

Medical Training Survey 2022

Medical Board of Australia and Ahpra

Report for The Royal Australian College of General Practitioners



**Medical
Training
Survey**

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2022 MEDICAL TRAINING SURVEY

The Medical Training Survey (MTS) is proving to be an invaluable diagnostic tool, shining a light on the state of medical training in Australia.

With 56% of trainees sharing their insights in the 2022 MTS, there is a robust evidence base to inform ongoing improvements in training.

Each year, MTS results signal both what's going well in training and issues to watch. Trends are visible early, enabling close monitoring or swift action by agencies best placed to respond and effect positive change.

There is still a lot going well in medical training, some important issues that require attention and some early trends to monitor closely.

The culture of medical training needs attention. It is totally unacceptable that 55% of Aboriginal and Torres Strait Islander trainees experienced and/or witnessed bullying, harassment, discrimination and racism. It is inexcusable that 34% of all trainees did. The 1% variation from last year in the overall rate reported is not statistically significant and sets a baseline for a problem that demands action.

The source of bullying, harassment, discrimination and racism changed in 2022, with an increase in patients and/or family/carers identified as the source of the incident (up from 38% in 2021 to 45% in 2022). This is an important issue to watch and may point to frustrations with a health system under pressure.

A new question about reasons for not reporting concerns about bullying, harassment, discrimination and racism proved its value. We no longer have to speculate that trainees are concerned about the consequences of reporting, we know this is true. Of those who had experienced bullying, harassment, discrimination and/or racism, 70% did not report it. Of these trainees, 55% were concerned about the repercussions, and 51% said nothing would be done if they did make a report.

Fault lines in the culture of medicine revealed by the MTS warrant ongoing, collaborative solutions from agencies across the health sector. The Board will continue the policy and professional standards work that will underpin sector wide action, in collaboration with the frontline organisations who hold the keys to lasting cultural change.

There has been a 7% increase (to 53%) in the number of trainees who rated their workload as heavy/very heavy

since the pandemic started in 2020. On the upside, this year's results reveal an increase in the number of trainees getting paid for their overtime.

The COVID-19 pandemic continued to impact on training in most areas, but slightly differently from the previous year. In 2022, workload was adversely affected, while exam preparation and training opportunities were largely impacted in 2021.

We are delighted that the participation rate for Aboriginal and Torres Strait Islander trainees increased from 158 in 2021 to 191 in 2022. The MTS has given us all an important opportunity to listen to and act on the feedback from these trainees, as we move towards providing culturally safe and appropriate medical training and more broadly, culturally safe medical care.

Other small changes indicate there was a dip in the quality of teaching in 2022, and a drop in the number of trainees who would recommend their current training position or organisation (from 80% in 2021 to 78% in 2022) to others.

More trainees are considering a future outside of medicine (up from 18% in 2021 to 20% in 2022). Disturbingly, at 29% this rate is higher for Aboriginal and Torres Strait Islander trainees.

Australia continues to deliver high quality medical training, producing doctors who provide high quality medical care to patients in this country.

However, MTS results suggest that in 2022, things were not quite as good in medical training as they have been in previous years. Qualitative research and analysis would be needed to definitively understand the reasons for this, but it is possible that broader, pandemic-related health system pressures are adversely affecting medical training. Through the MTS, the health sector has been given early warning about issues to address. We all owe it to trainees to act.



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 data to strengthen medical training in Australia. The MTS is conducted annually with doctors in training, with 2022 representing the fourth wave of data collection.

The objectives of the survey are to:

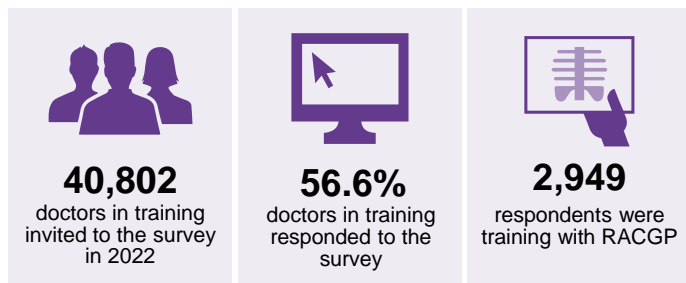
- promote better understanding of the quality of medical training in Australia
- identify how best to improve medical training in Australia, and

- 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 the results for the MTS.

METHOD

Data collection for the MTS involved receiving responses to an online survey from $n = 23,083$ doctors in training, with $n = 22,135$ responses eligible for analysis (i.e. currently training in Australia) between 28 July and 8 October 2022.



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 The Royal Australian College of General Practitioners (RACGP) are presented at an overall level. To explore results within RACGP further, please visit medicaltrainingsurvey.gov.au/results.

INTERPRETING THIS REPORT

This report provides key results based on $n = 2,949$ doctors in training, at the Royal Australian College of General Practitioners (RACGP) compared against national results ($n = 22,135$ of all eligible doctors in training (i.e. currently training in Australia)).

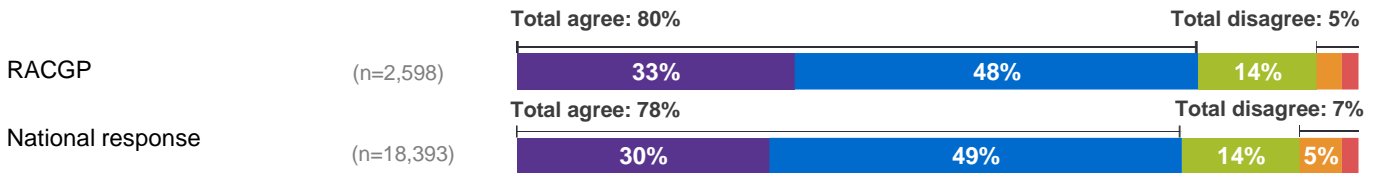
Bases exclude 'not applicable' responses or where the respondent skipped the question. Data in this report are unweighted. Labels on stacked charts are hidden for results 3% or less. Results with base sizes of less than $n = 10$ are suppressed.

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.

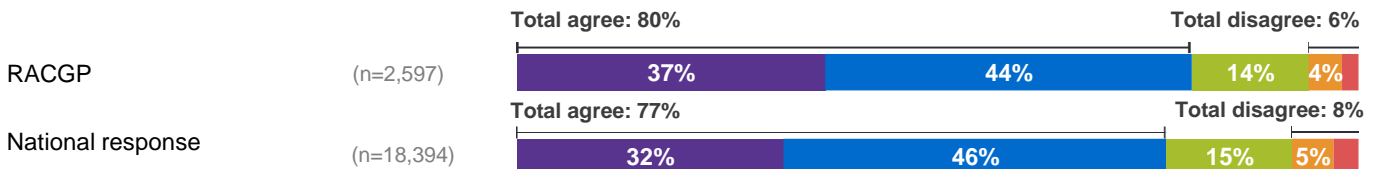
Executive summary

OVERALL SATISFACTION

I would recommend my current training position to other doctors



I would recommend my current workplace as a place to train



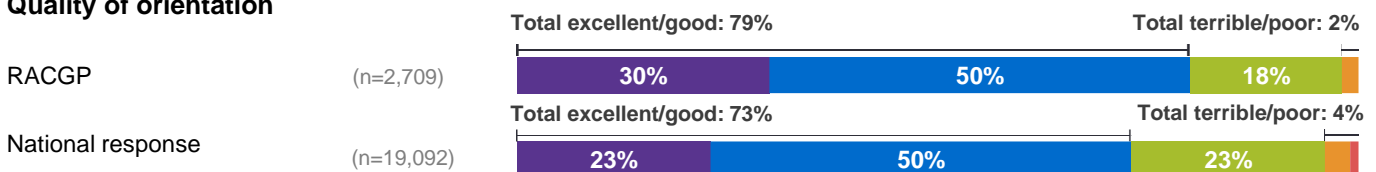
Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: Total sample

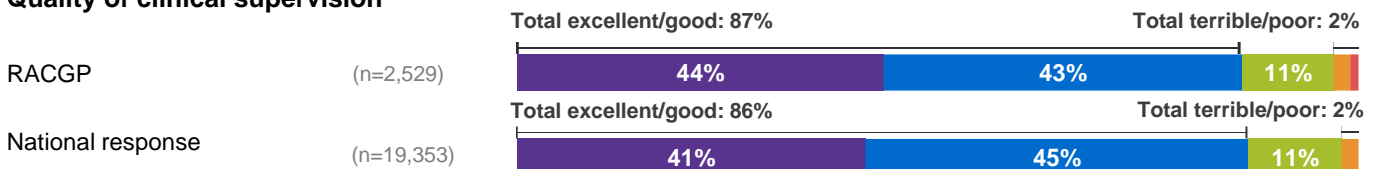
Q50. Thinking about your setting, to what extent do you agree or disagree with the following statements?

HIGHLIGHTS

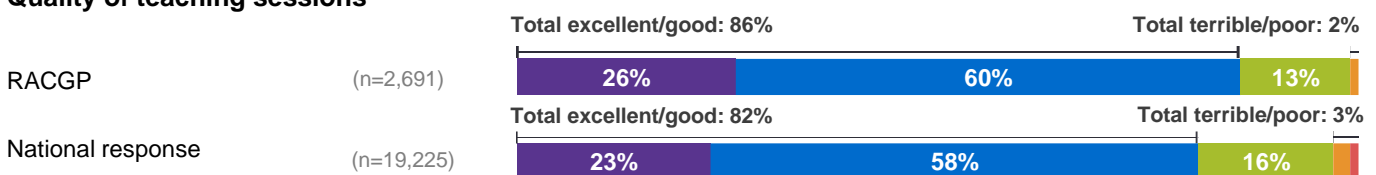
Quality of orientation



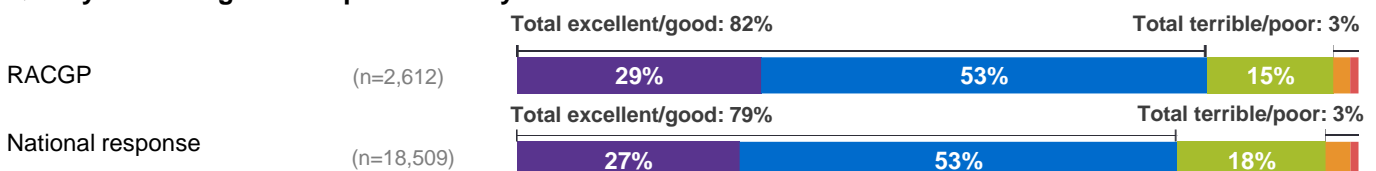
Quality of clinical supervision



Quality of teaching sessions



Quality of training to raise patient safety concerns



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

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

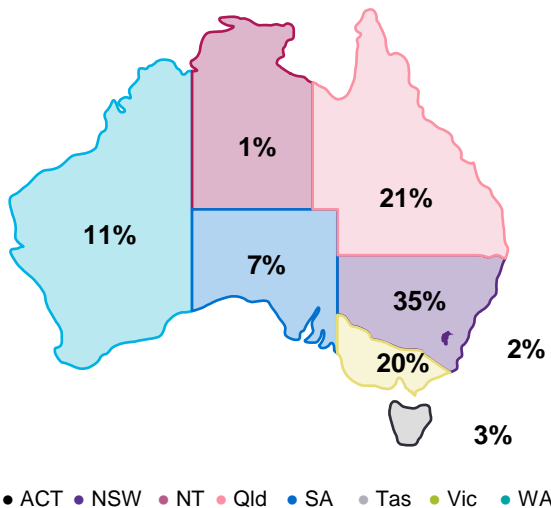
Base: Have a supervisor | Q31. For your setting, how would you rate the quality of your clinical supervision / peer review?

