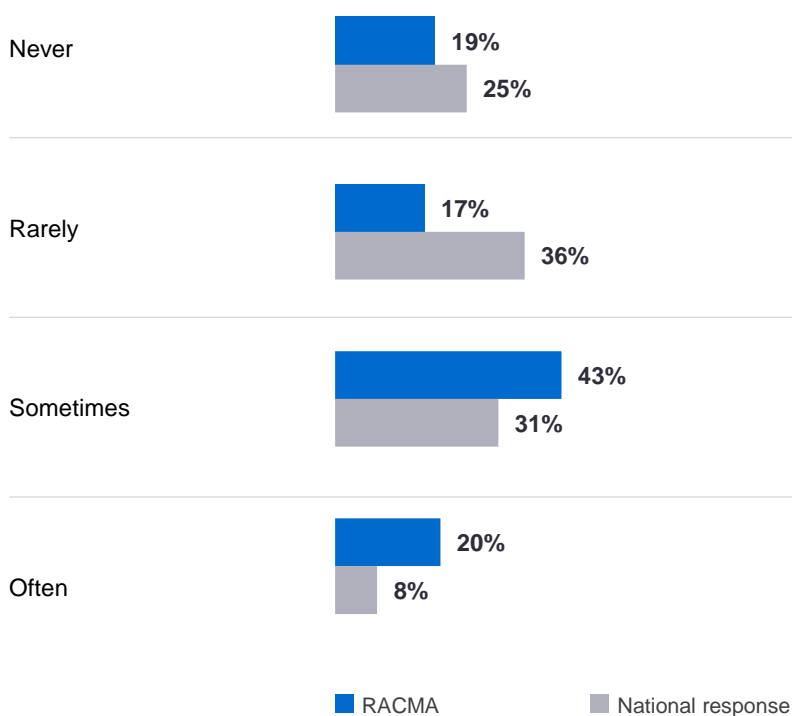


Key: ■ Excellent ■ Good ■ Average ■ Poor ■ Terrible

Base: Total sample
 Q39. Overall, how would you rate the quality of the teaching sessions?

TRAINING AND OTHER JOB RESPONSIBILITIES

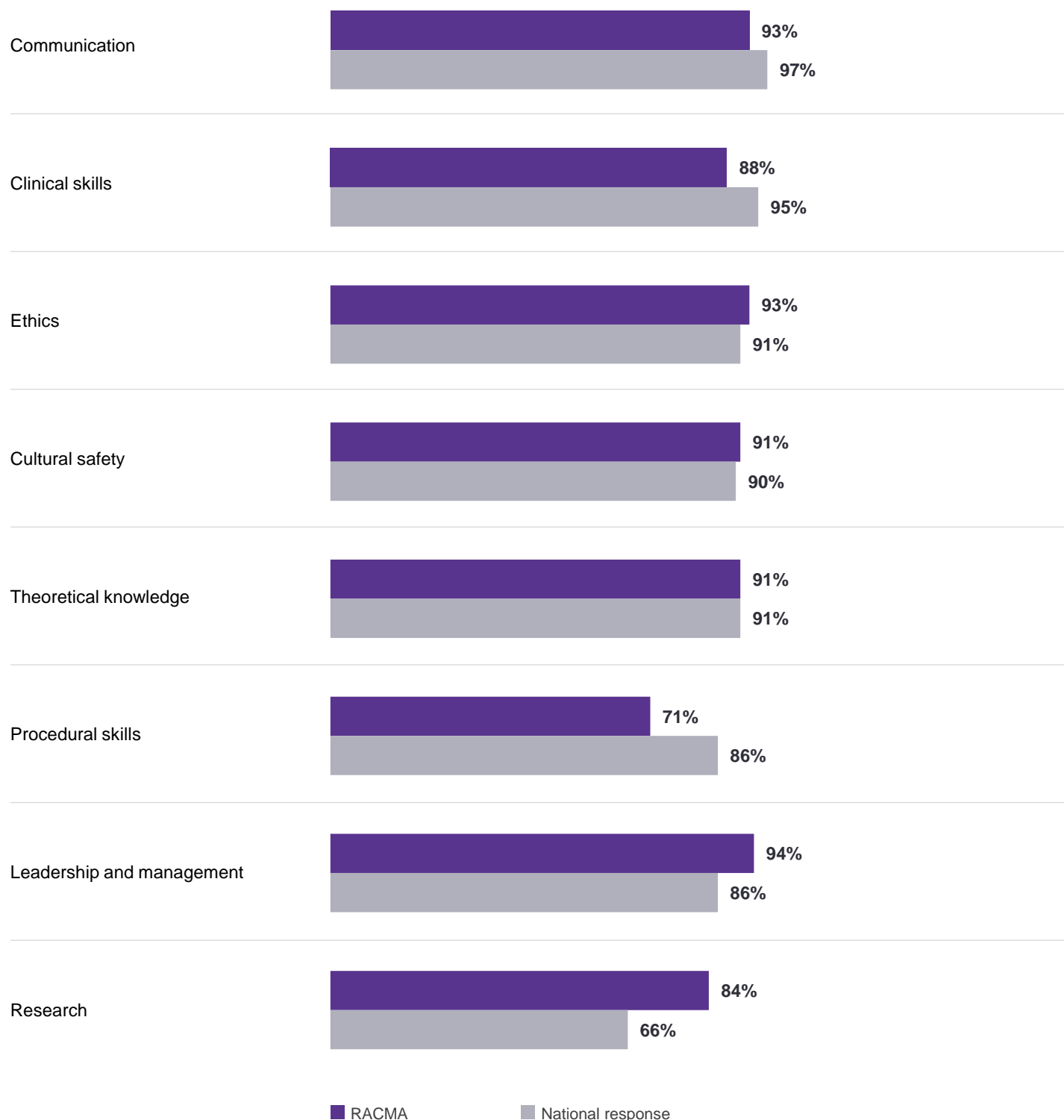
How regularly job responsibilities are preventing doctors in training from meeting training requirements



Base: Total sample (National: 2021 n = 18,333; RACMA: 2021 n = 69)
 Q36. Which of the following statements best describes the interaction between your training requirements and the responsibilities of your job?
 My job responsibilities...

Access to teaching

DO YOU HAVE SUFFICIENT OPPORTUNITIES TO DEVELOP YOUR KNOWLEDGE AND SKILLS IN: (% yes)



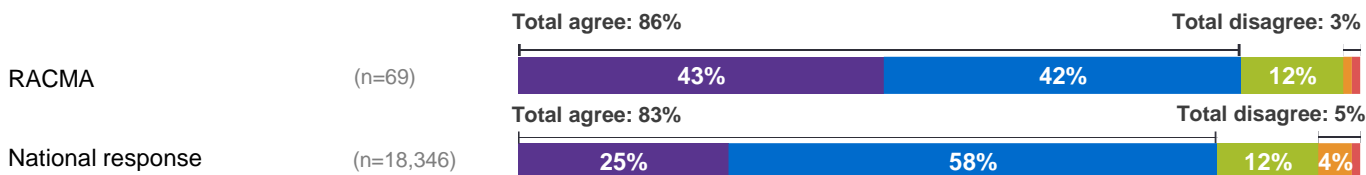
Base: Total sample (National: 2021 max n = 18,432; RACMA: 2021 max n = 69)

Q35. Thinking about the development of your knowledge and skills, in your setting, do you have sufficient opportunities to develop your...?

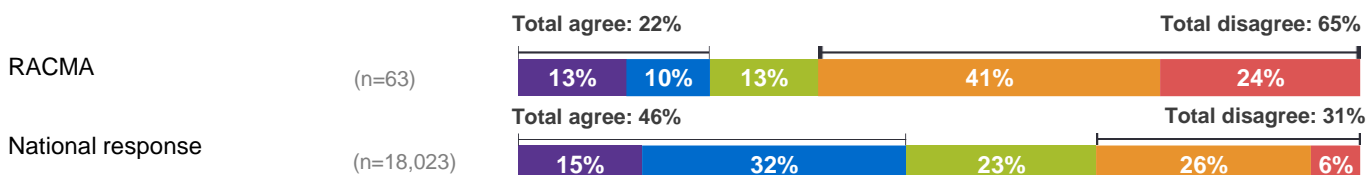
Access to teaching

DEVELOPMENT OF CLINICAL AND PRACTICAL SKILLS

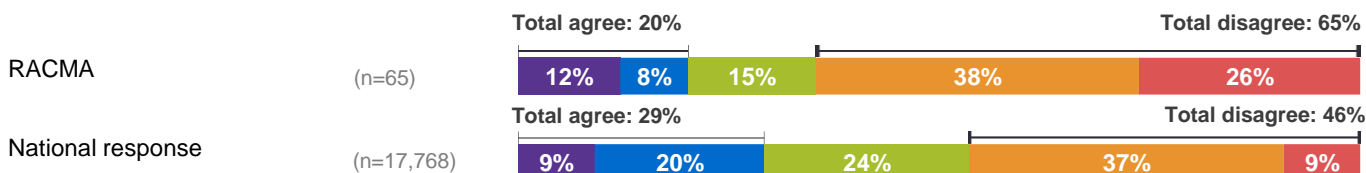
I can access the training opportunities available to me



I have to compete with other doctors for access to opportunities



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



Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

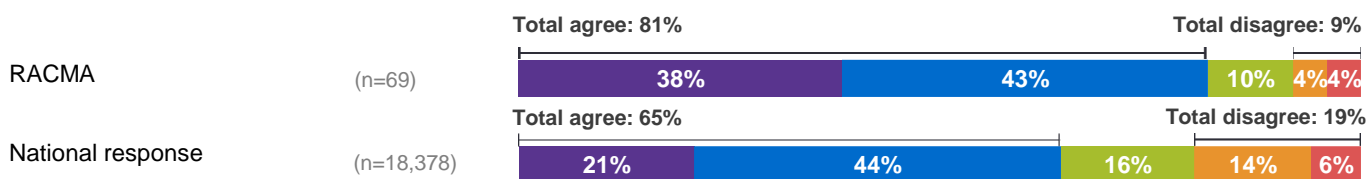
Base: Total sample

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

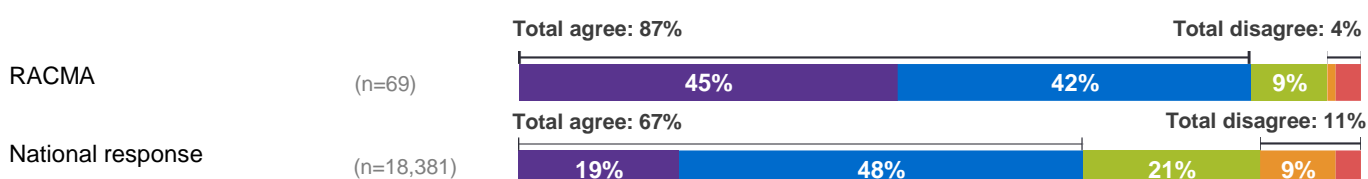
Access to teaching

ACCESS TO TEACHING AND RESEARCH

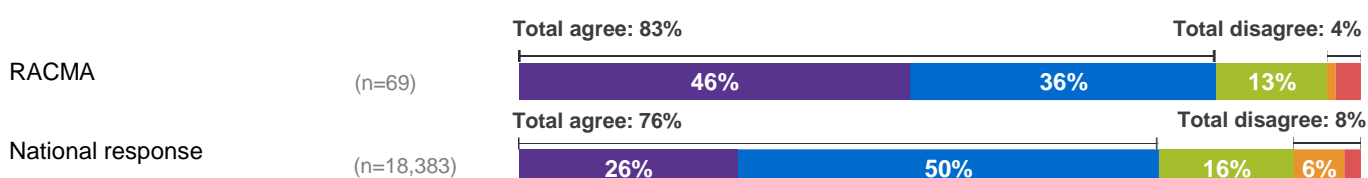
I have access to protected study time/leave



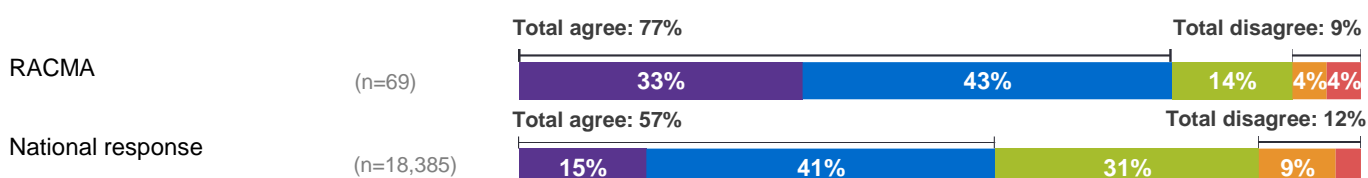
I am able to attend conferences, courses and/or external education events



My employer supports me to attend formal and informal teaching sessions



I am able participate in research activities



Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: Total sample

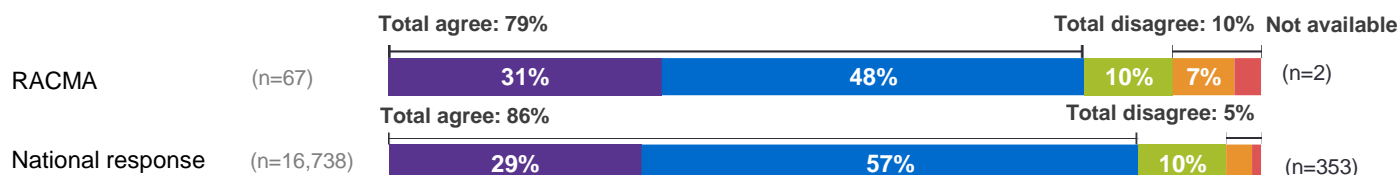
Q34. Thinking about access to teaching and research in your setting, to what extent do you agree or disagree with the following statements?

Access to teaching

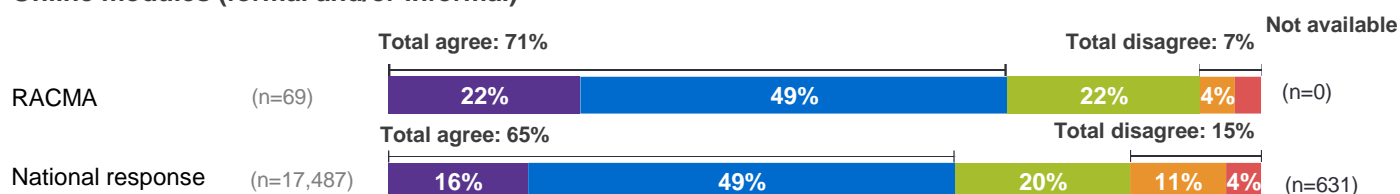
THE FOLLOWING EDUCATIONAL ACTIVITIES HAVE BEEN USEFUL IN YOUR DEVELOPMENT AS A DOCTOR

RACMA trainees were asked their level of agreement on whether the educational activity had been useful in their development as a doctor. Of the educational activities available, teaching in the course of patient care (bedside teaching) (91%), multidisciplinary meetings (89%) and team or unit based activities (87%) were rated the most useful.