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 RACGP trainees

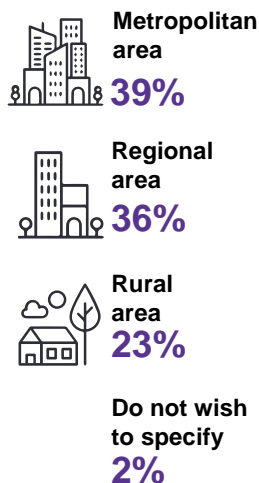
SETTING

State/Territory



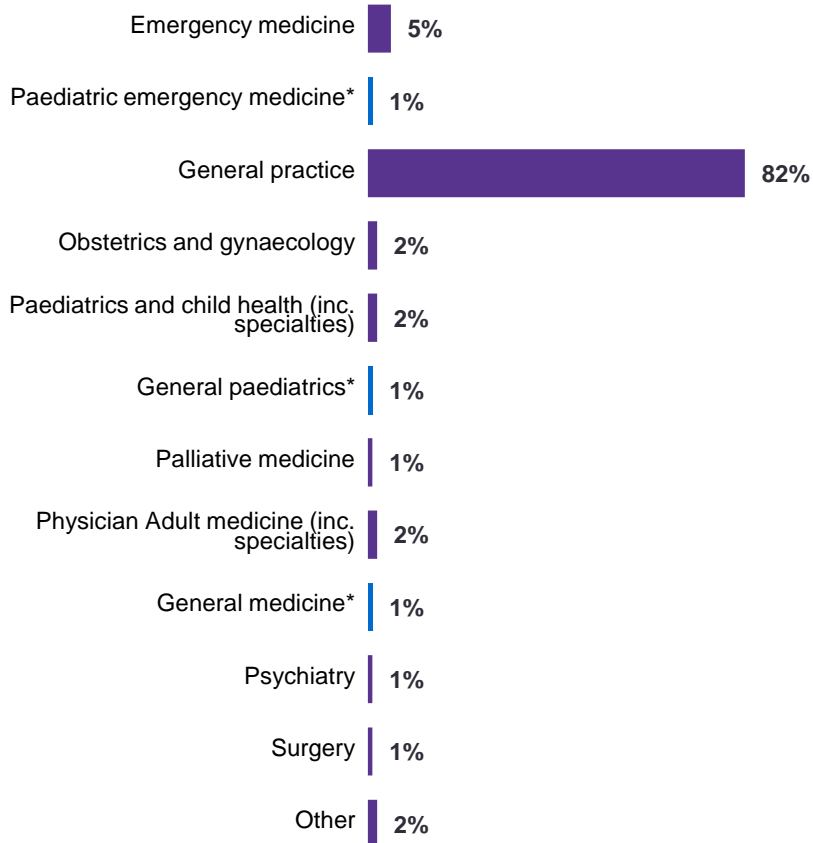
Base: Total sample (2022 RACGP: n = 2,949)
 Q4. In which state or territory is your current term/rotation/placement based?

Region



Base: Total sample (2022 RACGP: n = 2,947)
 Q6. Is your current setting in a...?

Current rotation / term / position



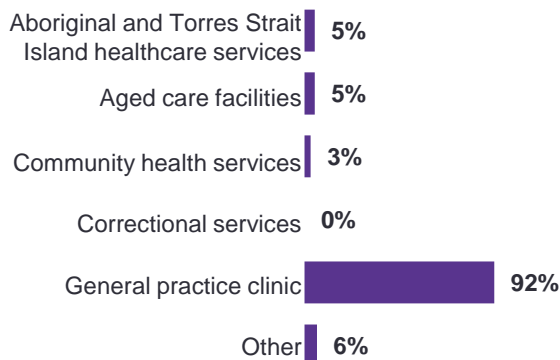
Base: Total sample (2022 RACGP: n = 2,946), fields with 10 or more responses shown. Note: fields marked with an * are subspecialties.
 Q9a. Which area are you currently practising in? | Q9b. If applicable, which subspecialty area are you practising in?

Facility



Base: Total sample (2022 RACGP: n = 2,946)
 Q5A. Is your current position/term/rotation/placement predominantly in a hospital?

Additional settings worked in

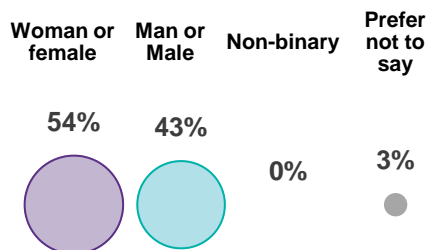


Base: Total sample (2022 RACGP: n = 2,536)
 Q5c. Select any additional settings you work in / Which settings do you work in?

Profile of RACGP trainees

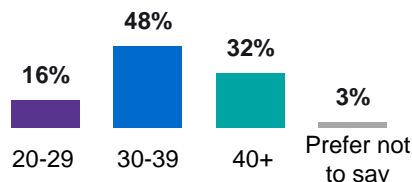
DEMOGRAPHICS

Do you identify as...



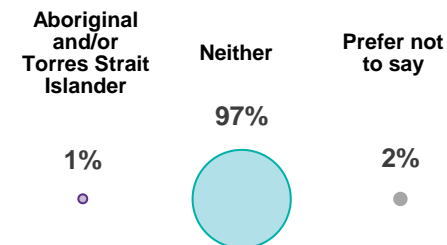
Base: Total sample (2022 RACGP: n = 2,577)
 Q55. Do you identify as...?

Age in years



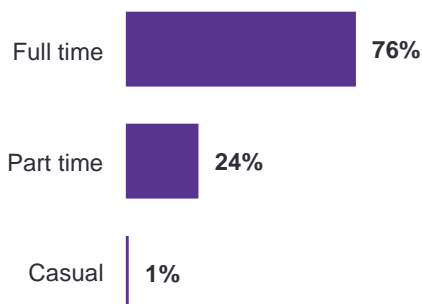
Base: Total sample (2022 RACGP: n = 2,494)
 Q56. What is your age?

Cultural background



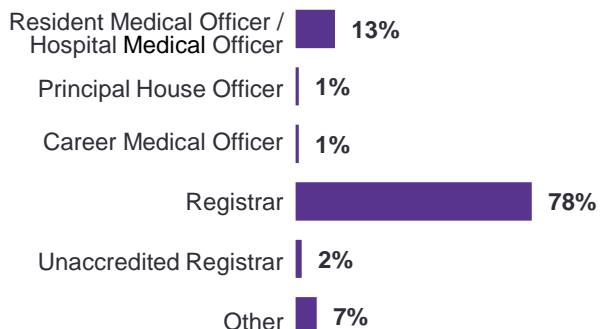
Base: Total sample (2022 RACGP: n = 2,584)
 Q57. Do you identify as an Australian Aboriginal and/or Torres Strait Islander person?

Employment



Base: Total sample (2022 RACGP: n = 2,913)
 Q2. Are you employed:

Role



Base: Total sample (2022 RACGP: n = 2,949). ^Asked of IMGs only
 Q7. What is your role in the setting?

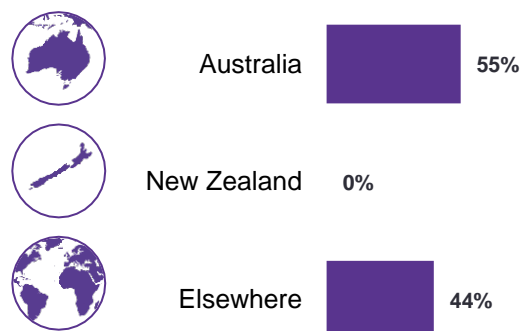
Postgraduate year

Postgraduate year average is



Base: Total sample (National: 2022 n = 21,789; RACGP: 2022 n = 2,913)
 Q1. What is your postgraduate year?

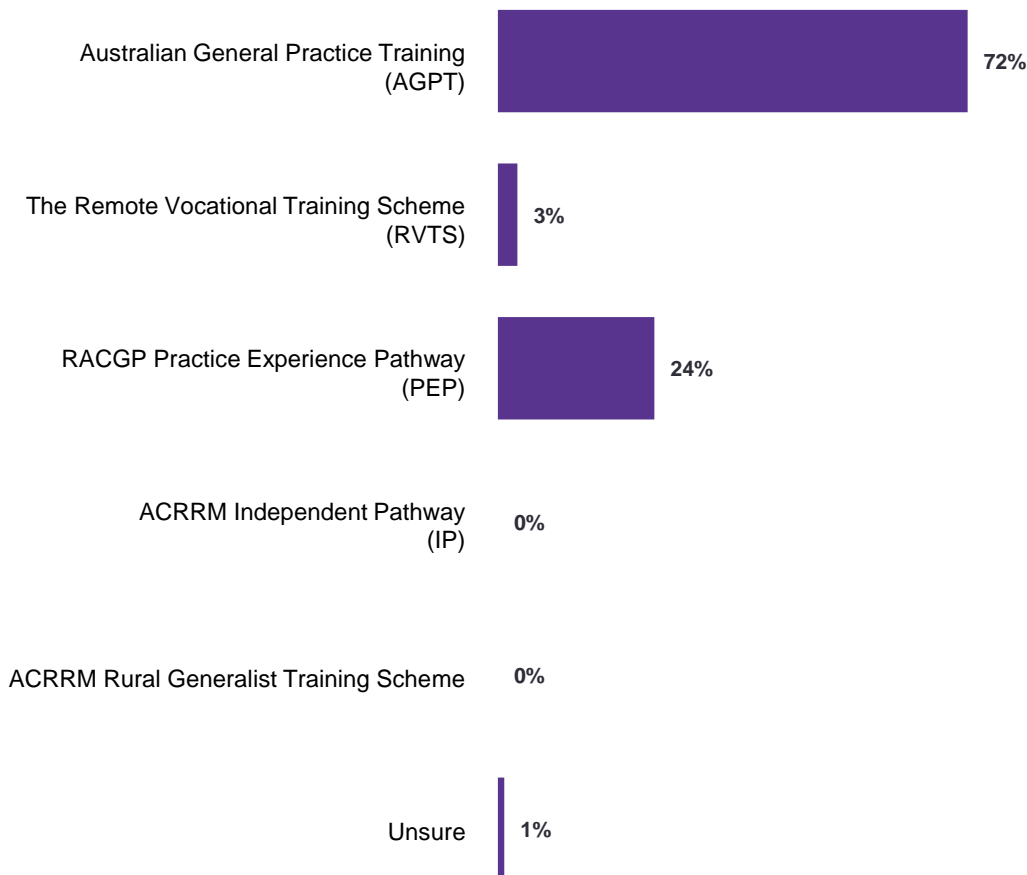
Primary degree



Base: Total sample (2022 RACGP: n = 2,586)
 Q58a. Did you complete your primary medical degree in Australia or New Zealand?

Profile of RACGP trainees

PATHWAY



Base: Specialist GP trainees (RACGP: 2022 n = 2,900)
 Q16b. Which training program are you in?:

SPECIALIST TRAINEES

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

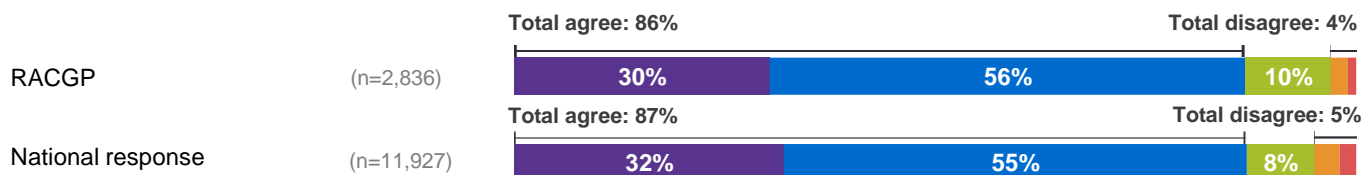


Base: Specialist trainees (National: 2022 n = 12,155; RACGP: 2022 n = 2,910)
 Q15. How many years have you been in the College training program?

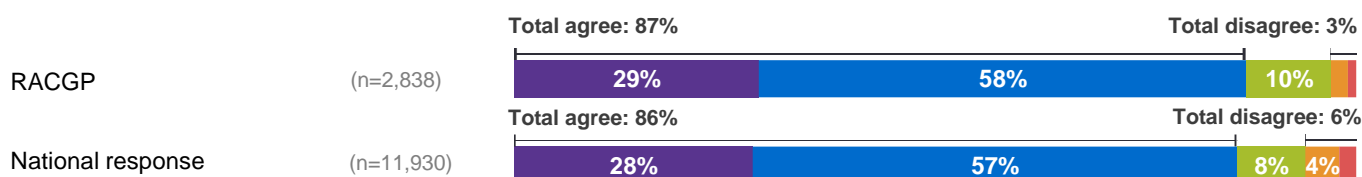
Training curriculum

TRAINING PROGRAM PROVIDED BY COLLEGE

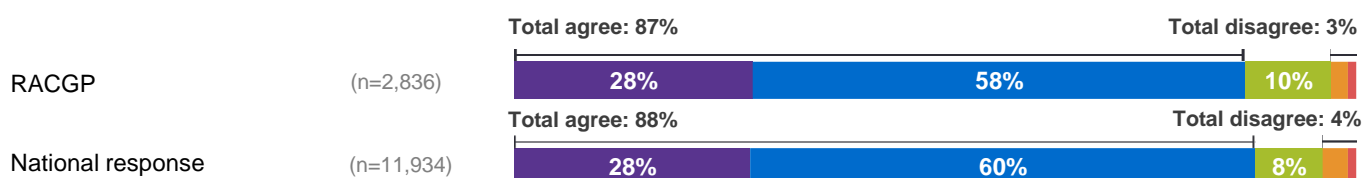
The College training program is relevant to my development



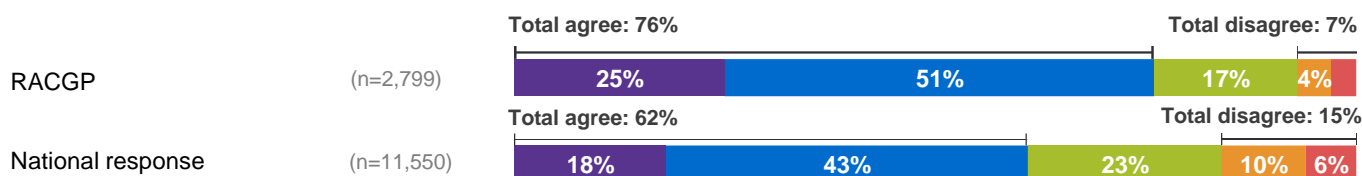
There are opportunities to meet the requirements of the training program in my current setting



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



The College supports flexible training arrangements



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

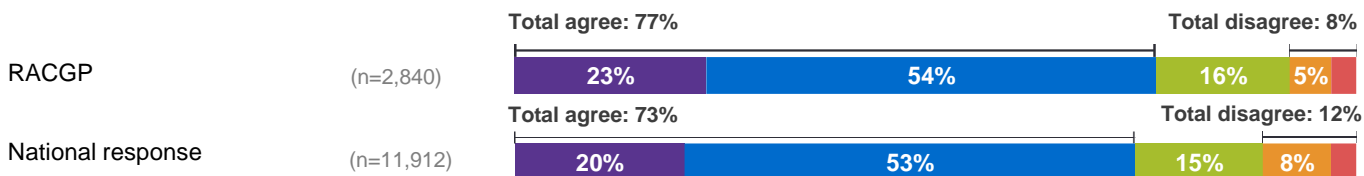
Base: Specialist trainees

Q21. Thinking about your Royal Australian College of General Practitioners (RACGP) training program, to what extent do you agree or disagree with each of the following statements?

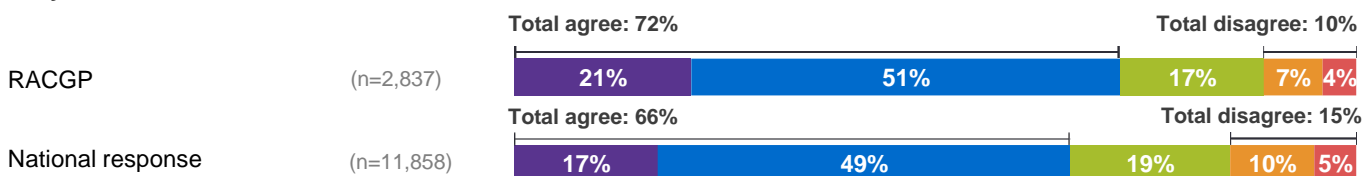
Training curriculum

COMMUNICATION WITH COLLEGE

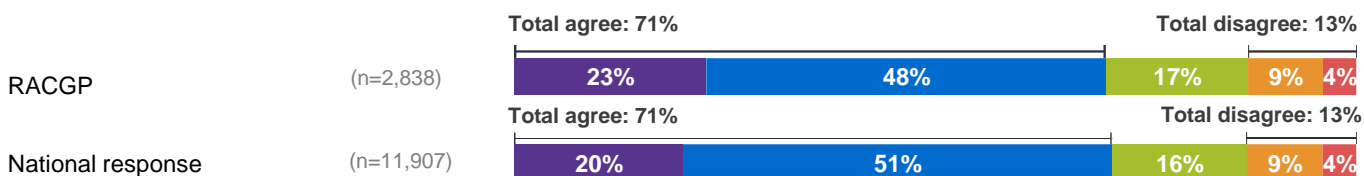
My College clearly communicates the requirements of my training program



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



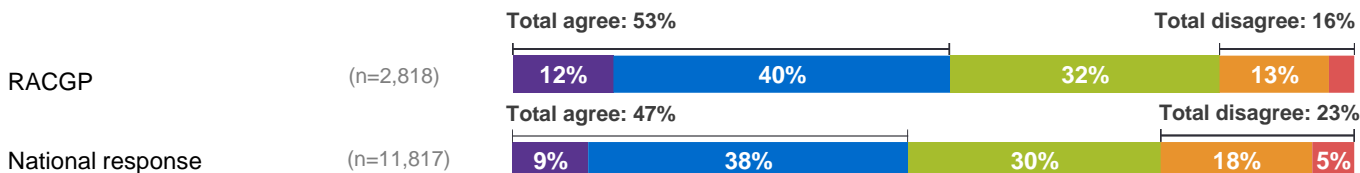
Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: Specialist trainees
 Q22. Thinking about how Royal Australian College of General Practitioners (RACGP) communicates with you about your training program, to what extent do you agree or disagree with the following statements?

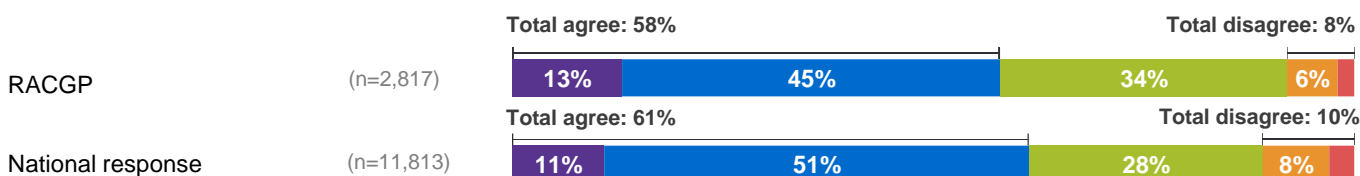
Training curriculum

ENGAGEMENT WITH COLLEGE

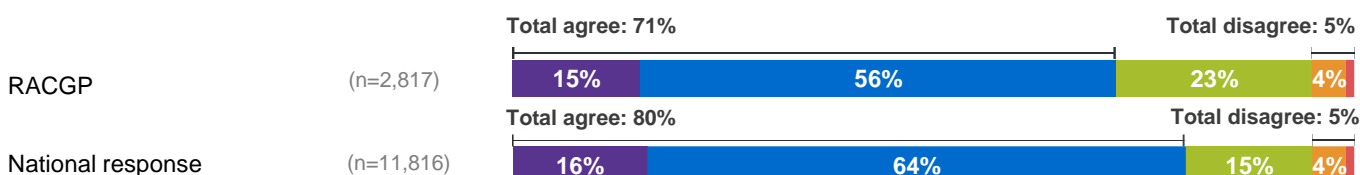
The College seeks my views on the training program



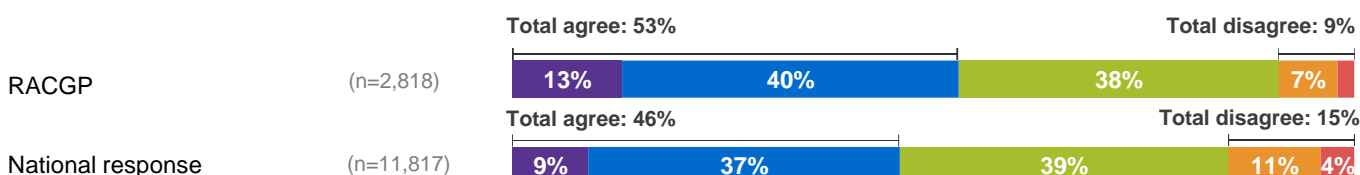
I am represented by doctors in training on the College's training and/or education committees



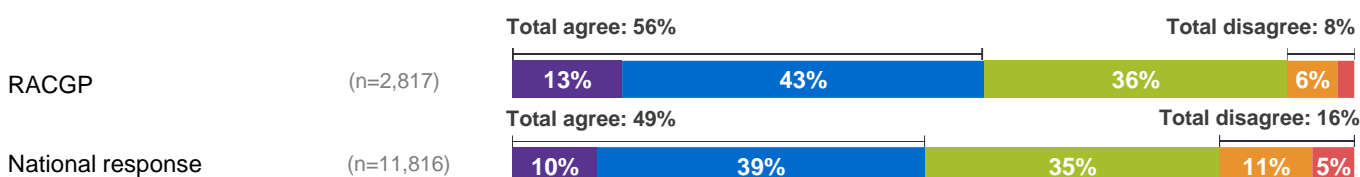
I am able to discuss the College training program with other doctors