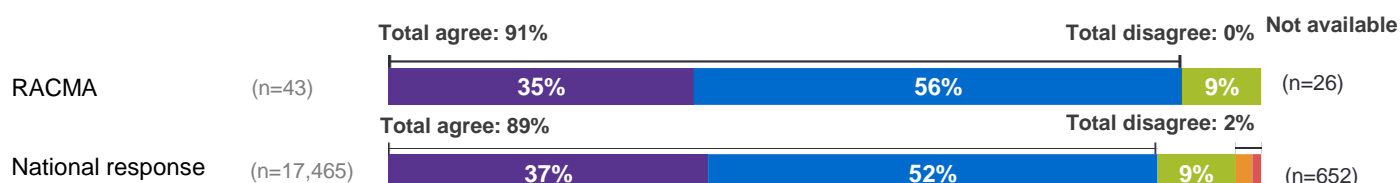
Formal education program[^]



Online modules (formal and/or informal)



Teaching in the course of patient care (bedside teaching)



Team or unit based activities



Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: Total sample excluding not available (shown separately)

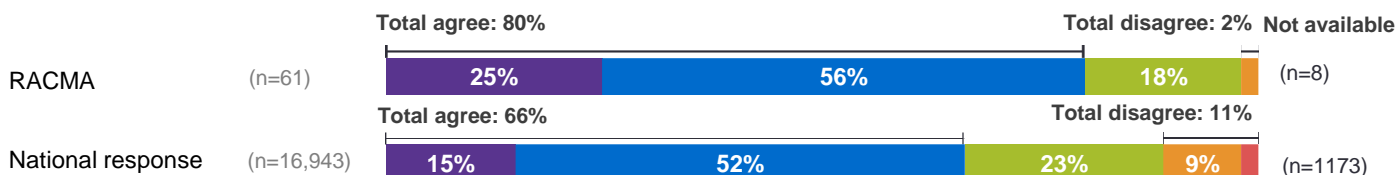
[^]Note: This question was not shown to Interns.

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

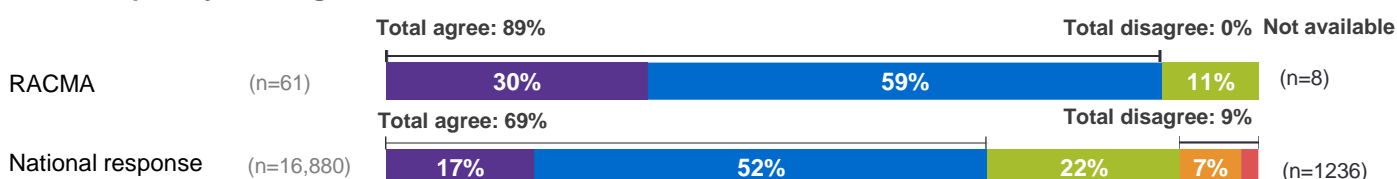
Access to teaching

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

Medical/surgical and/or hospital-wide meetings



Multidisciplinary meetings



Simulation teaching



Access to mentoring



Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

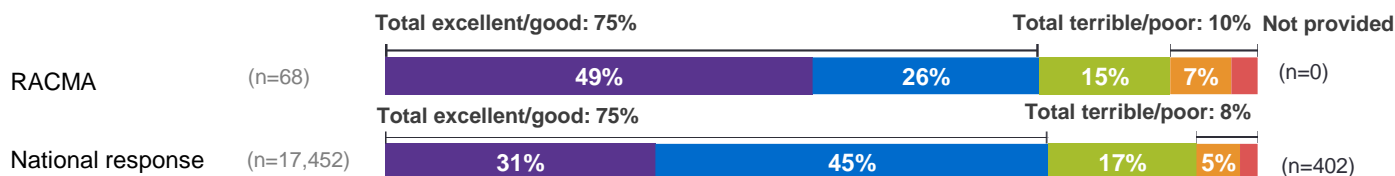
Base: Total sample excluding not available (shown separately)

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

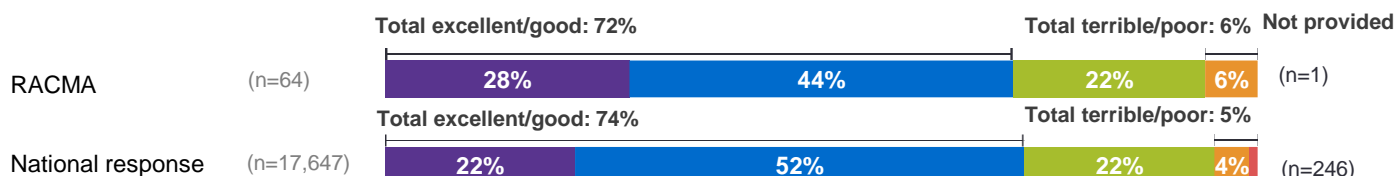
Facilities

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

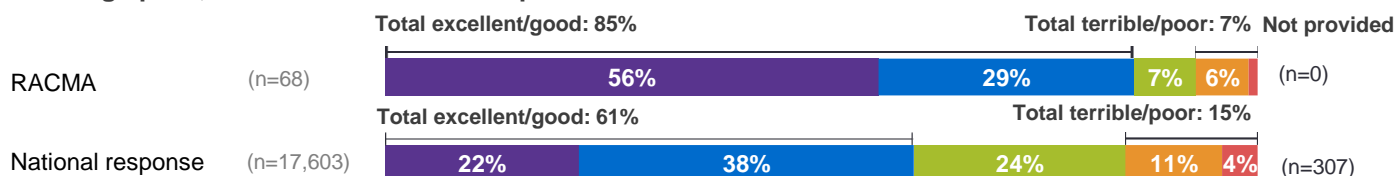
Reliable internet for training purposes



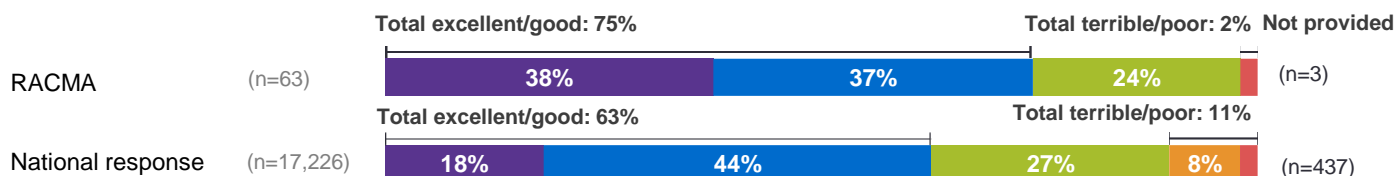
Educational resources



Working space, such as a desk and computer



Teaching spaces



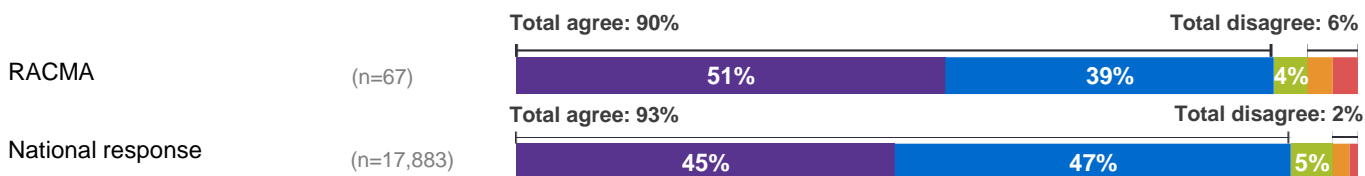
Key: ■ Excellent ■ Good ■ Average ■ Poor ■ Terrible

Base: Total sample excluding not provided (shown separately)
 Q40. How would you rate the quality of the following in your setting?

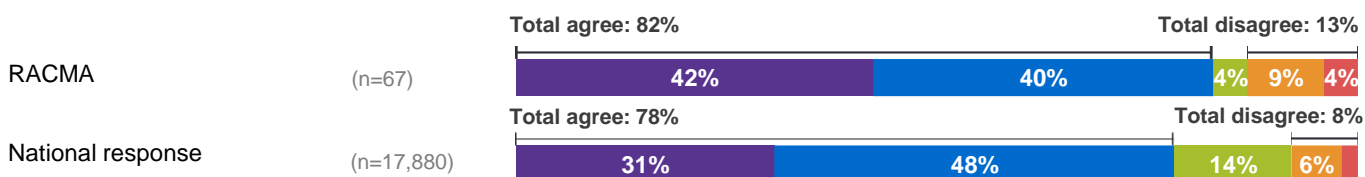
Workplace environment and culture

CULTURE WITHIN THE TRAINEE'S SETTING

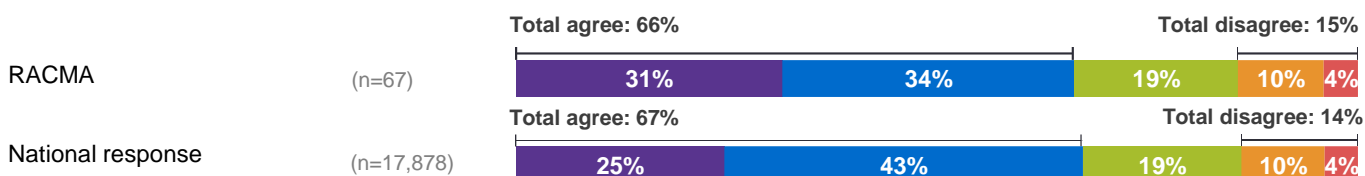
Most senior medical staff are supportive



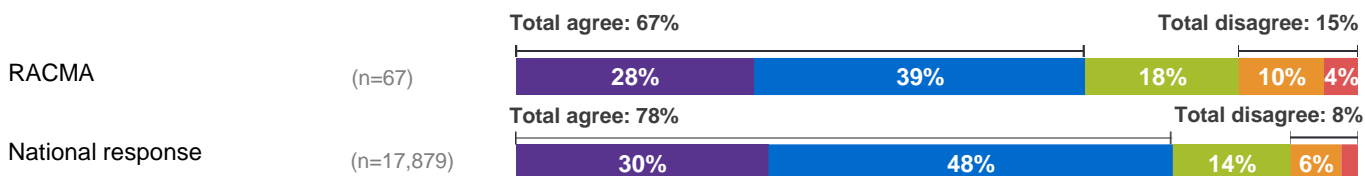
My workplace supports staff wellbeing



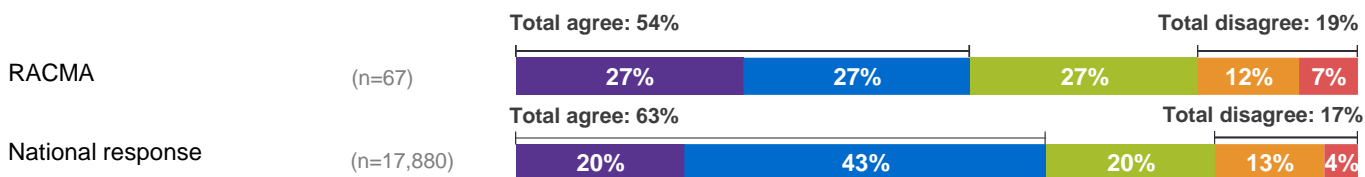
In practice, my workplace supports me to achieve a good work/life balance



There is a positive culture at my workplace



I have a good work/life balance



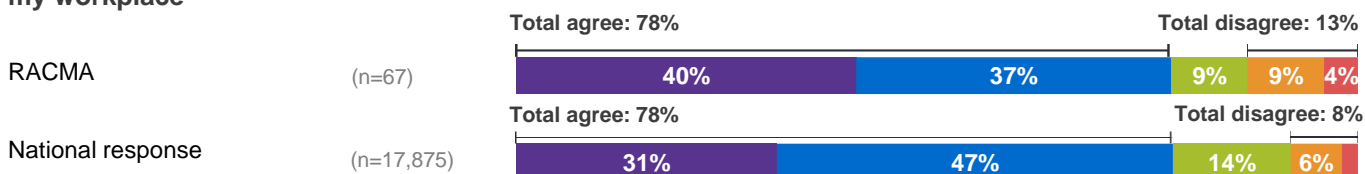
Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

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?

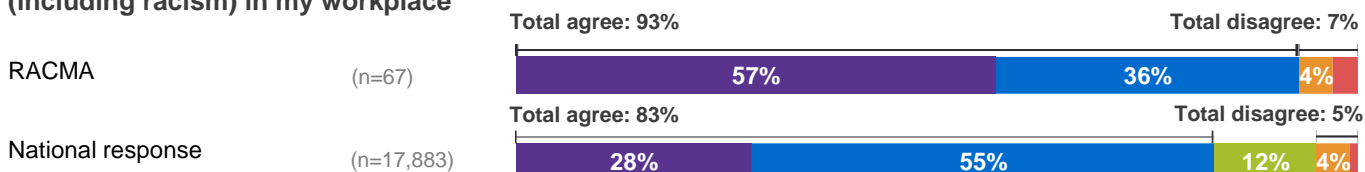
Workplace environment and culture

CULTURE WITHIN THE TRAINEE'S SETTING (continued)

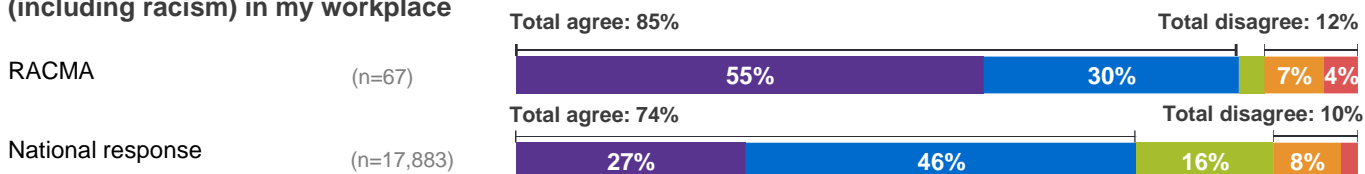
Bullying, harassment and discrimination (including racism) by anyone is not tolerated at my workplace



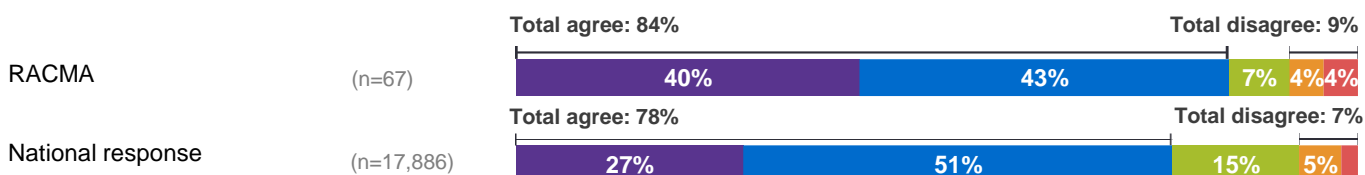
I know how to raise concerns/issues about bullying, harassment and discrimination (including racism) in my workplace



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



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



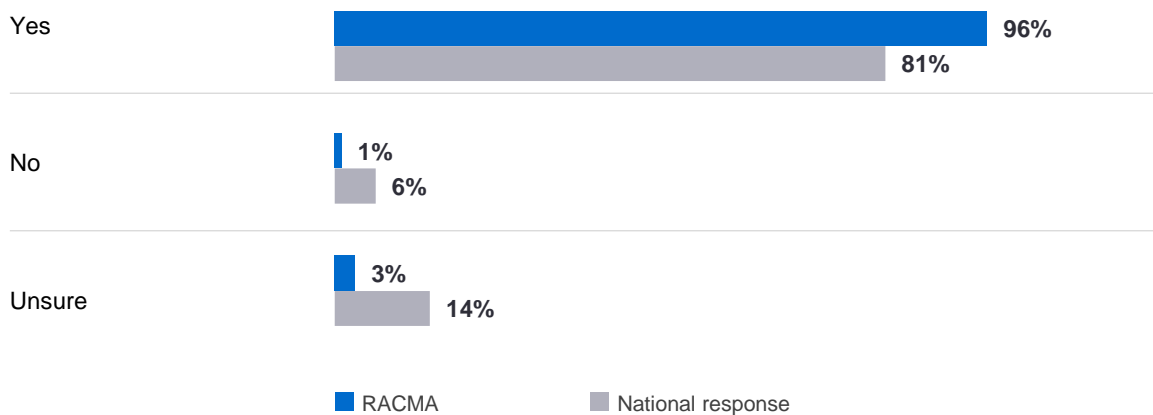
Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

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)?