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

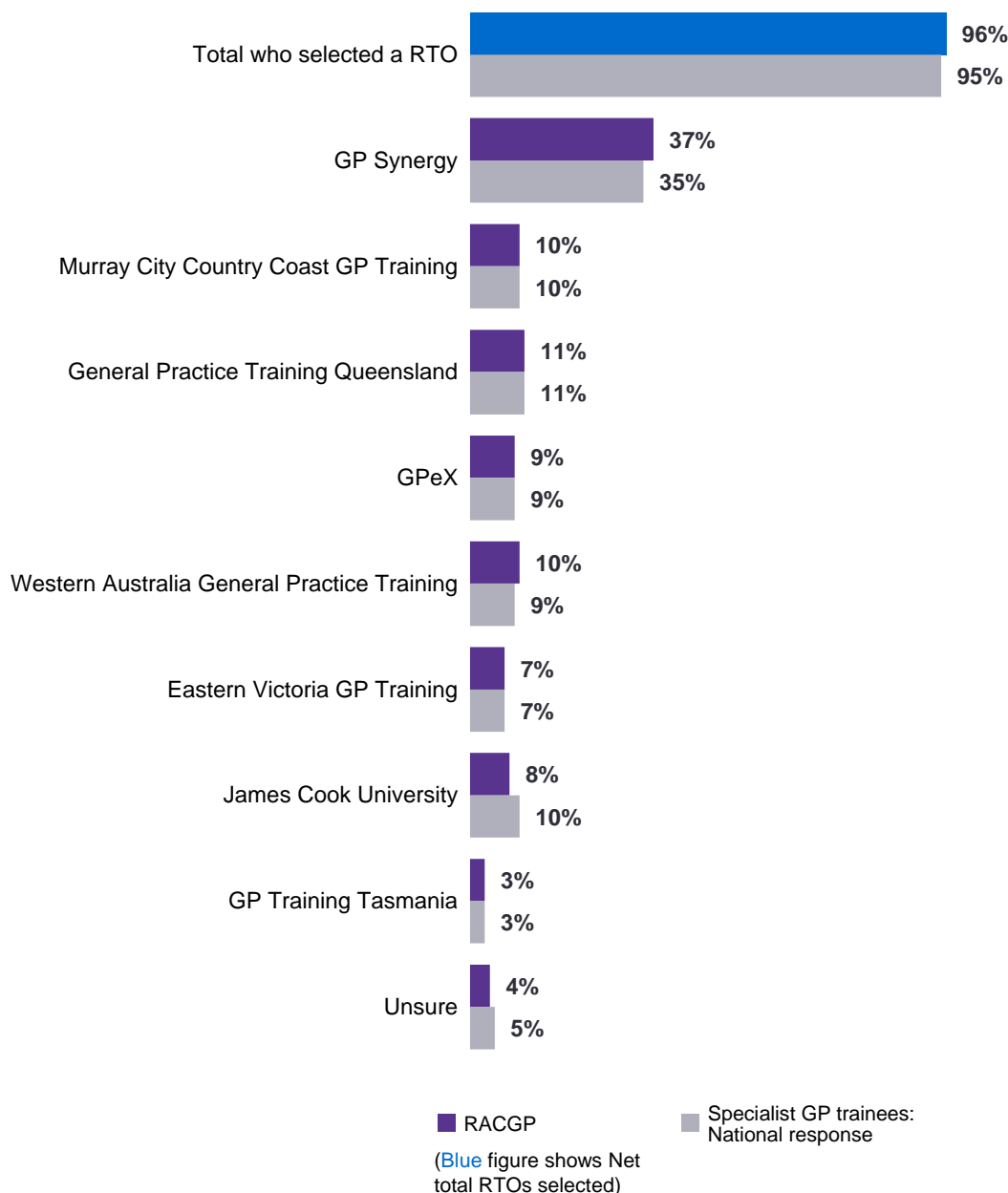
Base: Specialist trainees
 Q25. Thinking about how Royal Australian College of General Practitioners (RACGP) engages with you, to what extent do you agree or disagree with the following statements?

Training curriculum

REGIONAL TRAINING ORGANISATIONS

Specialist GP trainees can be both enrolled in a 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)).

Among the specialist GP trainees enrolled with a RTO and training with RACGP, 96% selected their RTO and were shown the questions over the next three pages. 37% were enrolled with GP Synergy as shown below.

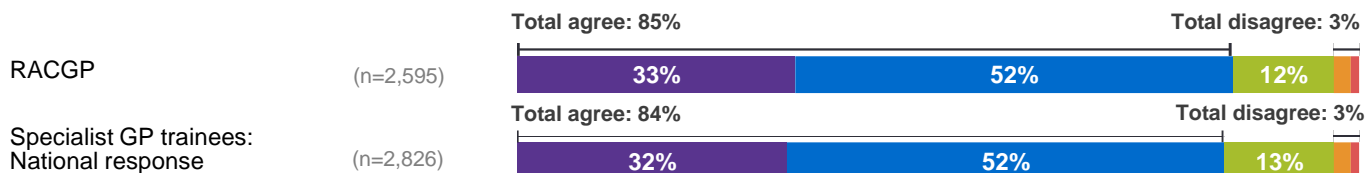


Base: Specialist GP trainees (National: 2022 n = 2,997; RACGP: 2022 n = 2,719), fields with 10 or more responses shown
 Q17. If applicable, which Regional Training Organisation provides your GP training?

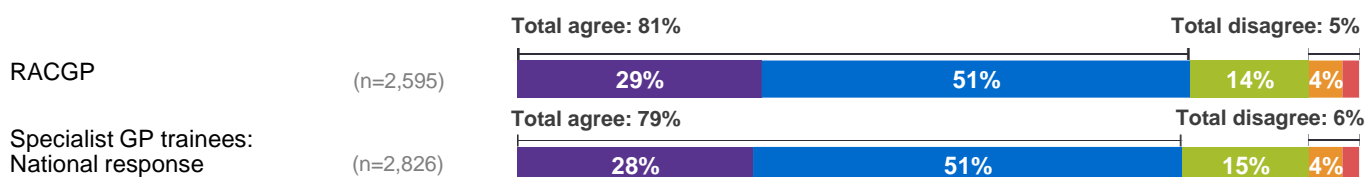
Training curriculum

TRAINING PROGRAM PROVIDED BY RTOs

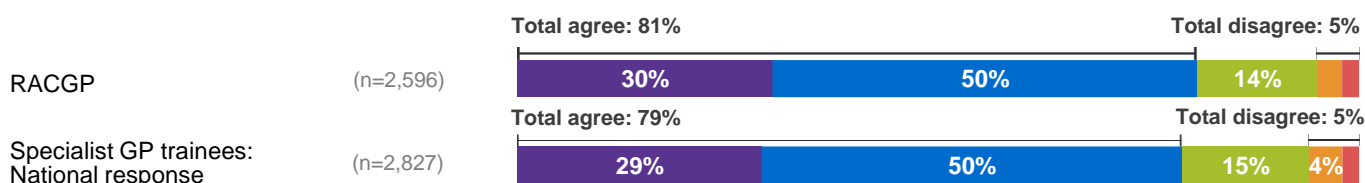
The RTO's education program meets the College/s requirements



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



The RTO's education program is advancing my knowledge



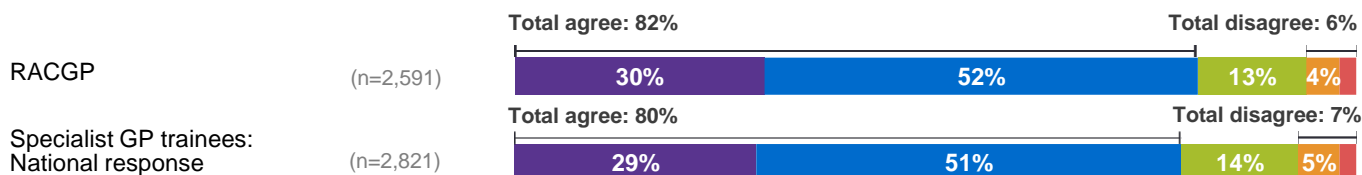
Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

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?

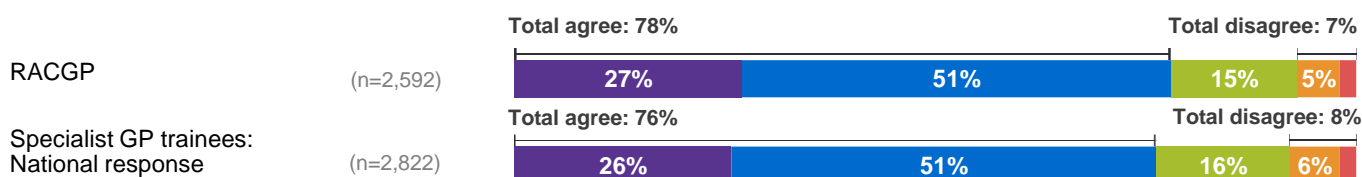
Training curriculum

COMMUNICATION WITH RTO

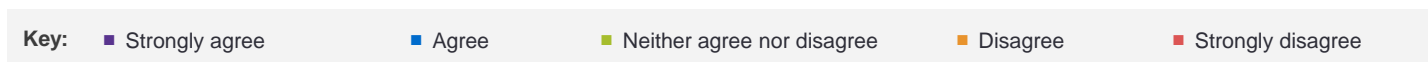
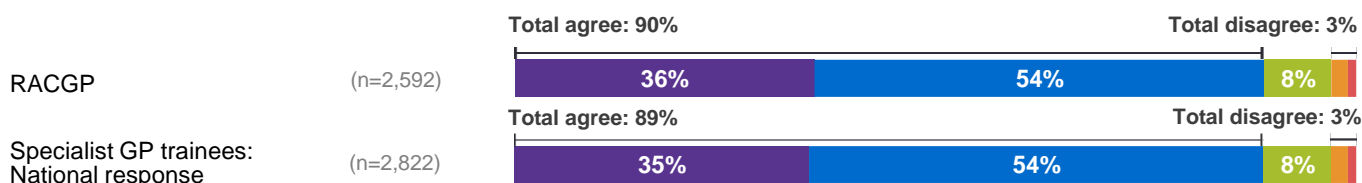
The RTO clearly communicates the requirements of my training program



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



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

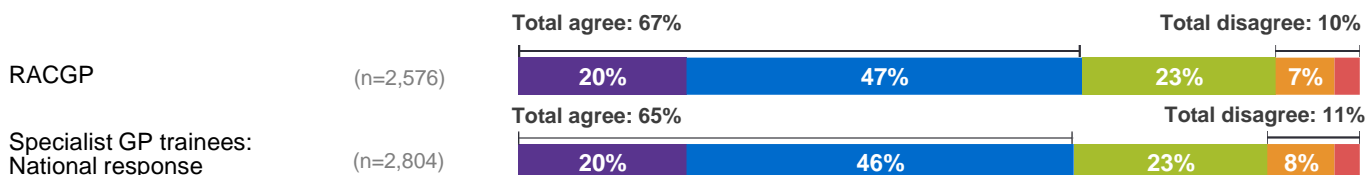


Base: Specialist GP trainees specifying an RTO
 Q19. Thinking about how your [Regional Training Organisation] communicates with you about your training program, to what extent do you agree or disagree with the following statements?