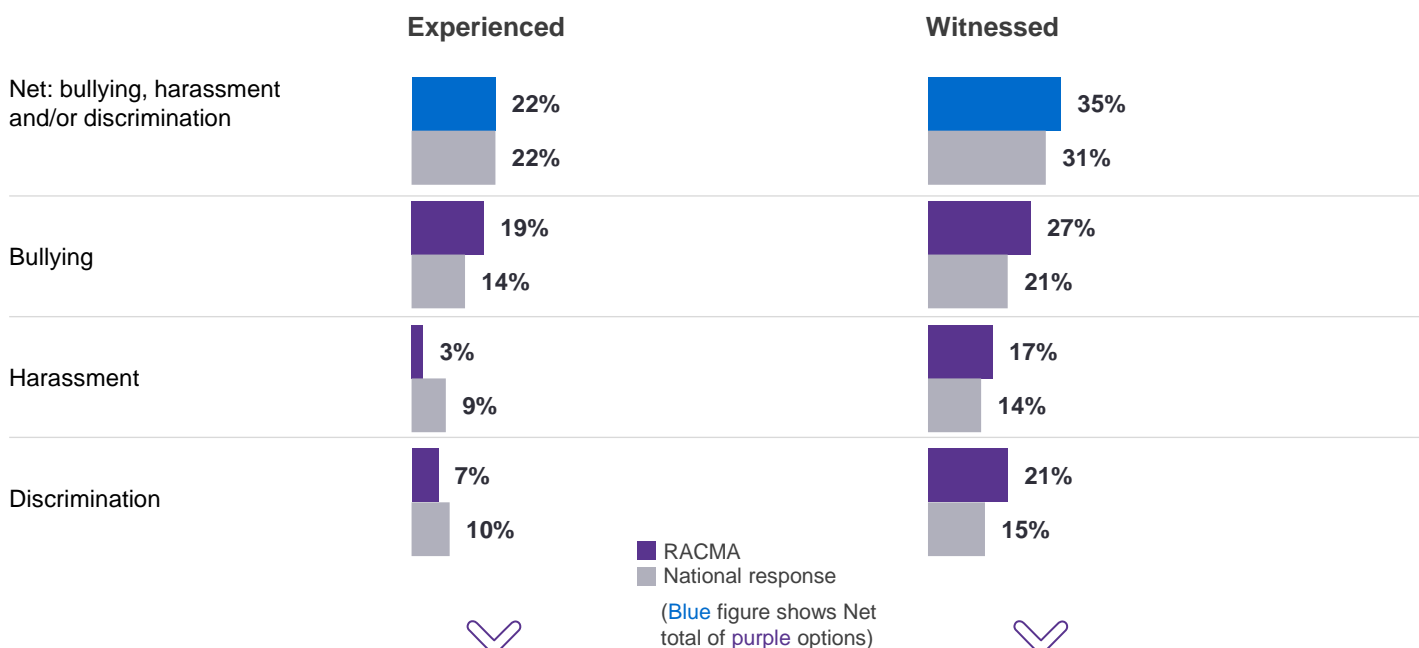


Base: Total sample (National: 2021 n =17,752; RACMA: 2021 n = 67)

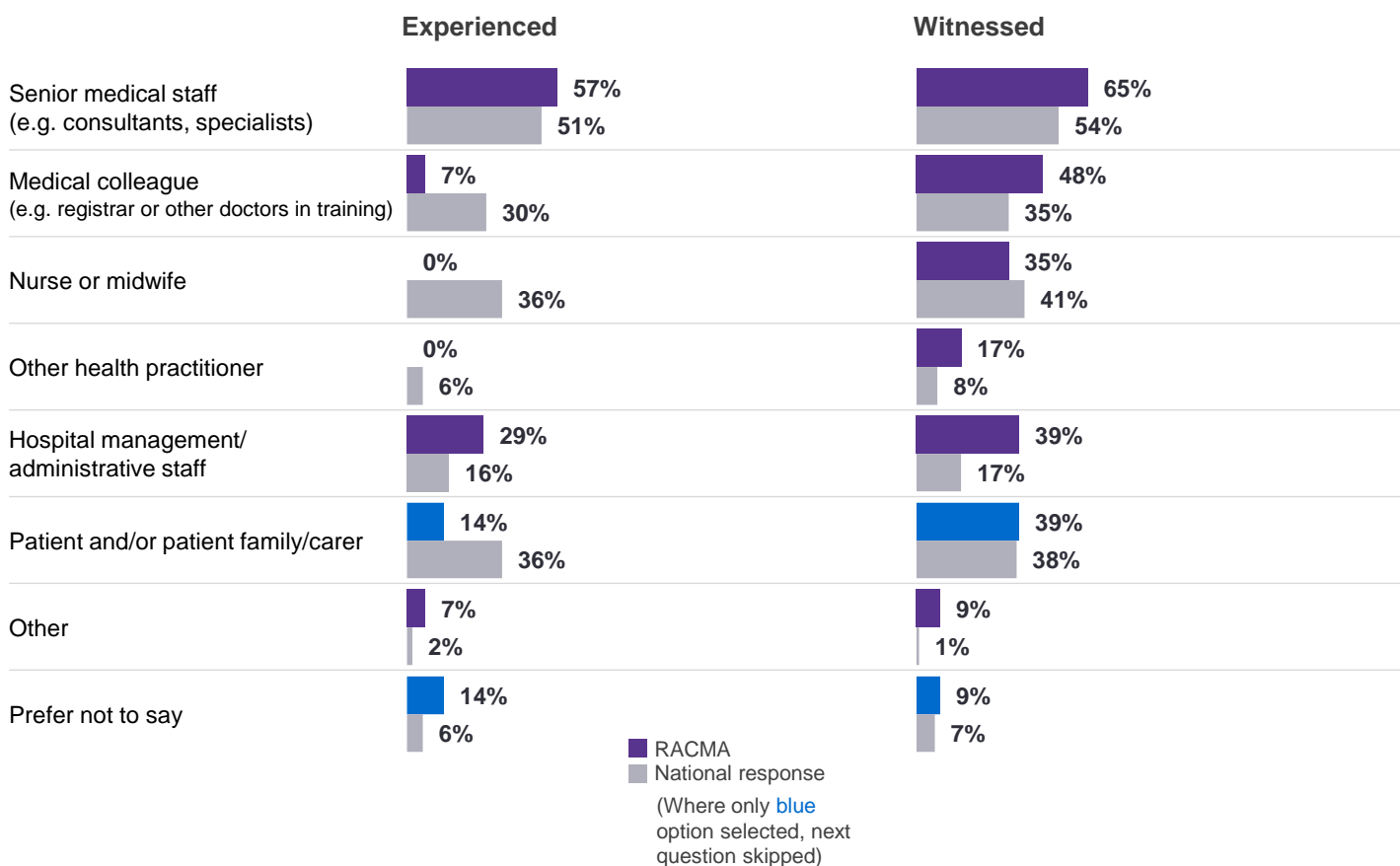
Q43. If you needed support, do you know how to access support for your health (including for stress and other psychological distress)?

Workplace environment and culture

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



WHO WAS RESPONSIBLE...



Base: Total sample - Experienced (National: 2021 n = 16,285; RACMA: 2021 n = 58) - Witnessed (National: 2021 n = 16,830; RACMA: 2021 n = 63)

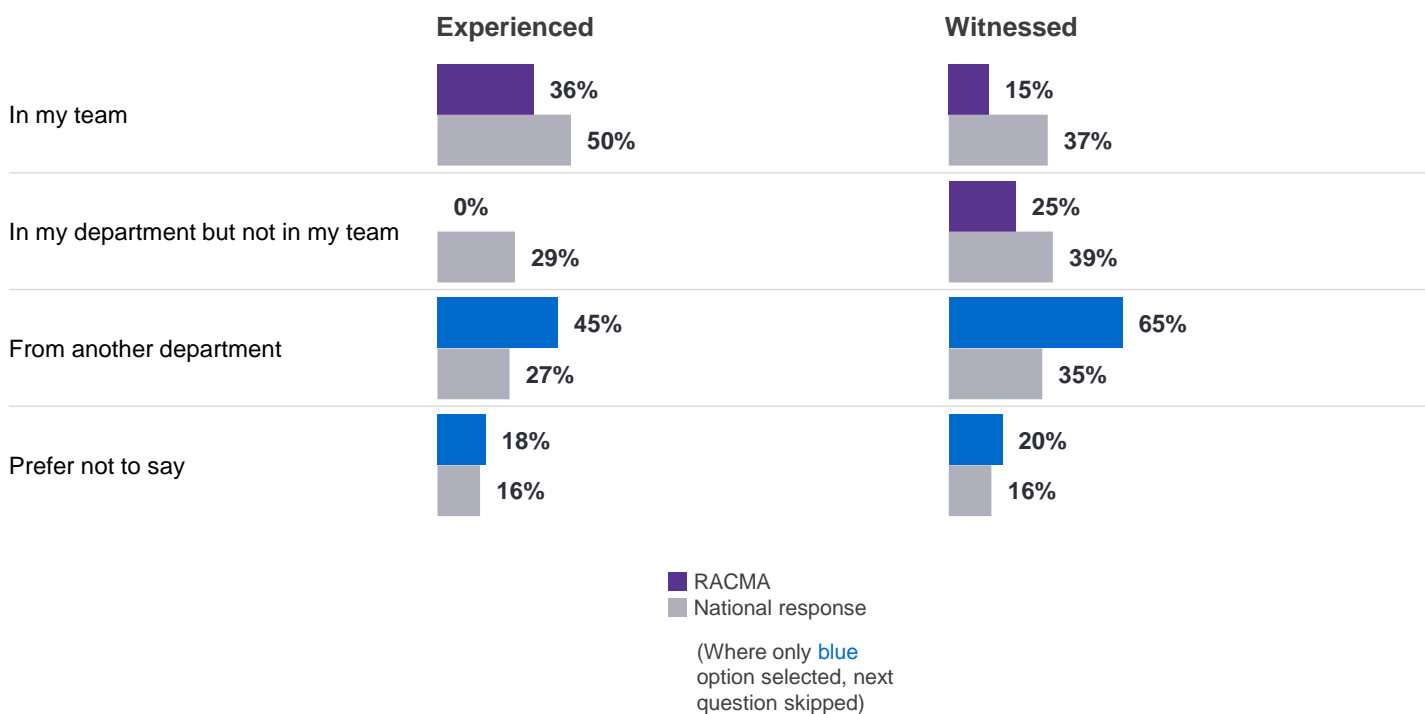
Q42a. Thinking about your workplace, have you experienced and/or witnessed any of the following in the past 12 months?

Base: Experienced/witnessed bullying, harassment and/or discrimination (including racism) - Experienced (National: 2021 n = 3,537; RACMA: 2021 n = 14) - Witnessed (National: 2021 n = 5,101; RACMA: 2021 n = 23)

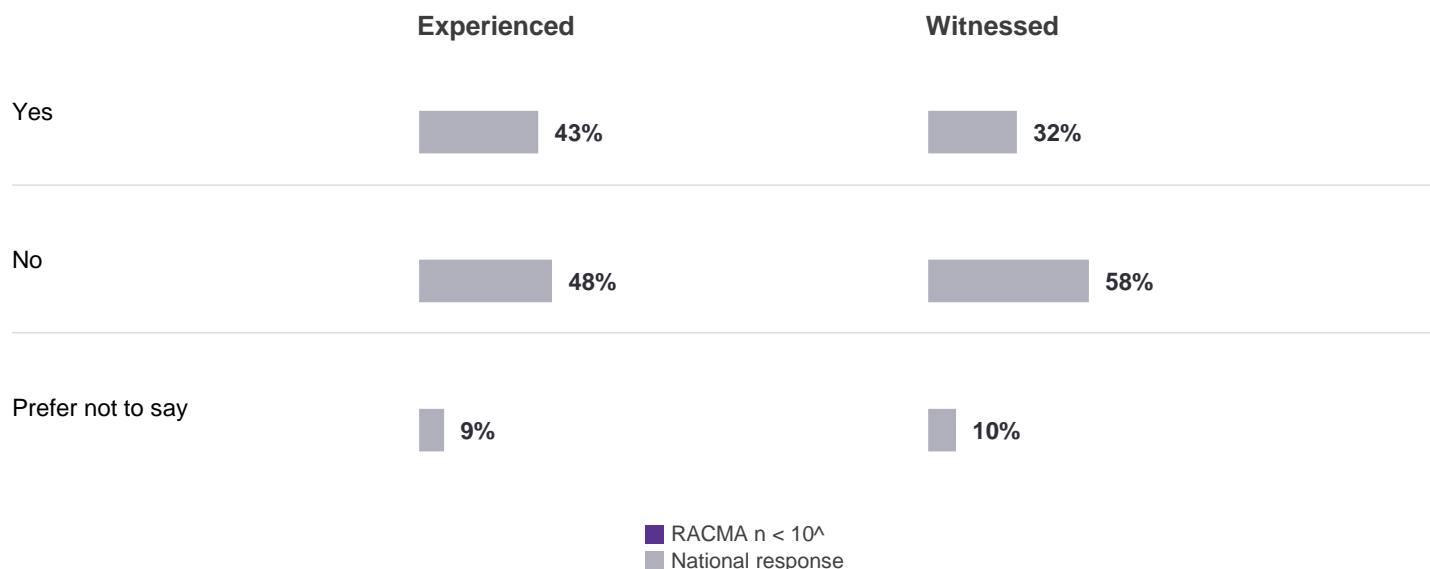
Q42b. Who was responsible for the bullying, harassment and/or discrimination (including racism) that you experienced/witnessed...