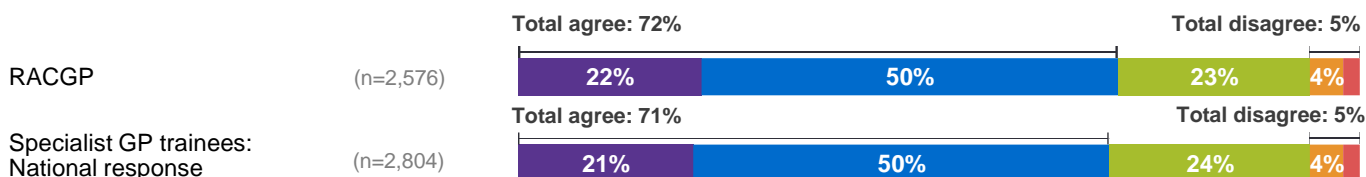
Training curriculum

ENGAGEMENT WITH RTO

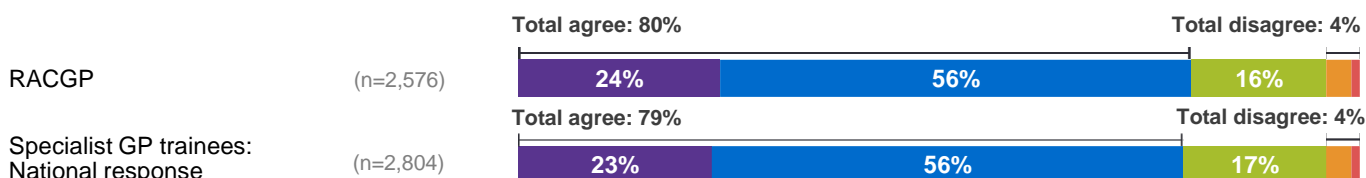
The RTO seeks my views on the structure and content of the education program



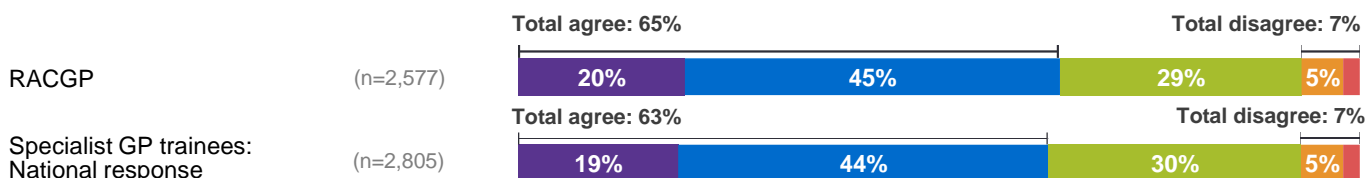
I am represented (by doctors in training e.g. registrar liaison officer) on the RTO's training and/or education committees



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



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



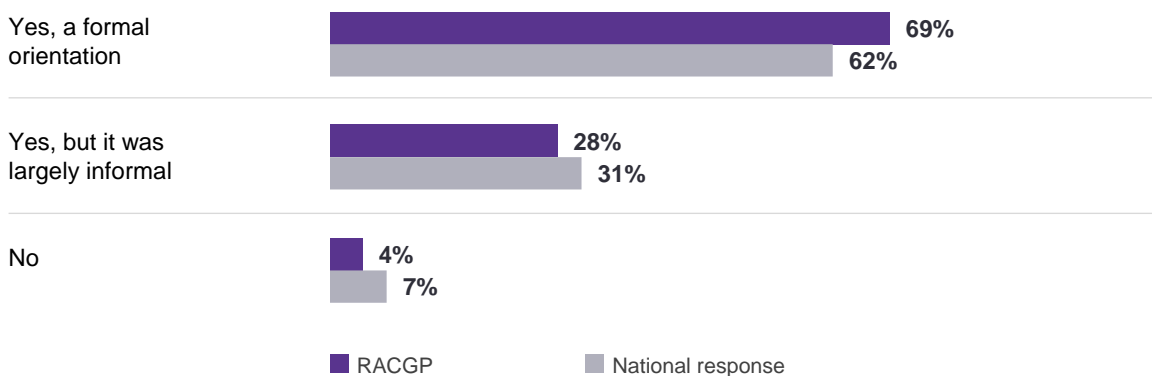
Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

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?

Orientation

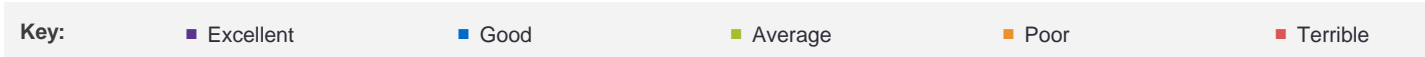
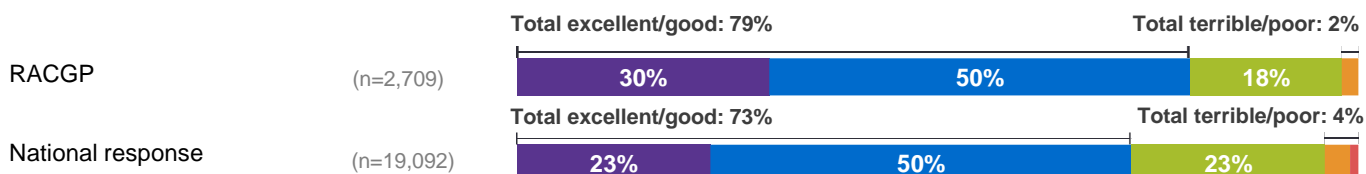
DID YOU RECEIVE AN ORIENTATION TO YOUR SETTING?

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: 2022 n = 20,439; RACGP: 2022 n = 2,813)
 Q27a. Did you receive an orientation to your setting?

HOW WOULD YOU RATE THE QUALITY OF YOUR ORIENTATION?

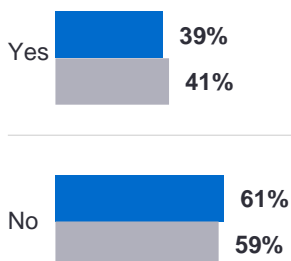


Base: Received an orientation
 Q27b. How would you rate the quality of your orientation?

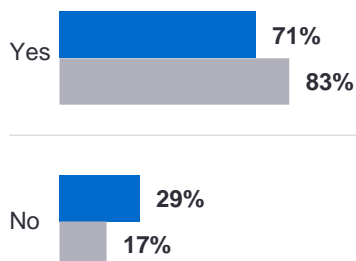
Assessment

COLLEGE EXAMS

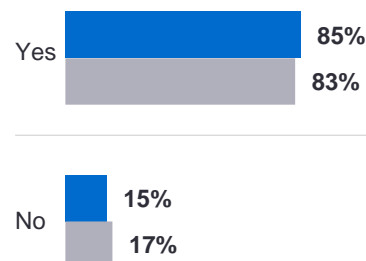
RACGP trainees who have sat an exam(s) in the last 12 months...



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



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



■ RACGP ■ Specialist trainees: National response

■ RACGP ■ Specialist trainees: National response

■ RACGP ■ Specialist trainees: National response

Base: Specialist trainees (National: 2022 n = 11,956; RACGP: 2022 n = 2,852)

Q23a. In the last 12 months, have you sat one or more exams from?

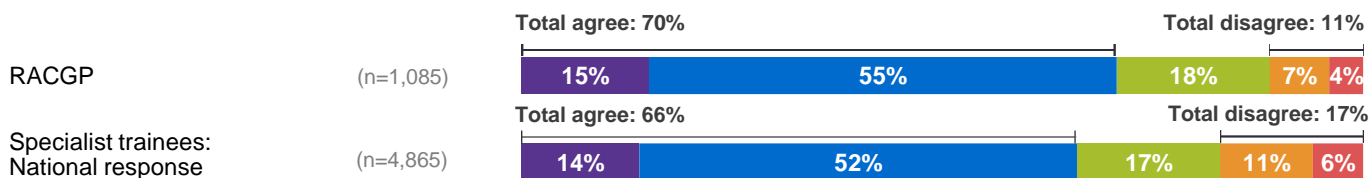
Base: Sat an exam (National: 2022 n = 4,937; RACGP: 2022 n = 1,110)

Q23b. Have you received the results of your most recent exam from?

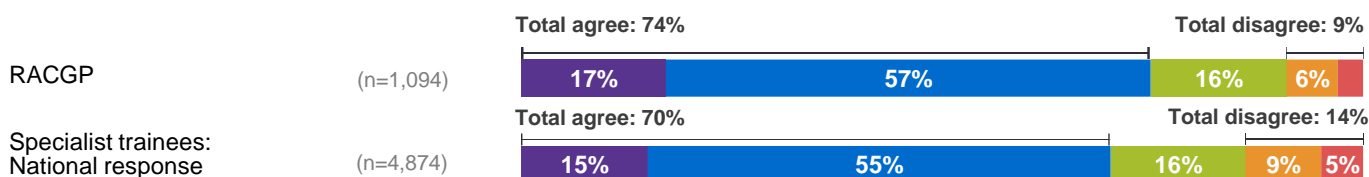
Base: Received results (National: 2022 n = 3,816; RACGP: 2022 n = 711)

Q23c. Did you pass the exam for?

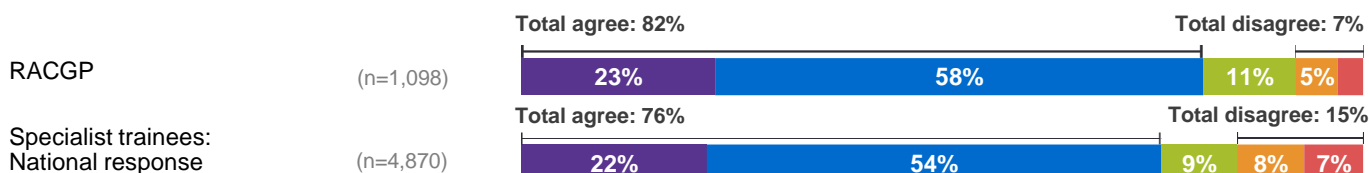
The exam(s) reflected the college training curriculum



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

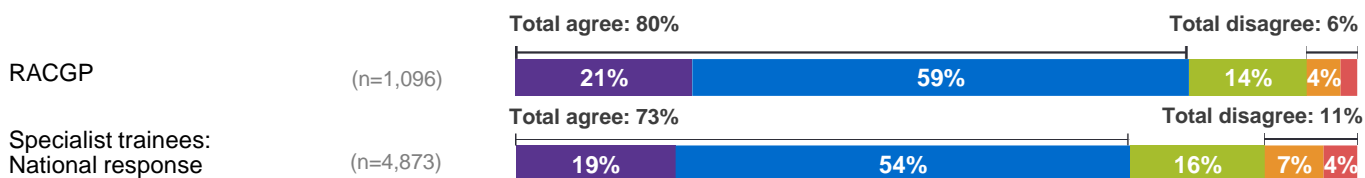
Base: Specialist trainees

Q24. Thinking about all your Royal Australian College of General Practitioners (RACGP) exam(s) not just the most recent, to what extent do you agree or disagree with the following statements?

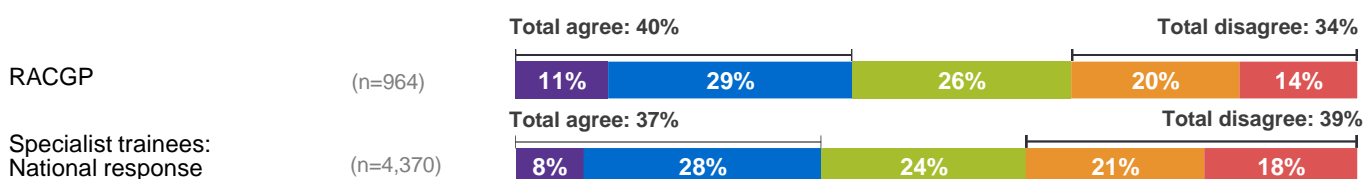
Assessment

COLLEGE EXAMS (continued)

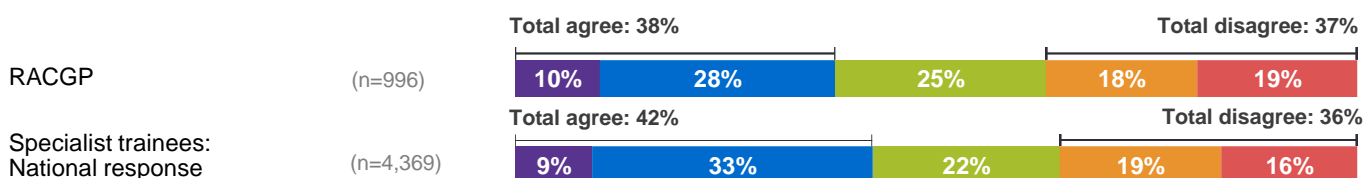
The exam(s) were conducted fairly



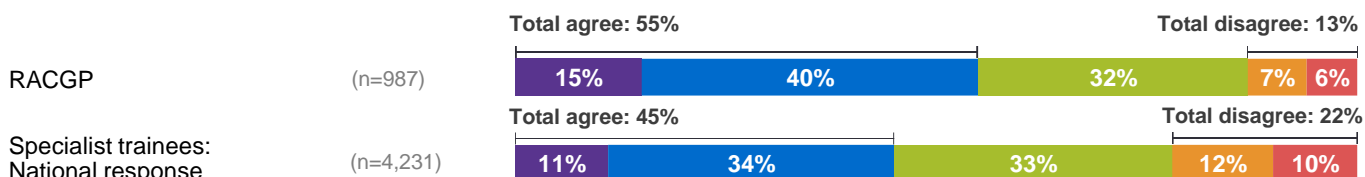
I received useful feedback about my performance in the exam(s)