Workplace environment and culture

THE STAFF MEMBER OR COLLEAGUE RESPONSIBLE WAS...



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



Base: Experienced/witnessed bullying, harassment and/or discrimination (including racism) from someone who was not a patient (National: 2021 n = 3,002; RACMA: 2021 n = 11) - Witnessed (National: 2021 n = 4,310; RACMA: 2021 n = 20)

Q42c. The person(s) responsible was...

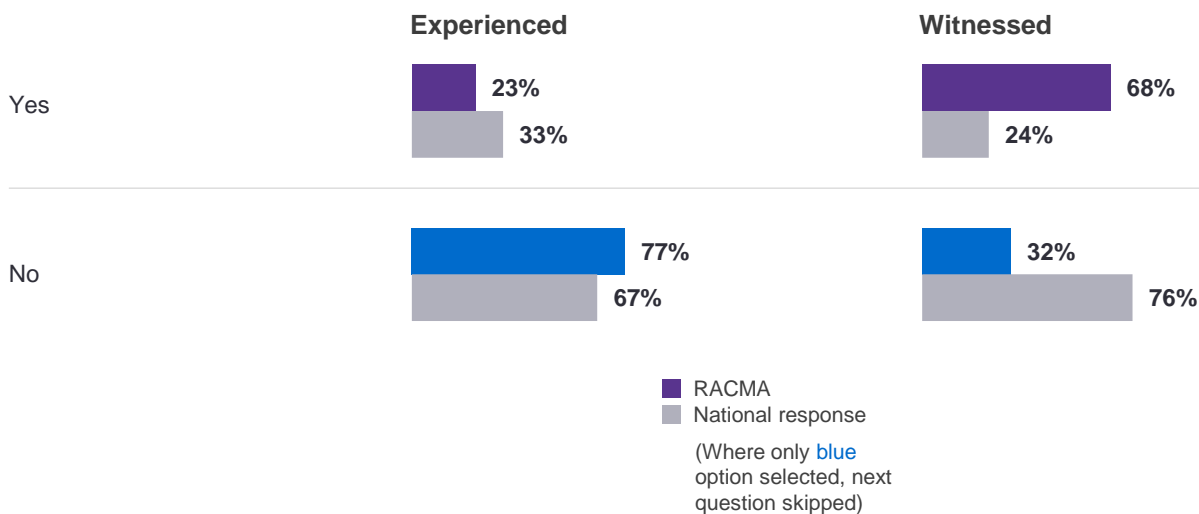
Base: Experienced/witnessed bullying, harassment and/or discrimination (including racism) from someone in their team or department (rebased to who was not a patient) (National: 2021 n = 2,078; RACMA: 2021 n < 10) - Witnessed (National: 2021 n = 2,762; RACMA: 2021 n < 10)

Q42d. Was the person(s) one of your supervisors?...

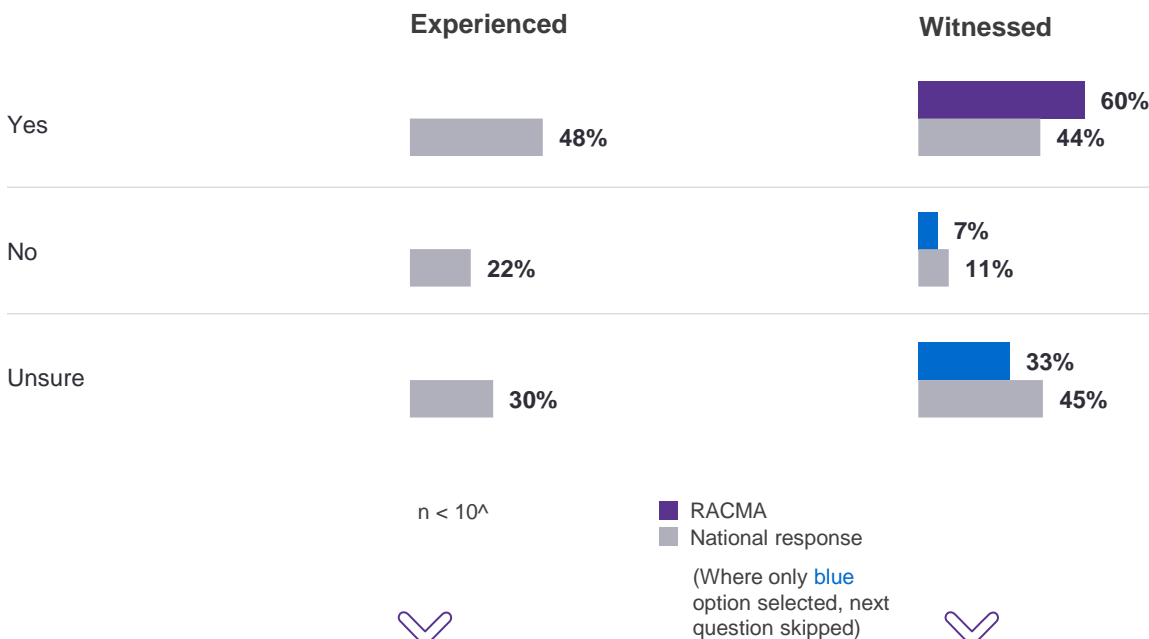
^ not shown due to insufficient sample size.

Workplace environment and culture

HAVE YOU REPORTED IT...



HAS THE REPORT BEEN FOLLOWED UP...



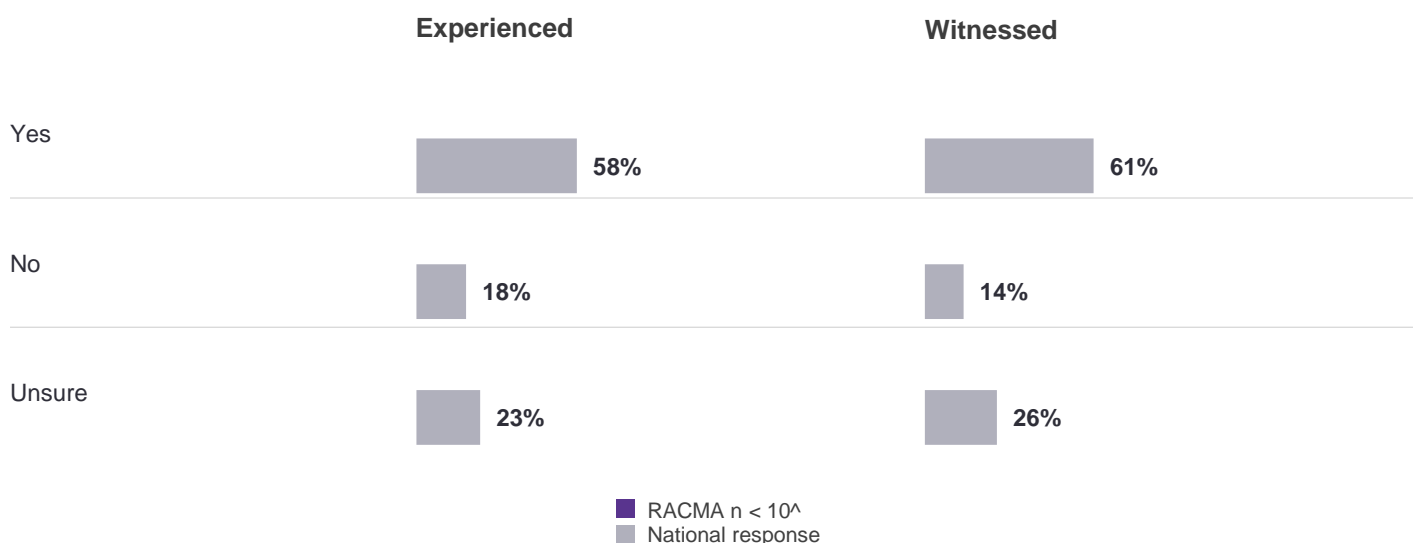
Base: Experienced bullying, harassment and/or discrimination (including racism) (National: 2021 n = 3,531; RACMA: 2021 n = 13) - Witnessed (National: 2021 n = 5,079; RACMA: 2021 n = 22)
 Q42e. Have you reported it?

Base: Reported bullying, harassment and/or discrimination (including racism) (National: 2021 n = 1,163; RACMA: 2021 n = < 10) - Witnessed (National: 2021 n = 1,215; RACMA: 2021 n = 15)
 Q42f. Has the report been followed up?

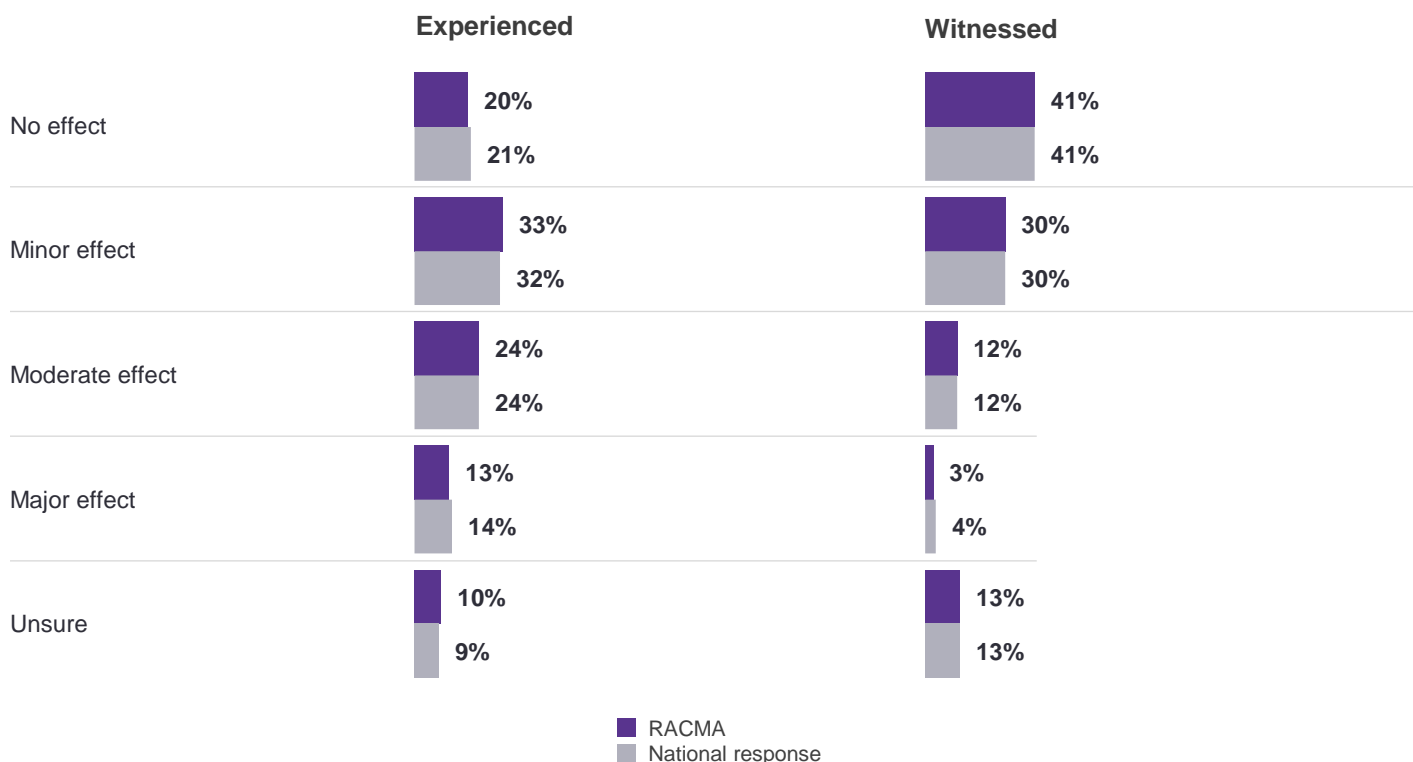
^ not shown due to insufficient sample size.

Workplace environment and culture

ARE YOU SATISFIED WITH HOW THIS REPORT WAS FOLLOWED UP...



HAS THIS INCIDENT ADVERSELY AFFECTED YOUR MEDICAL TRAINING...



Base: Reported bullying, harassment and/or discrimination (including racism) who reported the incident and followed it up (National: 2021 n = 553; RACMA: 2021 n = < 10) - Witnessed (National: 2021 n = 533; RACMA: 2021 n = < 10)

Base: Experienced bullying, harassment and/or discrimination (including racism) (National: 2021 n = 3,532; RACMA: 2021 n = 13) - Witnessed (National: 2021 n = 5,079; RACMA: 2021 n = 22)

Q42h. How has the incident adversely affected your medical training?

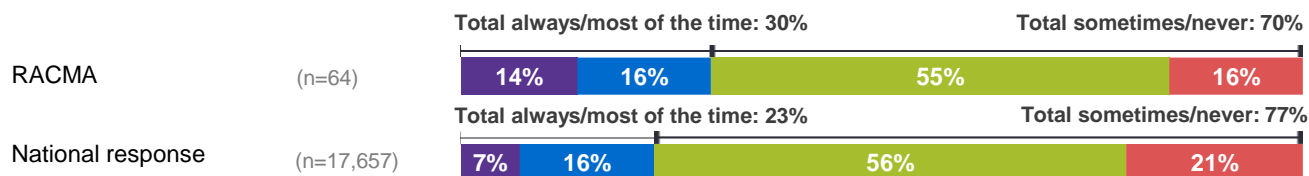
Q42g. Are you satisfied with how the report was followed up?

^ not shown due to insufficient sample size.

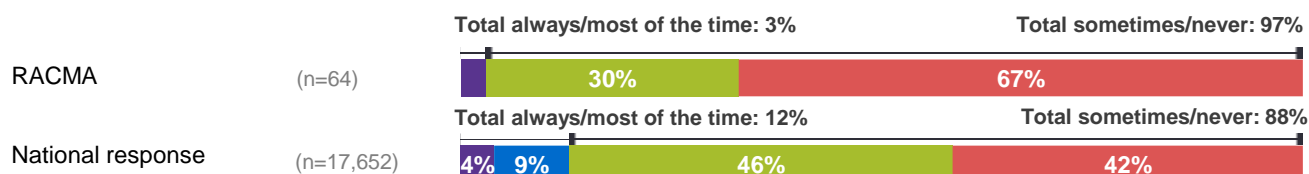
Workplace environment and culture

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

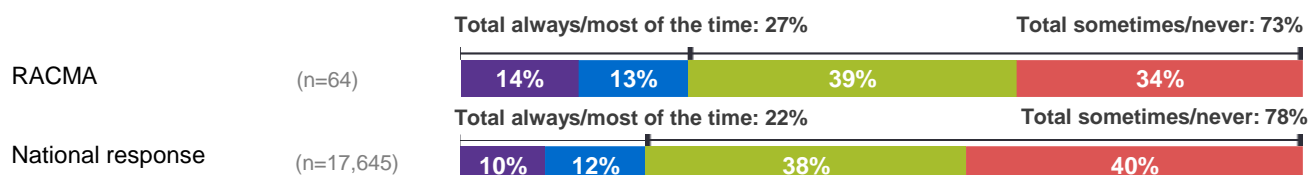
The amount of work I am expected to do



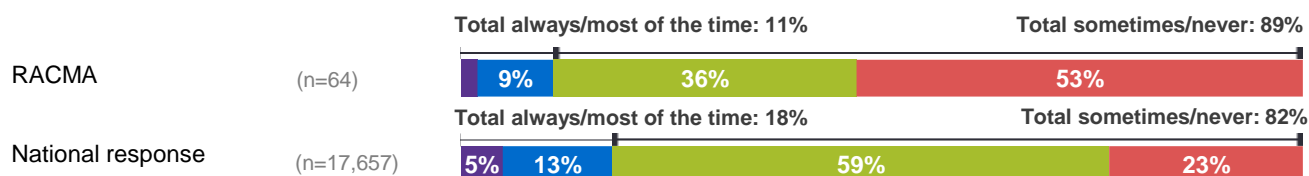
Having to work paid overtime



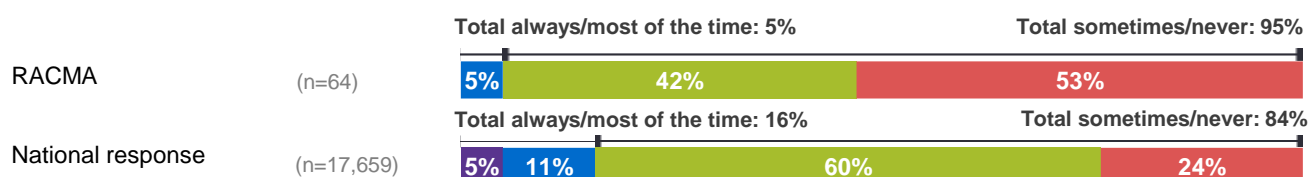
Having to work unpaid overtime



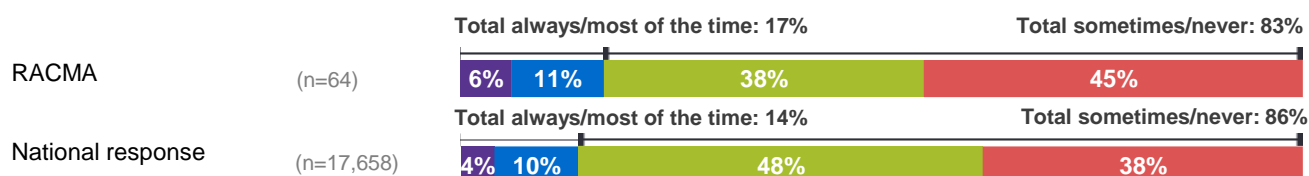
Dealing with patient expectations



Dealing with patients' families



Expectations of supervisors



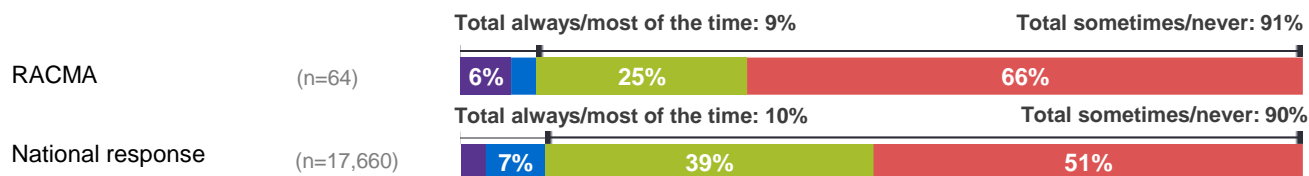
Key: Always (purple), Most of the time (blue), Sometimes (green), Never (red)

Base: Total sample
 Q44. How often do the following adversely affect your wellbeing in your setting?

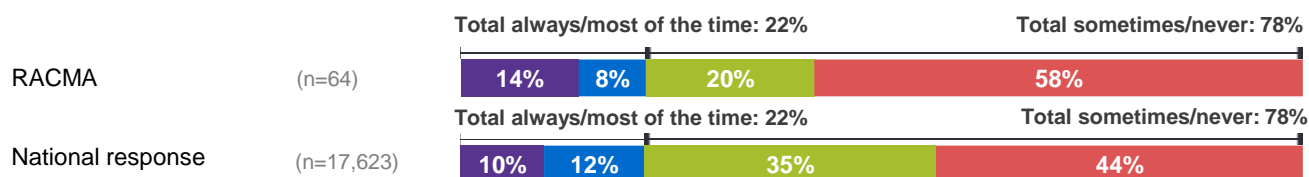
Workplace environment and culture

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

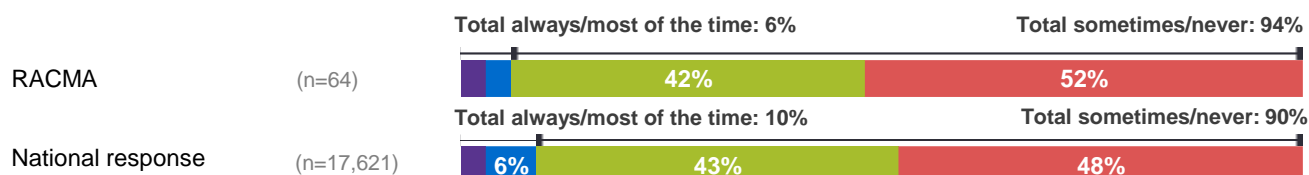
Supervisor feedback



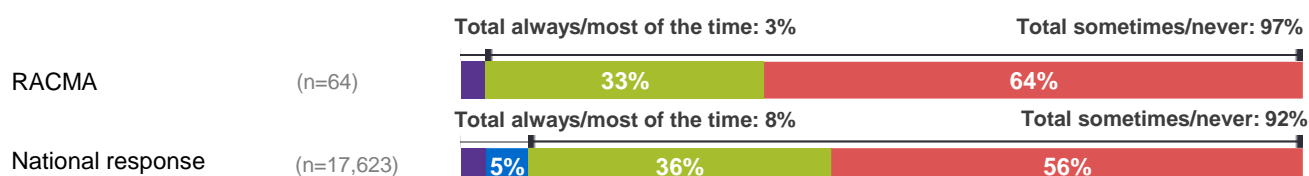
Having to relocate for work



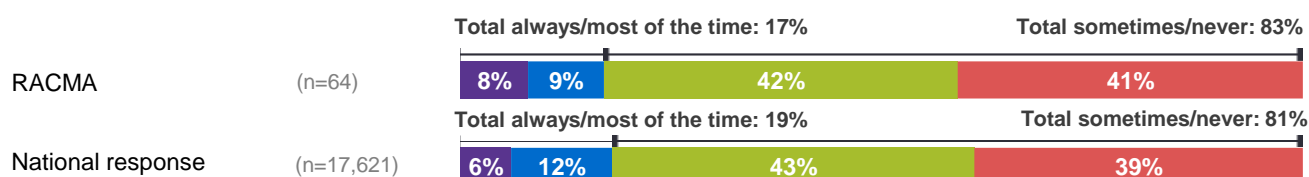
Being expected to do work that I don't feel confident doing



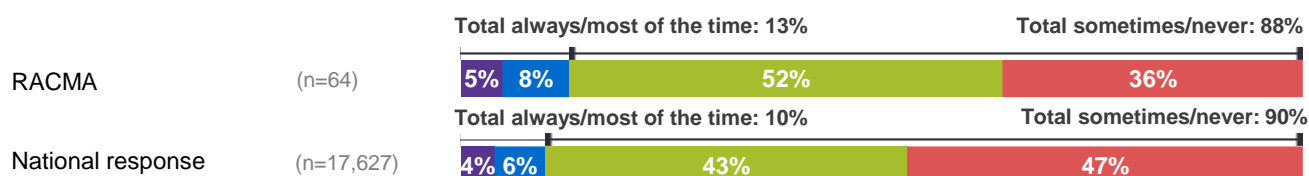
Limited access to senior clinicians



Lack of appreciation



Workplace conflict

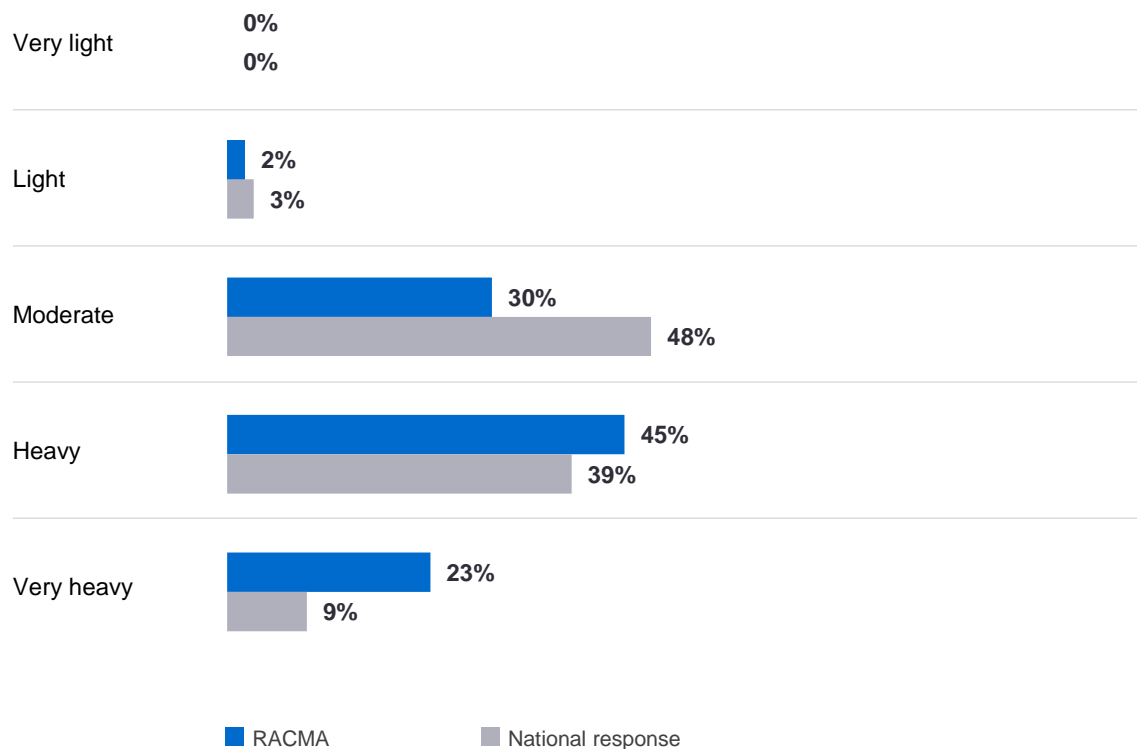


Key: ■ Always ■ Most of the time ■ Sometimes ■ Never

Base: Total sample
 Q44. How often do the following adversely affect your wellbeing in your setting?

Workplace environment and culture

HOW WOULD YOU RATE YOUR WORKLOAD IN YOUR SETTING?



Base: Total sample (National: 2021 n = 17,623; RACMA: 2021 n = 64)

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, RACMA trainees worked 49.3 hours a week, compared to 45.5 hours a week for the national average.

For RACMA trainees, 78% were working 40 hours a week or more, compared to the national response of 67%.

On average, RACMA doctors in training worked...

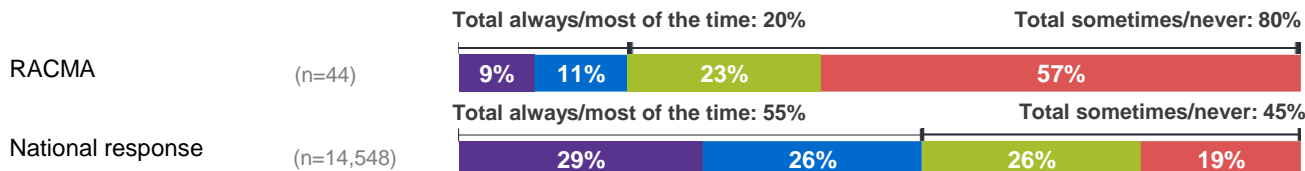
On average, doctors in training nationally worked...



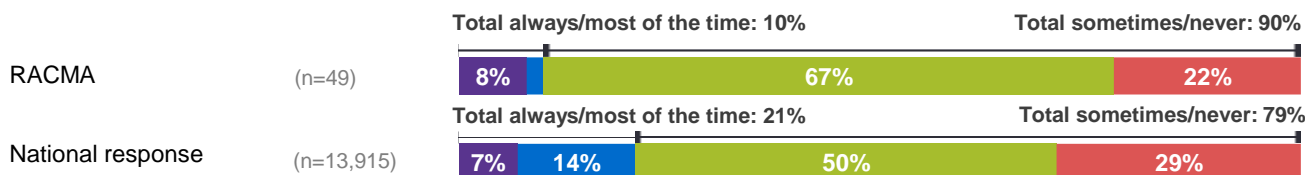
Base: Total sample (National: 2021 n = 17,585; RACMA: 2021 n = 64)
 Q46. On average in the past month, how many hours per week have you worked?