The feedback is timely



I received support from my College when needed



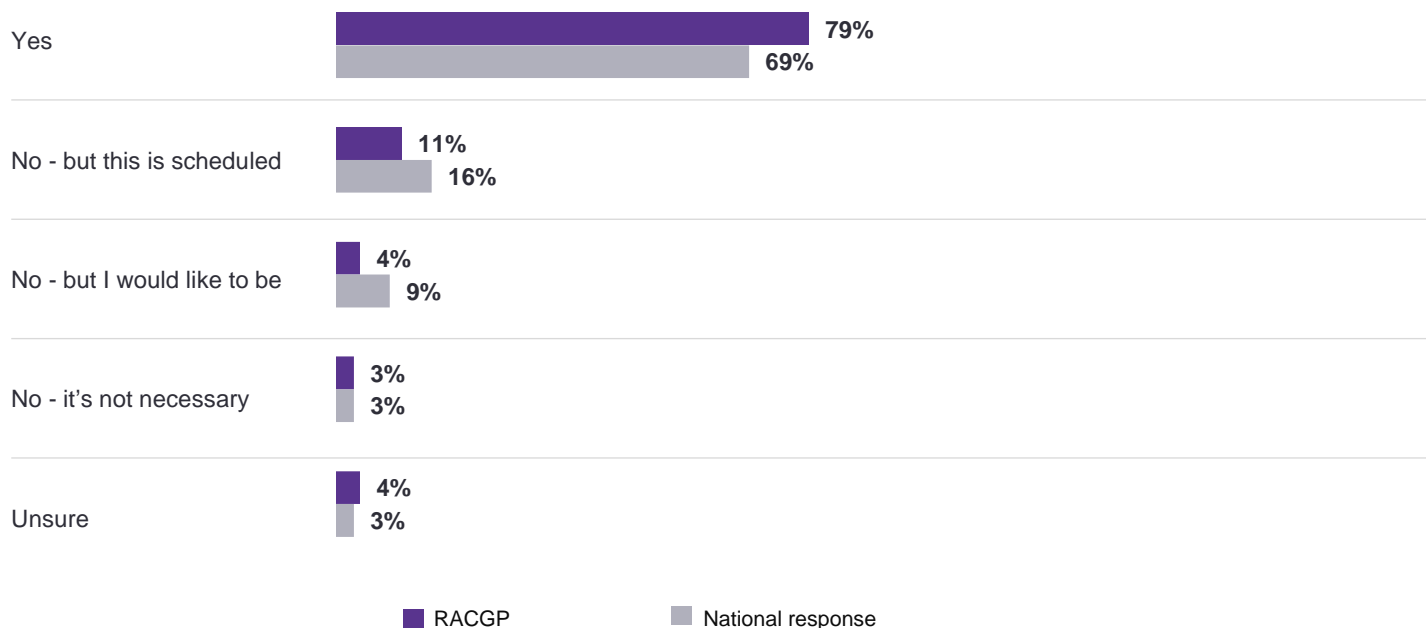
Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

Base: Specialist trainees

Q24. Thinking about all your Royal Australian College of General Practitioners (RACGP) exam(s) not just the most recent, to what extent do you agree or disagree with the following statements?

Assessment

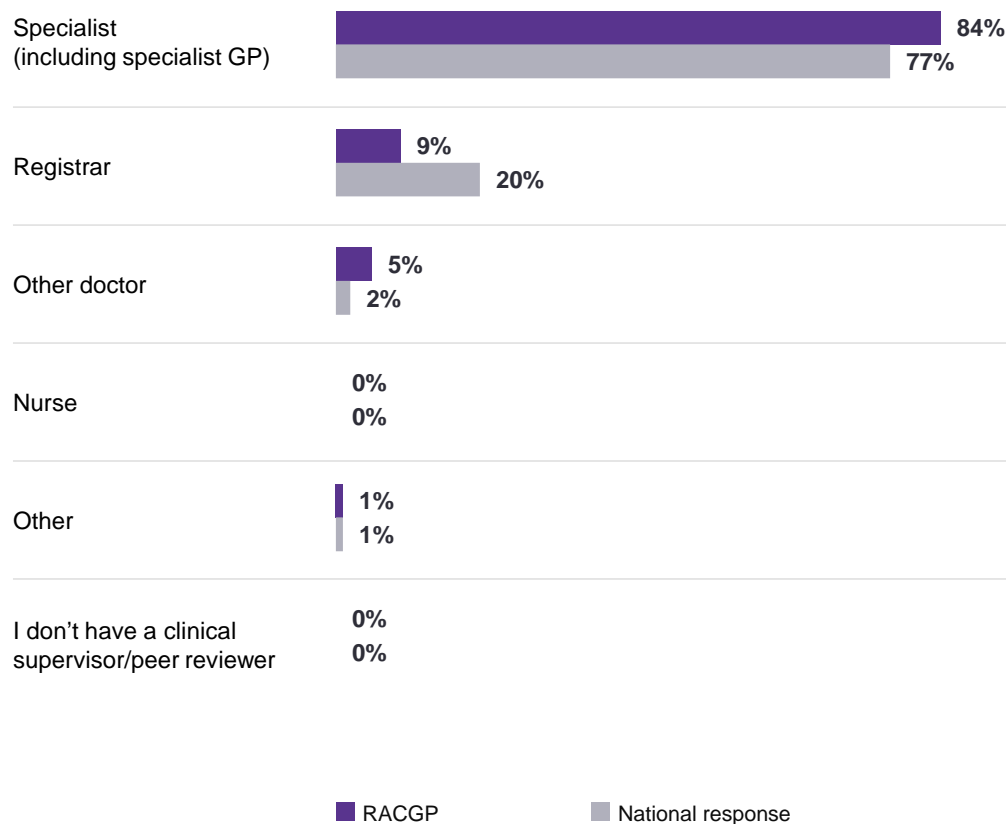
HAS YOUR PERFORMANCE BEEN ASSESSED IN YOUR SETTING?



Base: Prevocational and unaccredited trainees, specialist trainees and IMGs (National: 2022 n = 18,938; RACGP: 2022 n = 2,762)
 Q32. Has your performance been assessed in your setting?

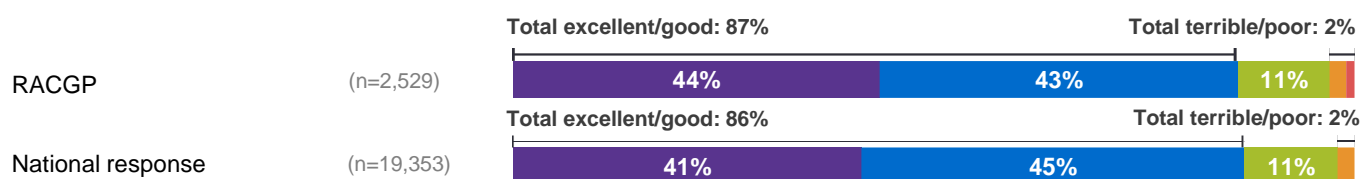
Clinical supervision

WHO MAINLY PROVIDES YOUR CLINICAL SUPERVISION?



Base: Total sample (National: 2022 n = 19,870; RACGP: 2022 n = 2,571)
 Q28. In your setting, who mainly provides your clinical supervision?

HOW WOULD YOU RATE THE QUALITY OF YOUR SUPERVISION?



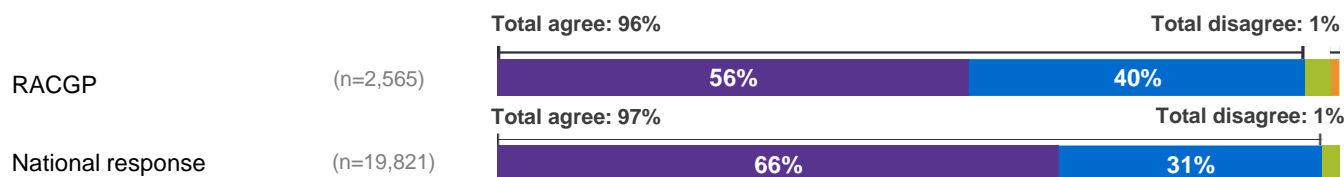
Key: ■ Excellent ■ Good ■ Average ■ Poor ■ Terrible

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

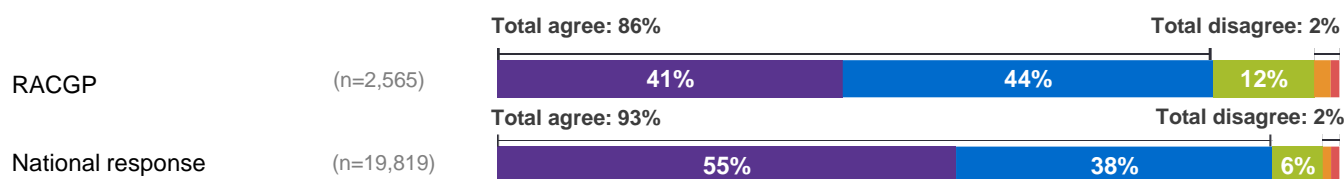
Clinical supervision

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



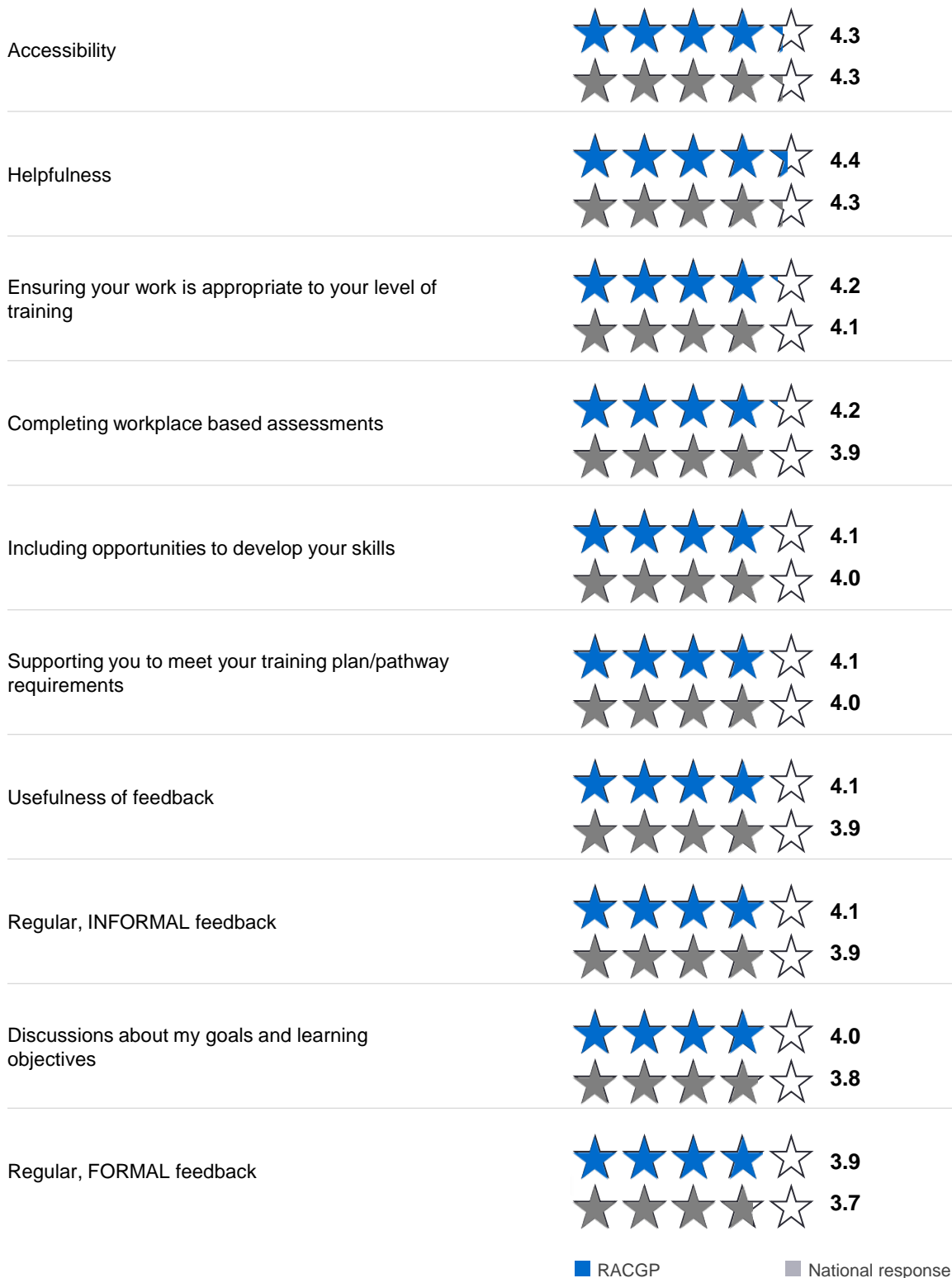
Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