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

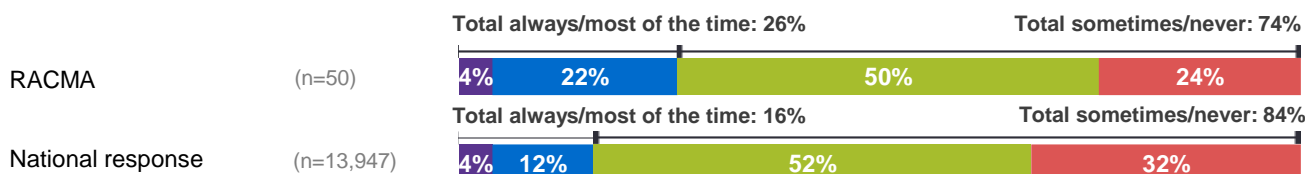
You get paid for the unrostered overtime



Working unrostered overtime have a negative impact on your training



Working unrostered overtime provide you with more training opportunities

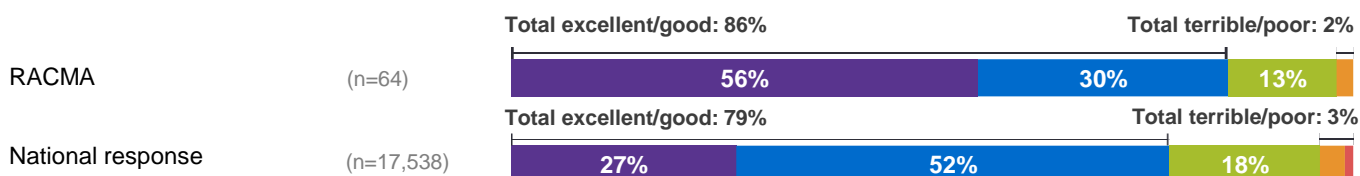


Key: Always (purple), Most of the time (blue), Sometimes (green), Never (red)

Base: Total sample
 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?



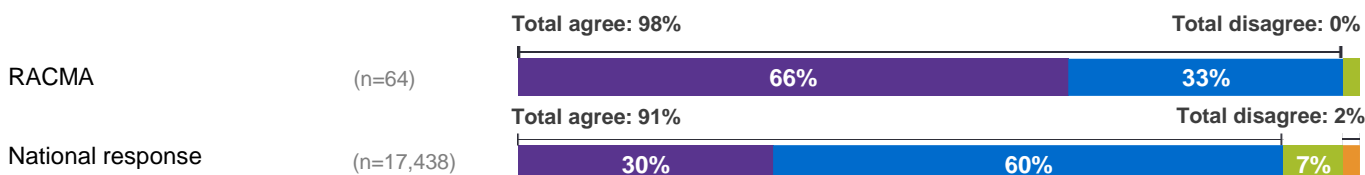
Key: ■ Excellent ■ Good ■ Average ■ Poor ■ Terrible

Base: Total sample

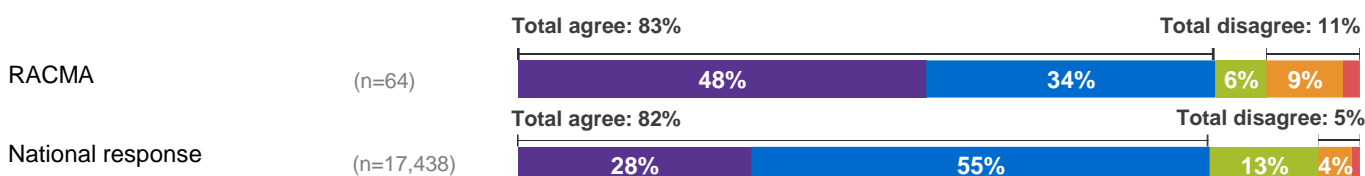
Q48. In your setting, how would you rate the quality of your training on how to raise concerns about patient safety?

PATIENT CARE AND SAFETY IN THE WORKPLACE

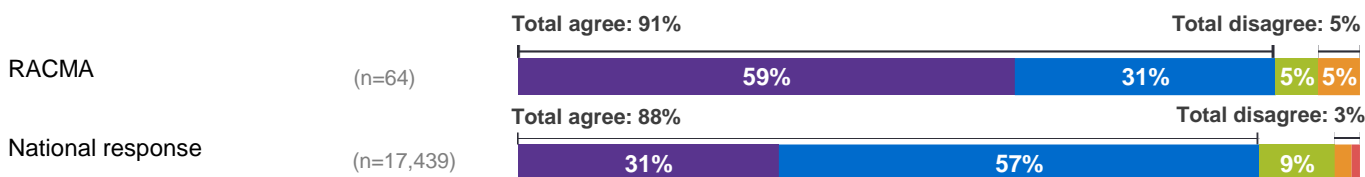
I know how to report concerns about patient care and safety



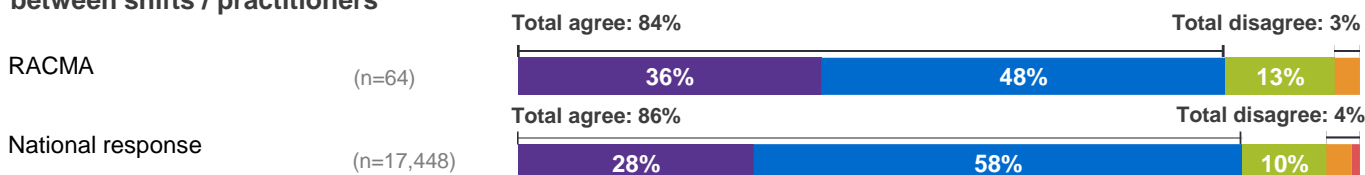
There is a culture of proactively dealing with concerns about patient care and safety



I am confident to raise concerns about patient care and safety



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



Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

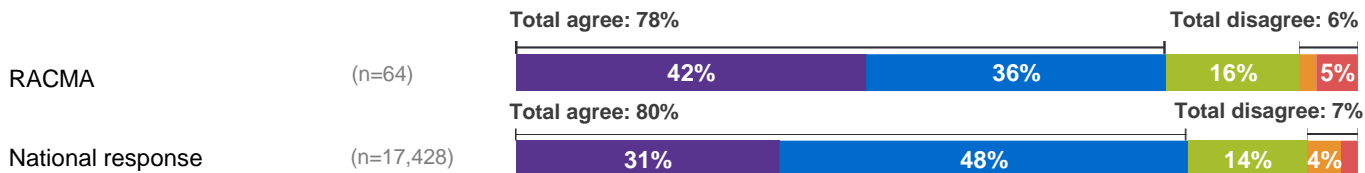
Base: Total sample

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

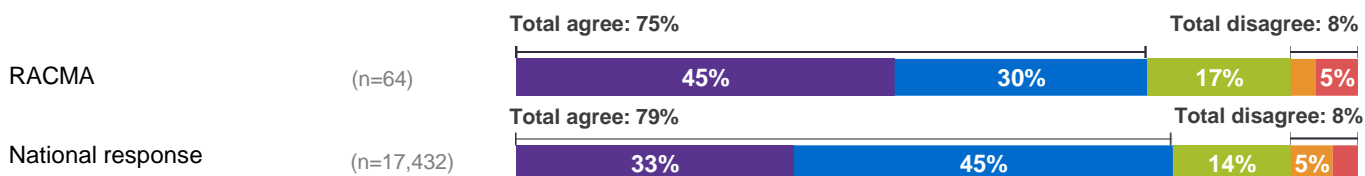
Overall satisfaction

RECOMMEND TRAINING

I would recommend my current training position to other doctors



I would recommend my current workplace as a place to train



Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

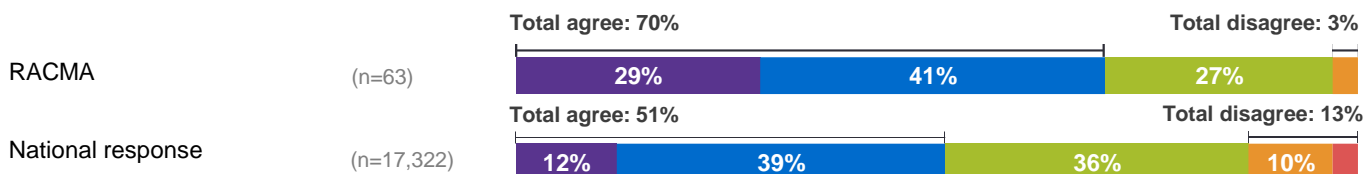
Base: Total sample

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

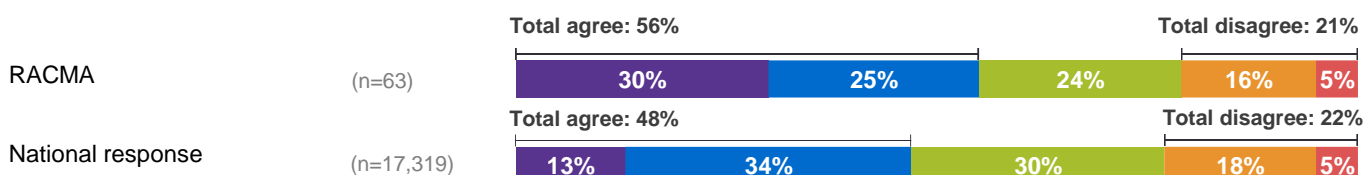
Future career intentions

CAREER INTERESTS

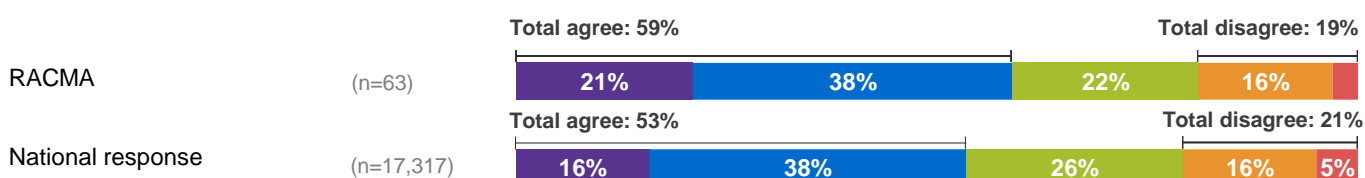
I have an interest in Aboriginal and Torres Strait Islander health/healthcare



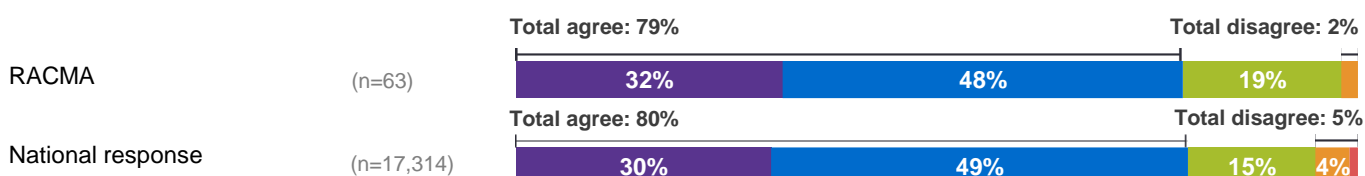
I am interested in rural practice



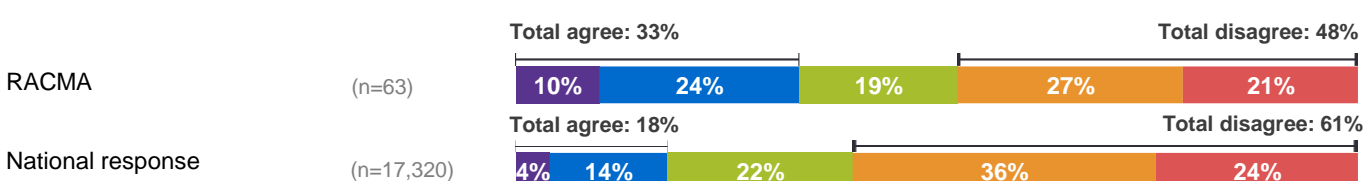
I am interested in getting involved in medical research



I am interested in getting involved in medical teaching



I am considering a future outside of medicine



Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

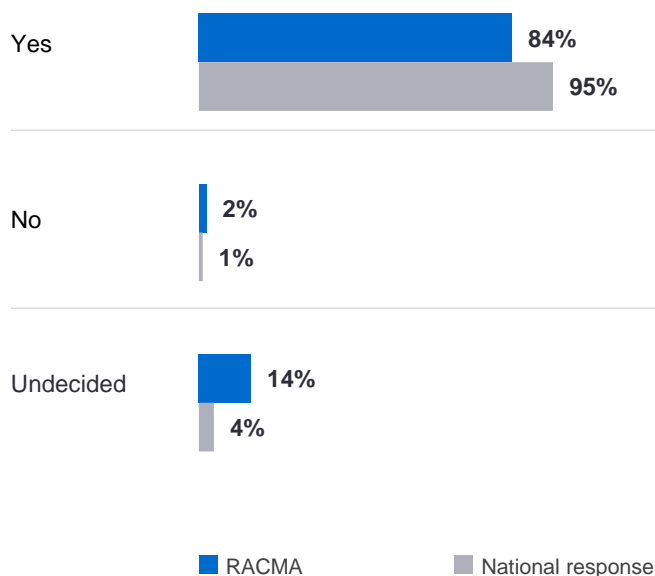
Base: Total sample

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

Future career intentions

CONTINUATION OF SPECIALTY TRAINING PROGRAM

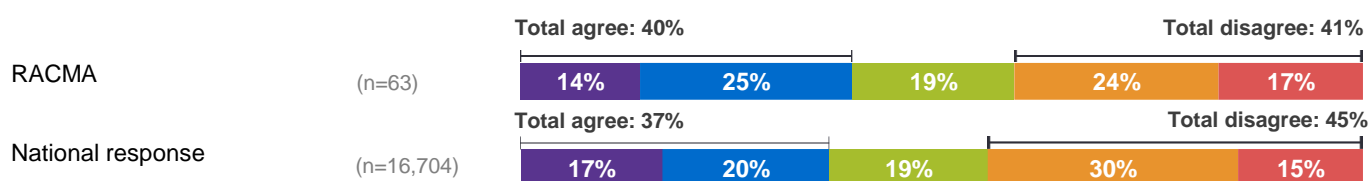
Overall, 84% of RACMA trainees intended to continue with their specialty.



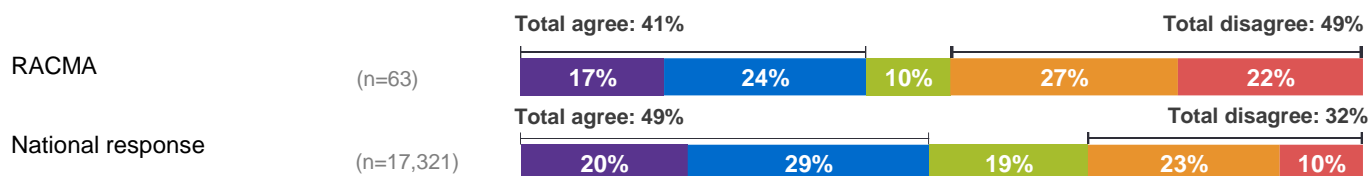
Base: Specialist trainees (National: 2021 n = 10,216; RACMA: 2021 n = 64)
 Q51a. Do you intend to continue in your specialty training program?