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:

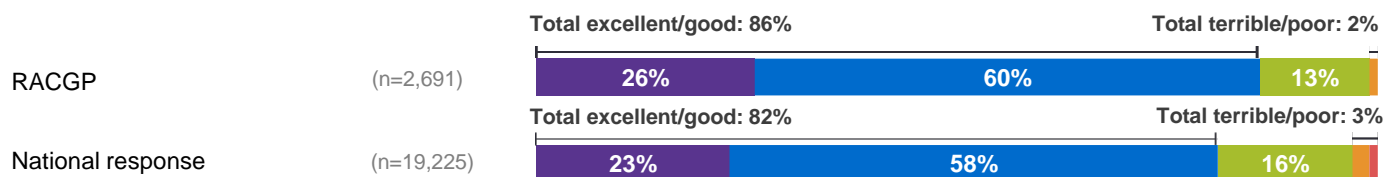
Average out of 5
 (1=very poor - 5=very good)



Base: Have a supervisor (National: 2022 max n = 19,174; RACGP: 2022 max n = 2,485)
 Q30. In your setting, how would you rate the quality of your overall clinical supervision for...?

Access to teaching

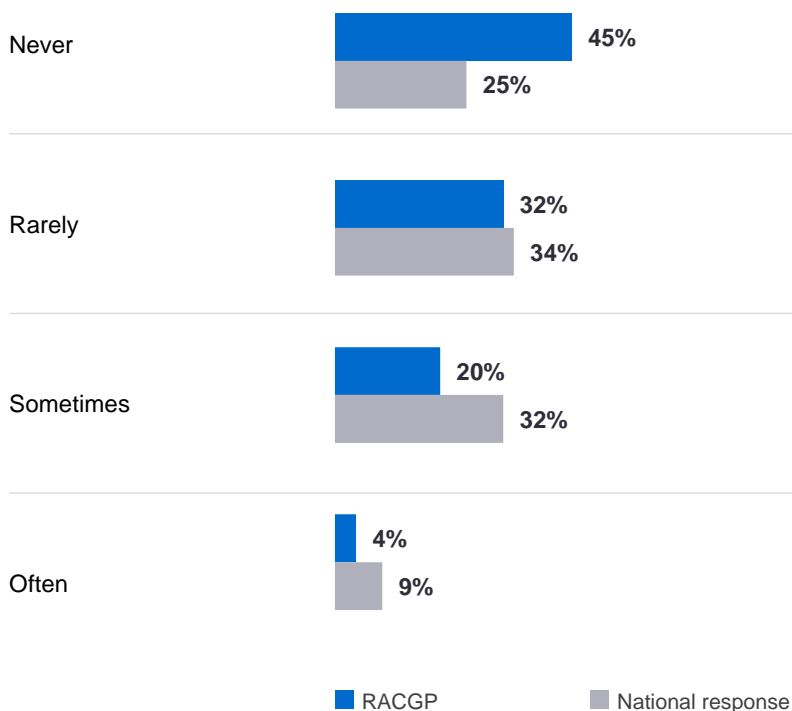
OVERALL, HOW WOULD YOU RATE THE QUALITY OF THE TEACHING SESSIONS?



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

TRAINING AND OTHER JOB RESPONSIBILITIES

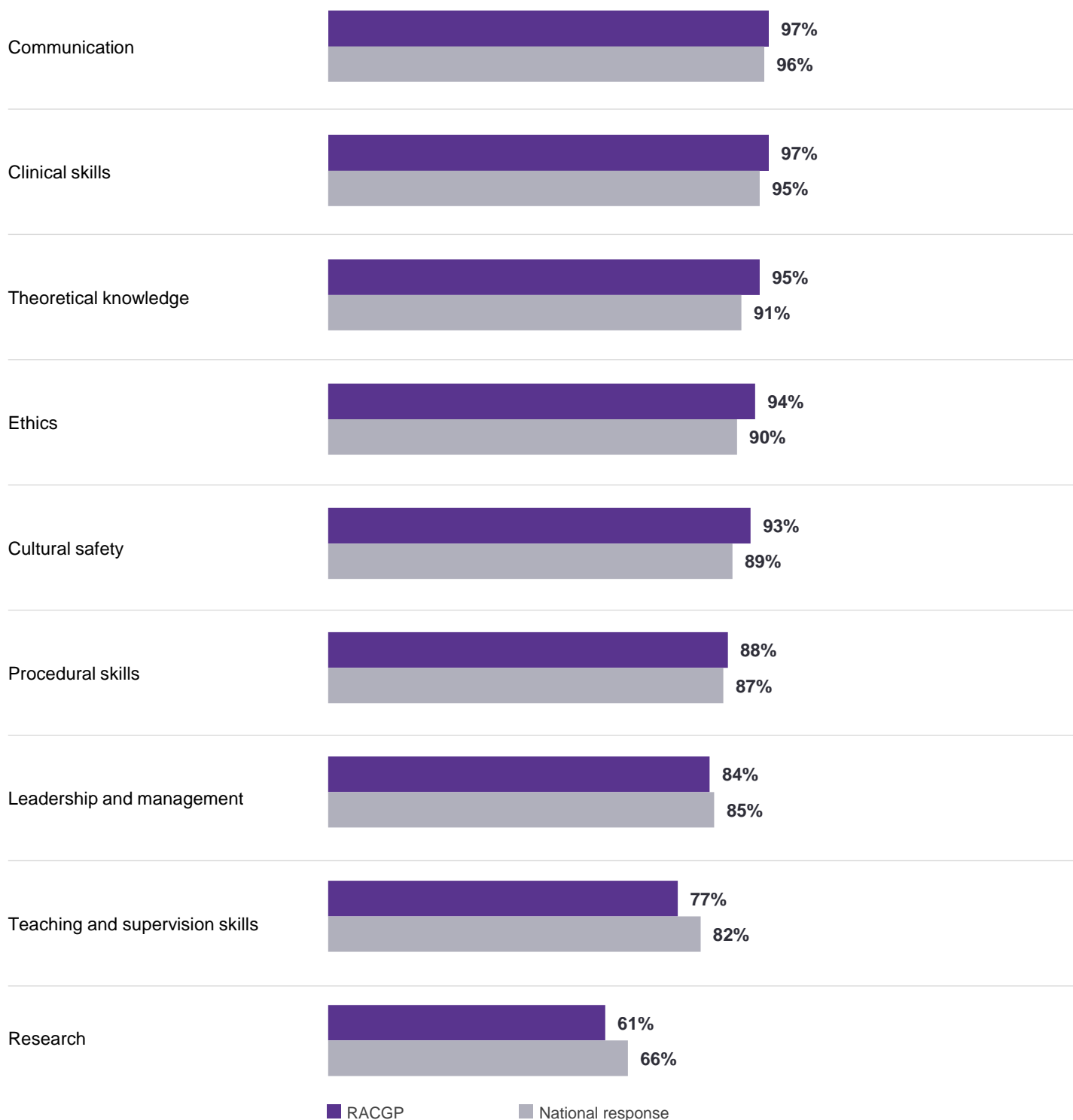
How regularly job responsibilities are preventing doctors in training from meeting training requirements



Base: Total sample (National: 2022 n = 19,446; RACGP: 2022 n = 2,715)
 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)



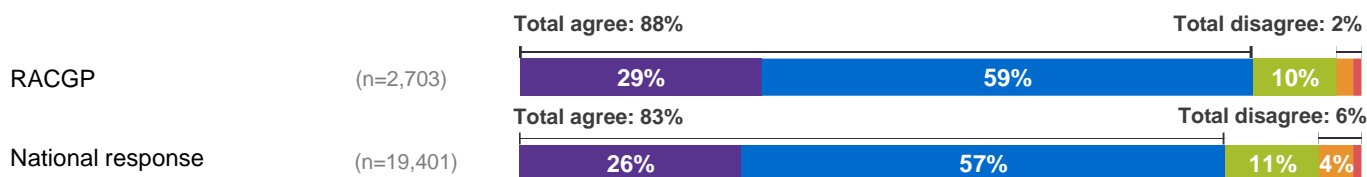
Base: Total sample (National: 2022 max n = 19,449 RACGP: 2022 max n = 2,694)

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

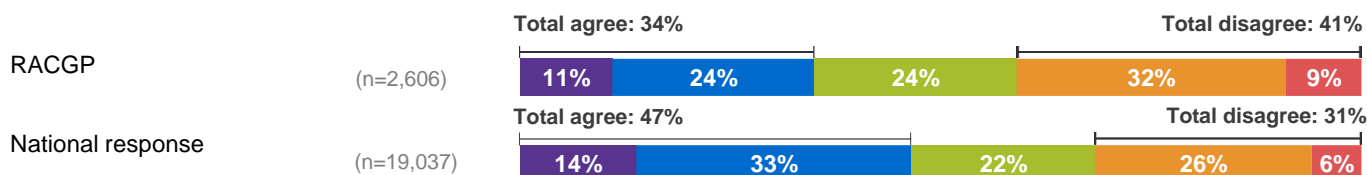
Access to teaching

DEVELOPMENT OF CLINICAL AND PRACTICAL SKILLS

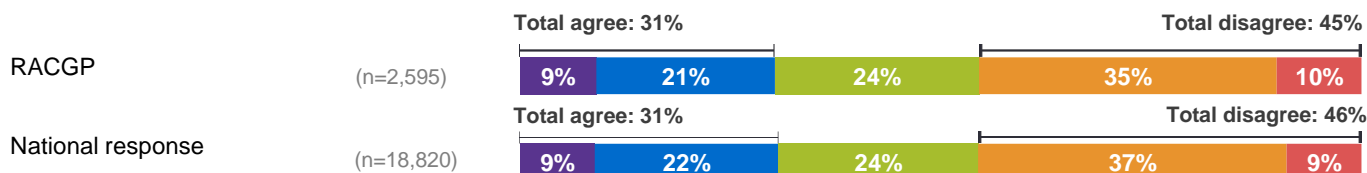
I can access the training opportunities available to me