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



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

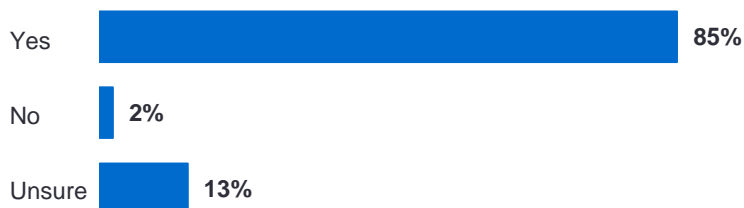


Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

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

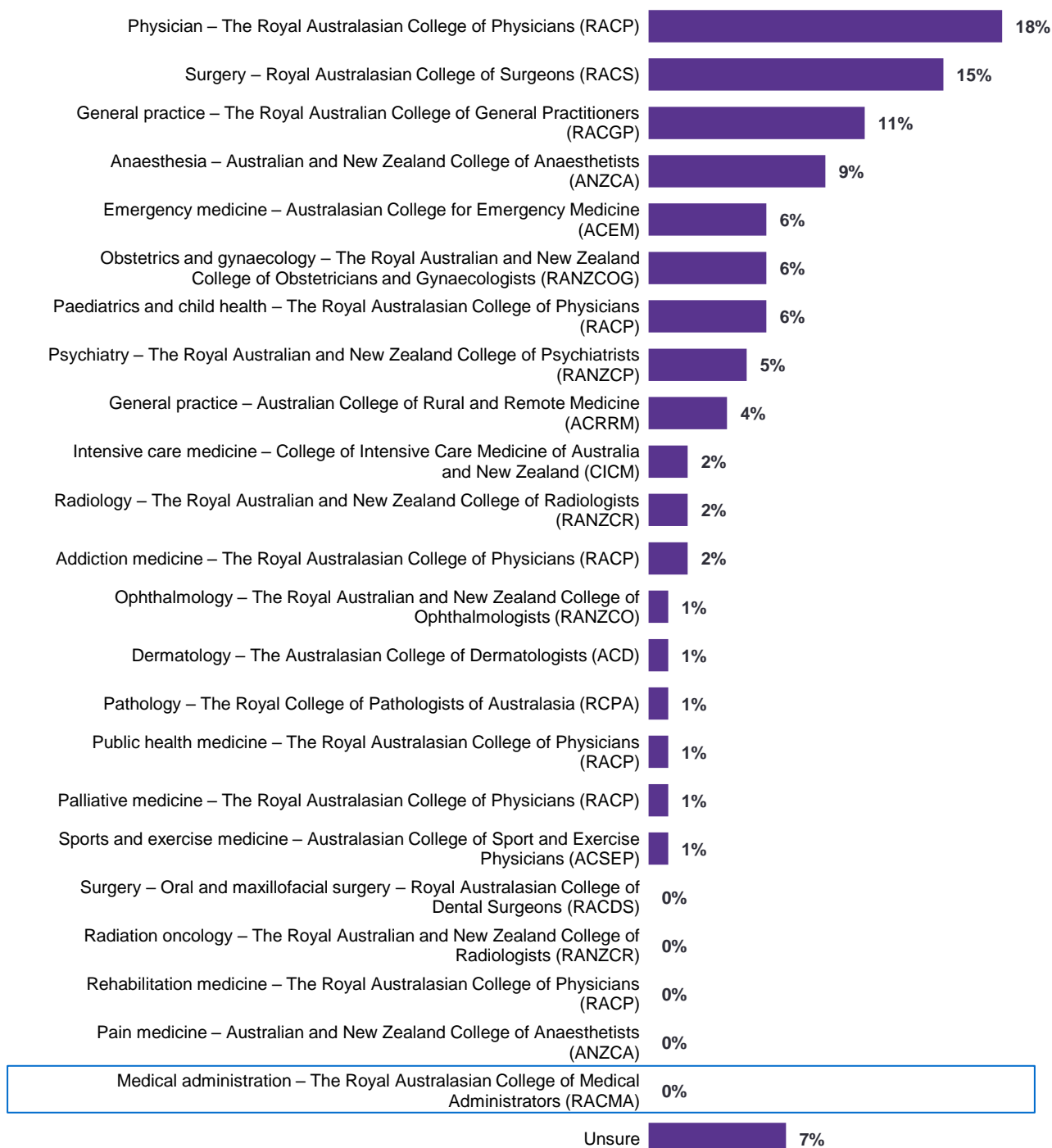
Future career intentions

INTERNS - INTERESTED IN A SPECIALTY



85% of interns are intending to become a specialist. Of these, <1% are most interested in pursuing a pain medicine specialty from RACMA.

SPECIALIST TRAINING PROGRAM INTERNS ARE INTERESTED IN

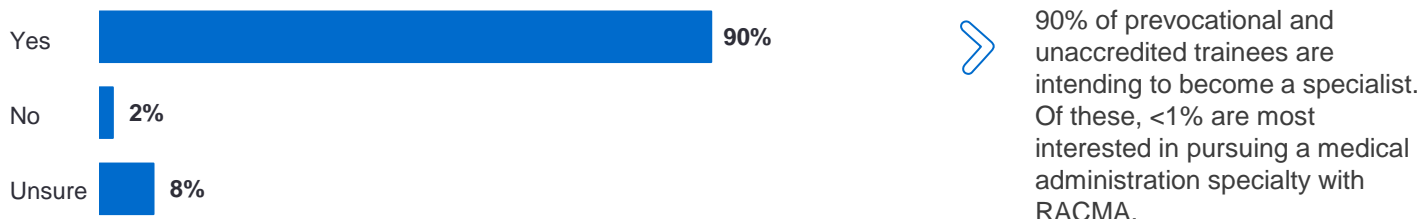


Base: Interns (2021 n = 980)
 Q52. Do you intend to become a specialist?

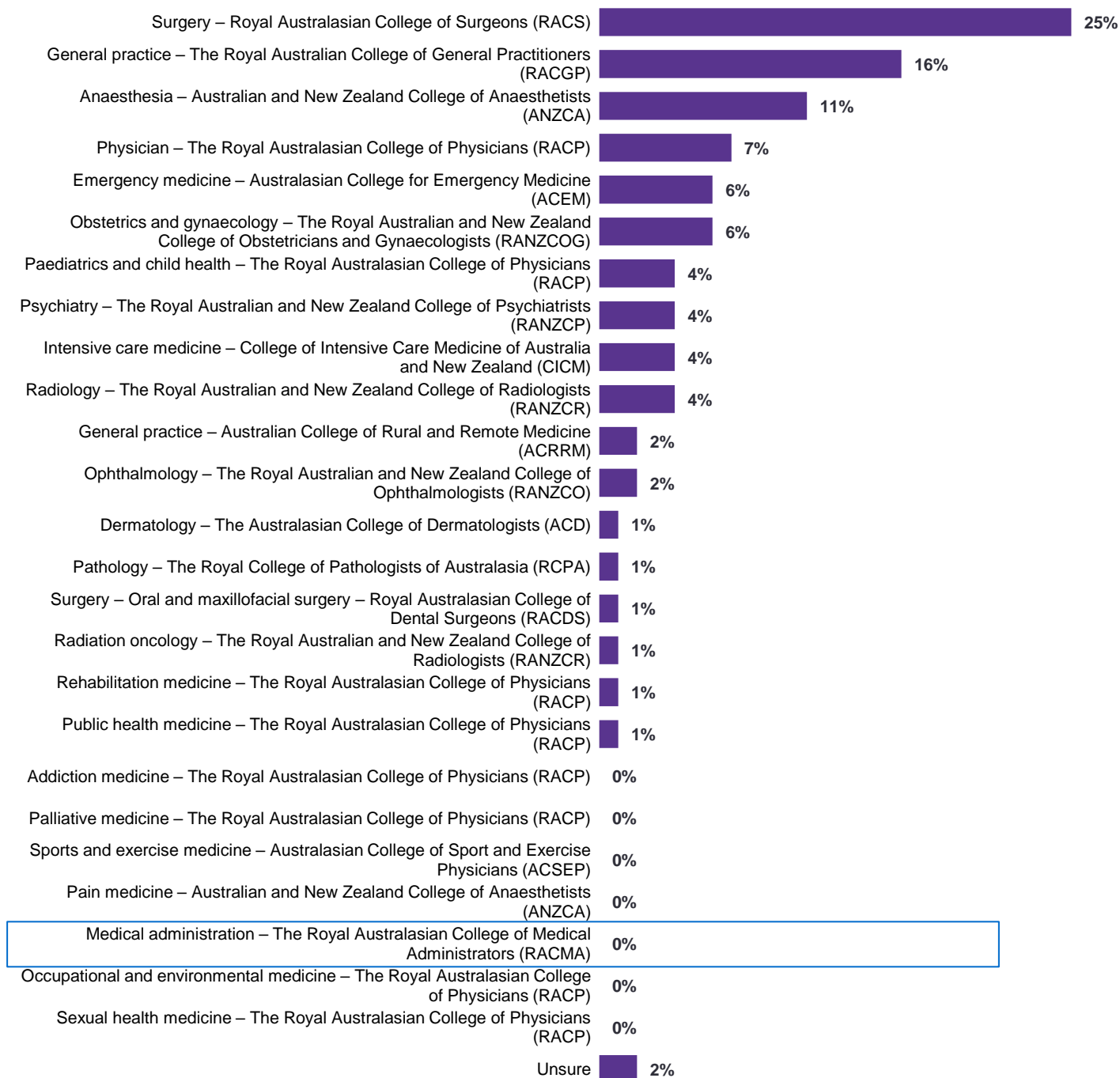
Base: Interns interested in a specialty (2021 n = 830)
 Q53. Which specialty are you most interested in pursuing?

Future career intentions

PREVOCATIONAL AND UNACCREDITED TRAINEES - INTERESTED IN A SPECIALTY



SPECIALIST TRAINING PROGRAM PREVOCATIONAL AND UNACCREDITED TRAINEES ARE INTERESTED IN



Base: Prevocational and unaccredited trainees (2021 n = 4,545)

Base: Prevocational and unaccredited trainees interested in a specialty (2021 n = 4,063)

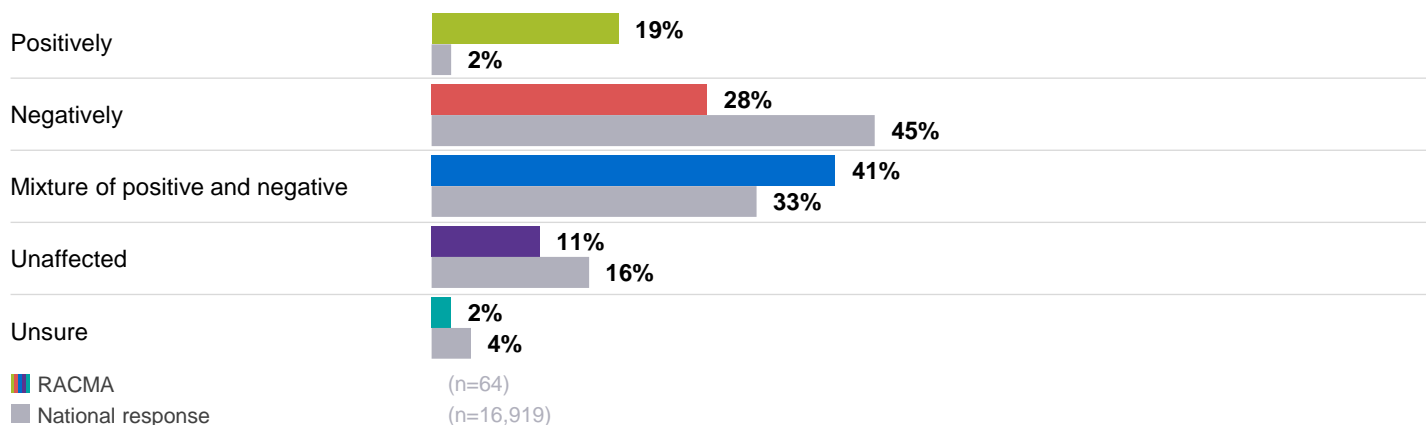
Q52. Do you intend to become a specialist?

Q53. Which specialty are you most interested in pursuing?

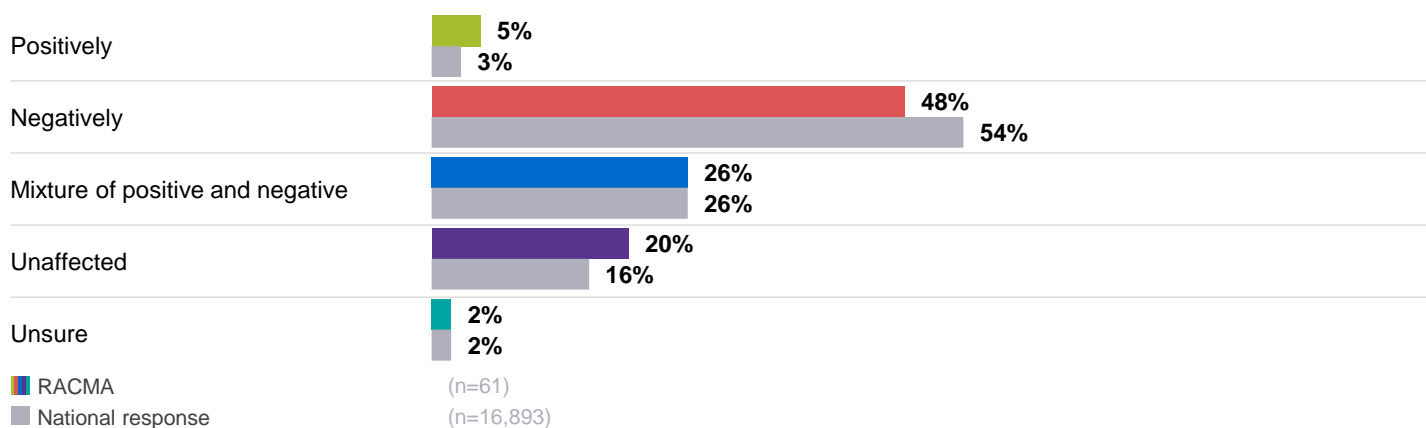
Impacts of COVID-19

COVID-19 HAS IMPACTED MY...

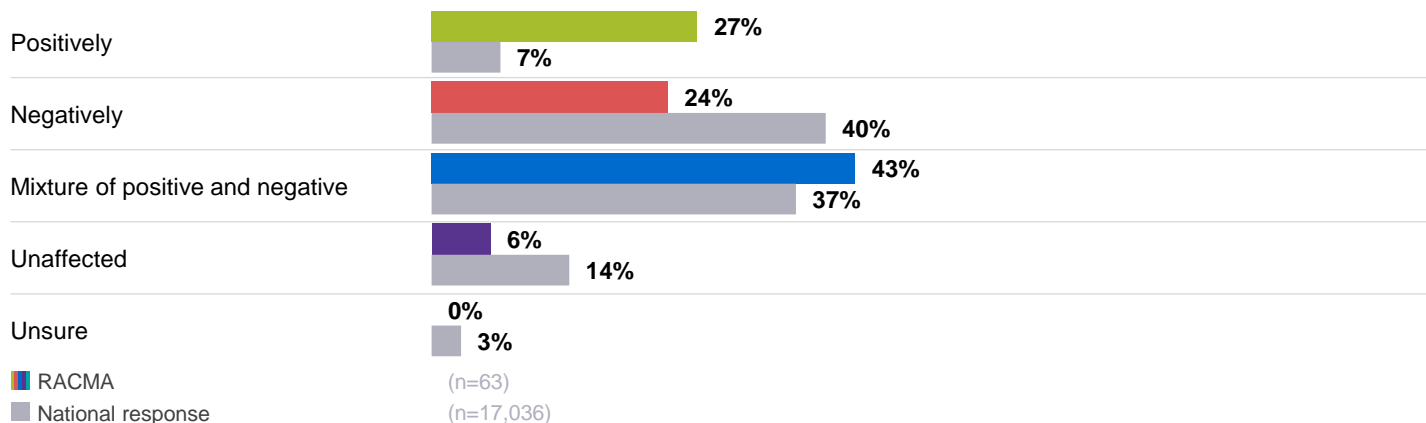
Training opportunities



Routine teaching



Ways of learning

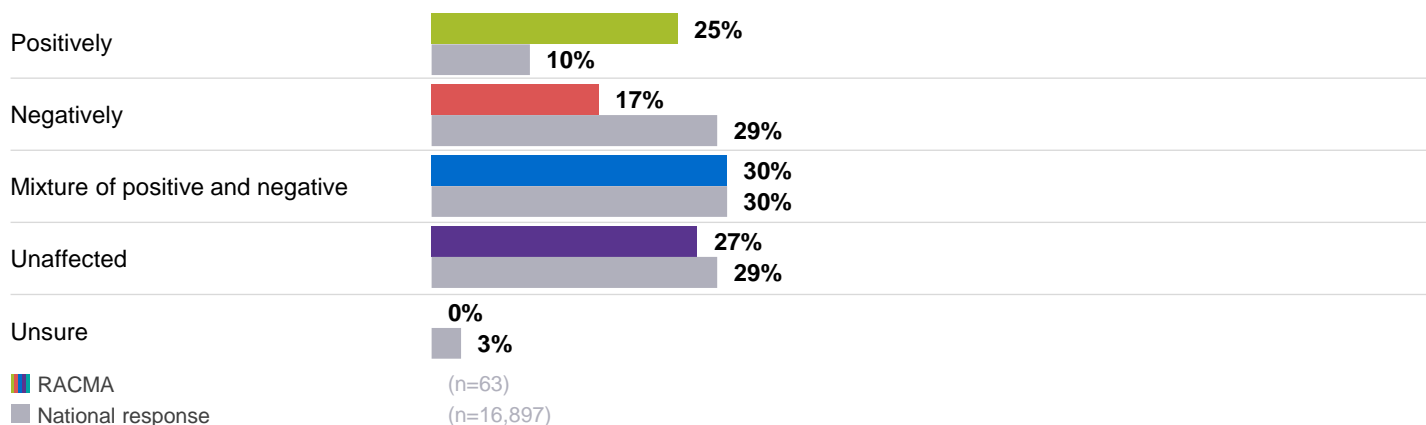


Base: Total sample
 Q62. COVID-19 has impacted my...

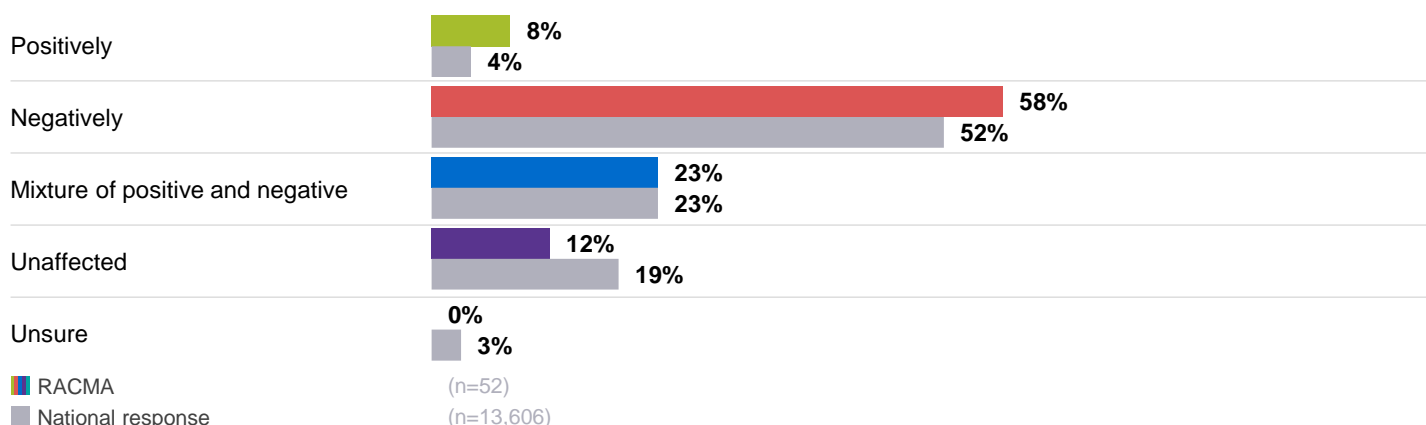
Impacts of COVID-19

COVID-19 HAS IMPACTED MY... (continued)

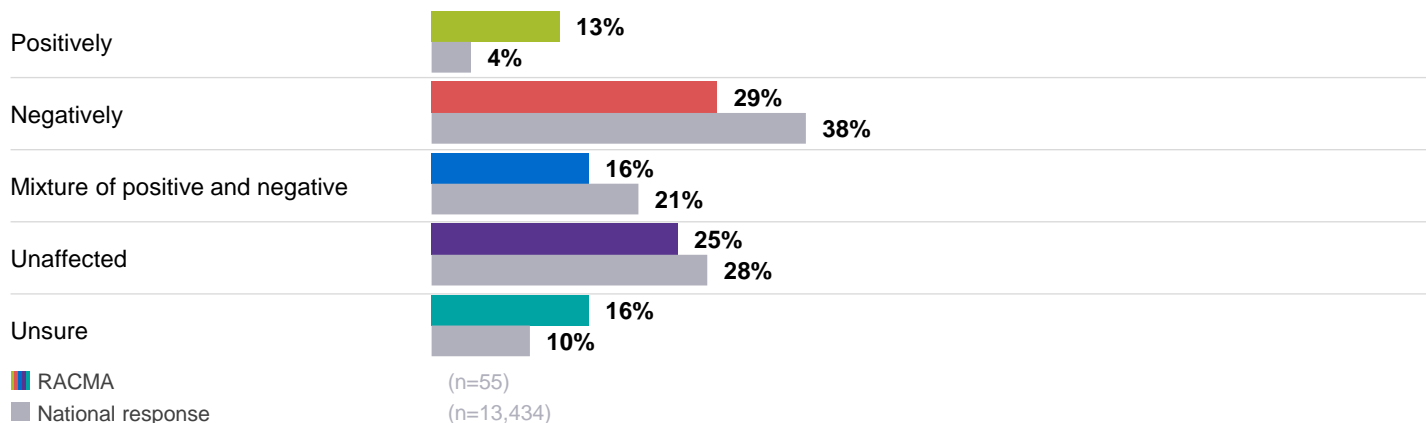
Access to learning resources



Exam(s) preparation



Research opportunities

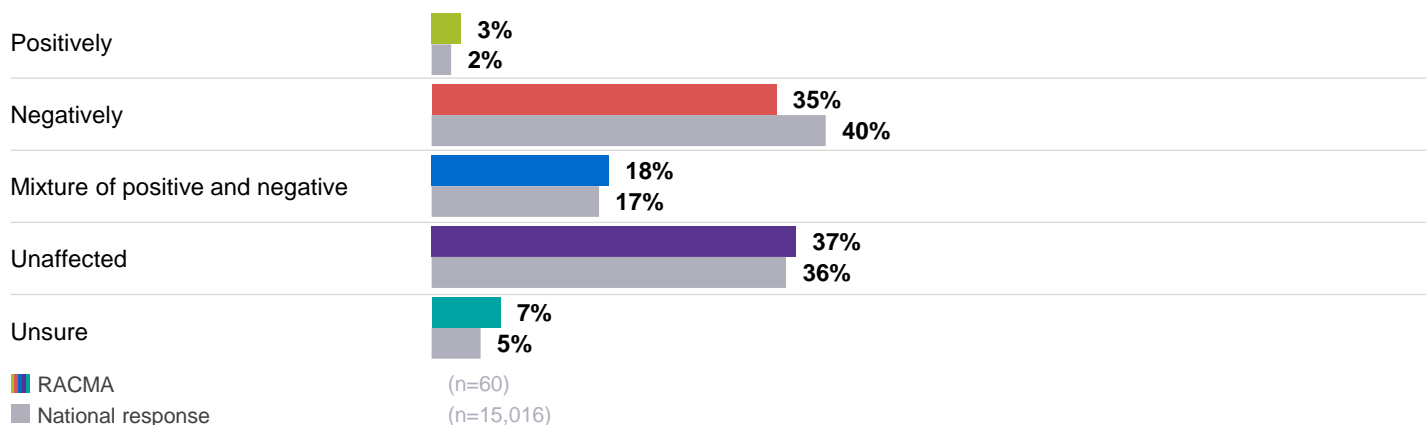


Base: Total sample
 Q62. COVID-19 has impacted my...

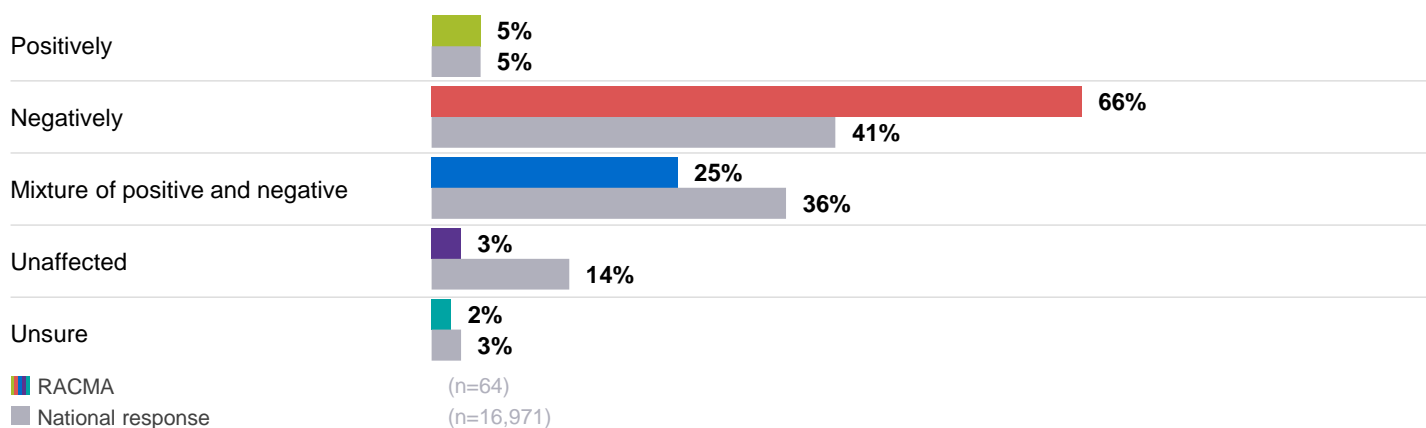
Impacts of COVID-19

COVID-19 HAS IMPACTED MY... (continued)

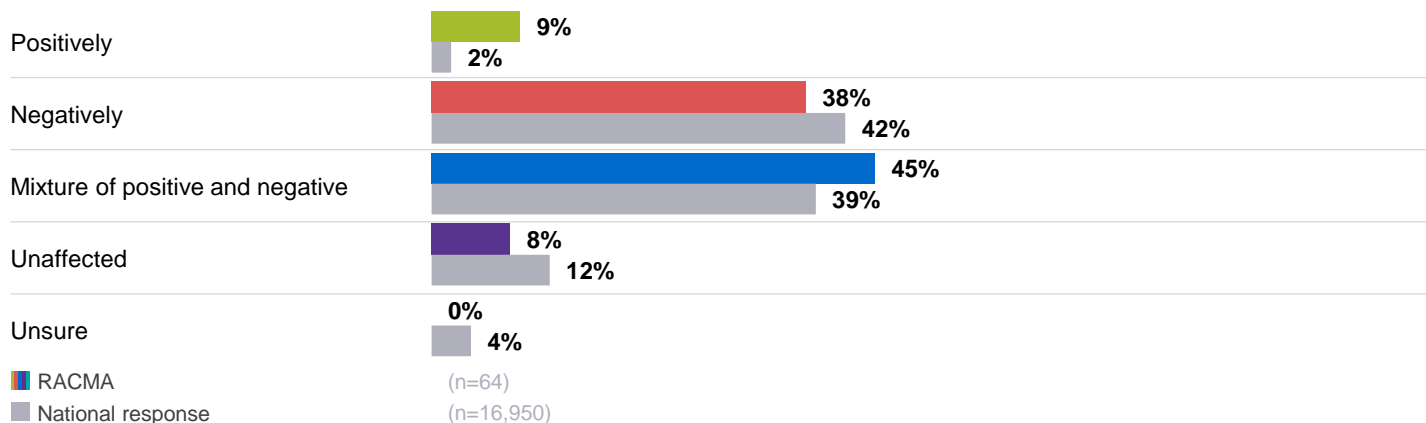
Progression (e.g. delayed entry, completion of training)




Workload



Medical training overall



Base: Total sample
 Q62. COVID-19 has impacted my...

A healthcare professional in blue scrubs is looking at a young child who is smiling broadly. The child is being held by a parent. The scene is set in a clinical or hospital environment.

Visit [MedicalTrainingSurvey.gov.au](https://www.MedicalTrainingSurvey.gov.au) to explore
the results further by using the interactive
data dashboard