I have to compete with other doctors for access to opportunities



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



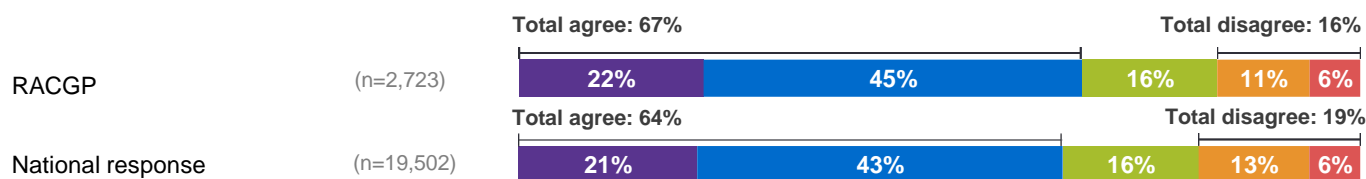
Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

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

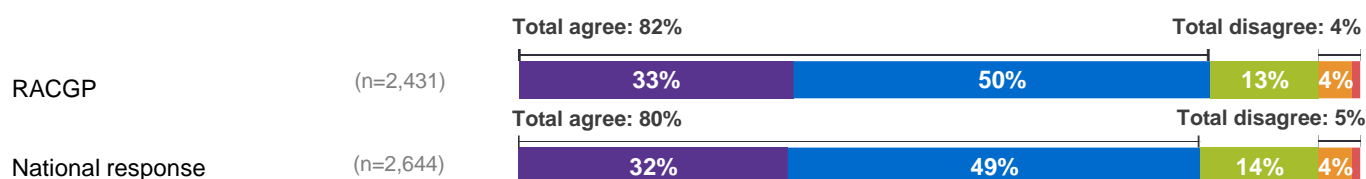
Access to teaching

ACCESS TO TEACHING AND RESEARCH

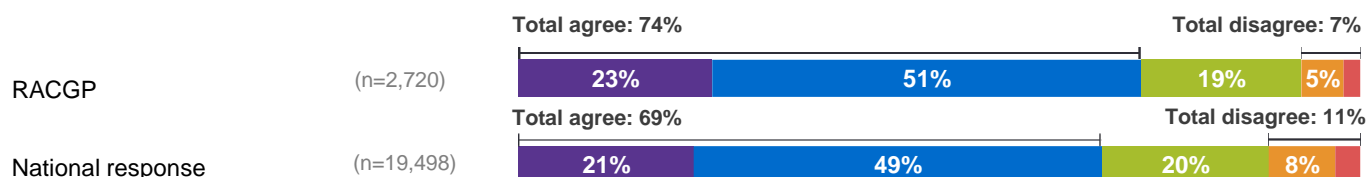
I have access to protected study time/leave



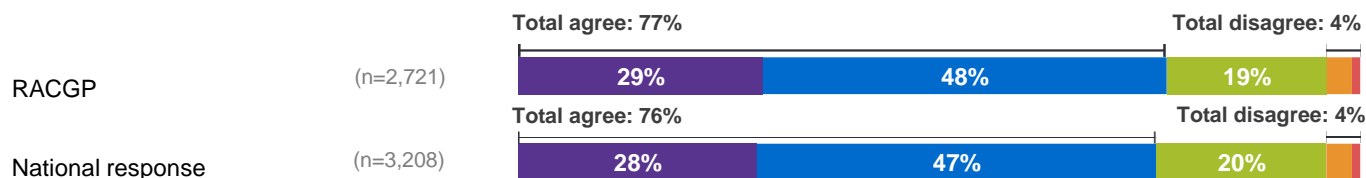
I am able to attend RTO education events^



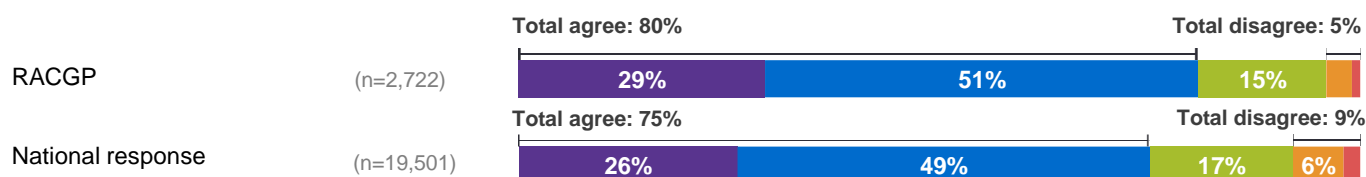
I am able to attend conferences, courses and/or external education events



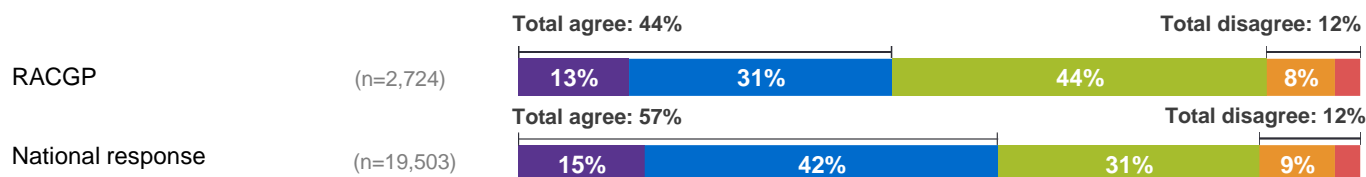
My GP supervisor supports me to attend formal and informal teaching sessions^



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

^Note: 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?

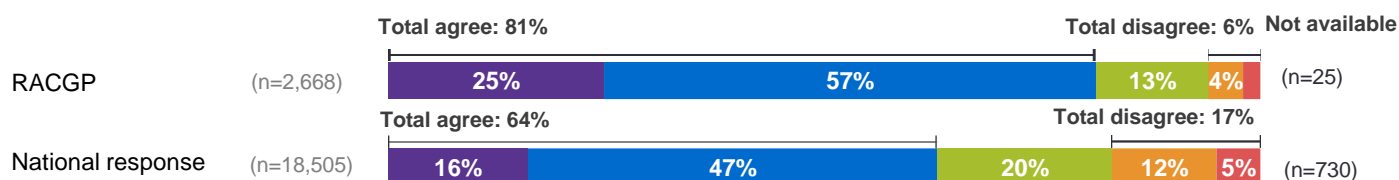
Access to teaching

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

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)

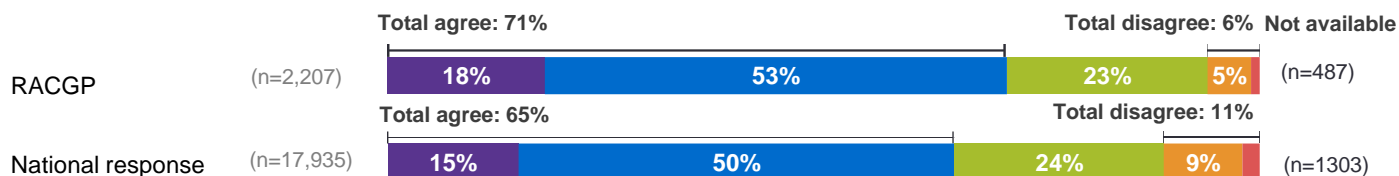
[^]Note: This question was not shown to Interns.

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

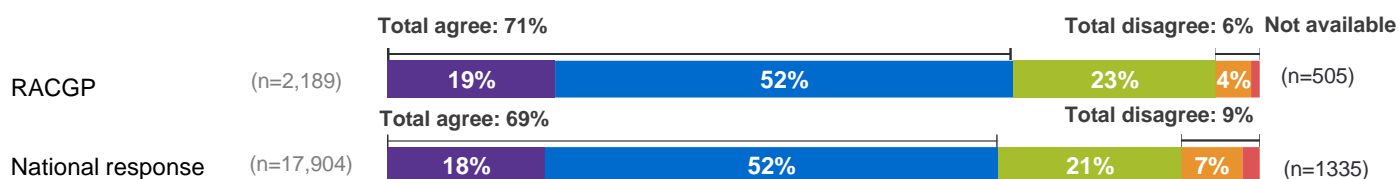
Access to teaching

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

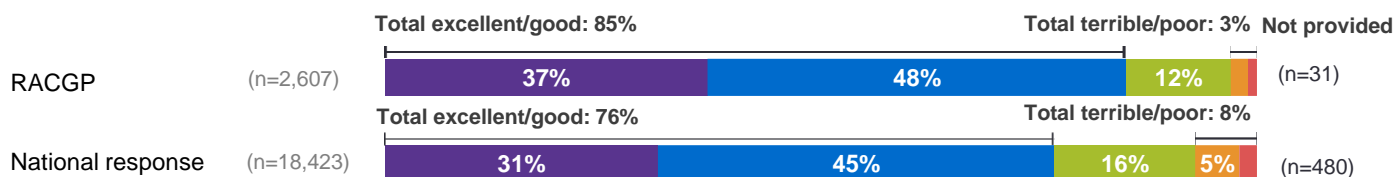
Base: Total sample excluding not available (shown separately)

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

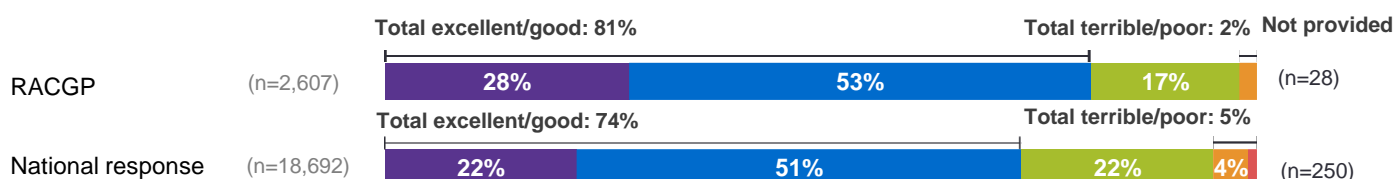
Facilities

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

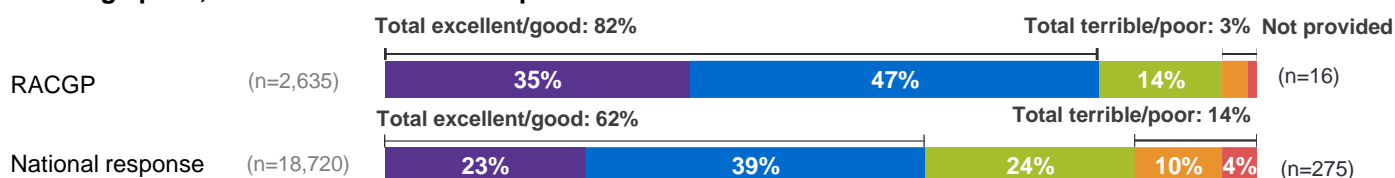
Reliable internet for training purposes



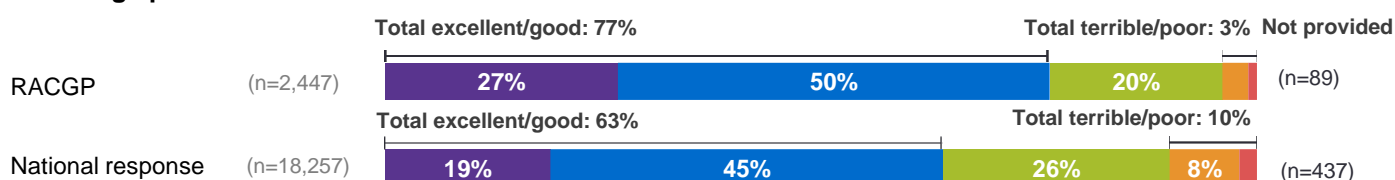
Educational resources



Working space, such as a desk and computer



Teaching spaces



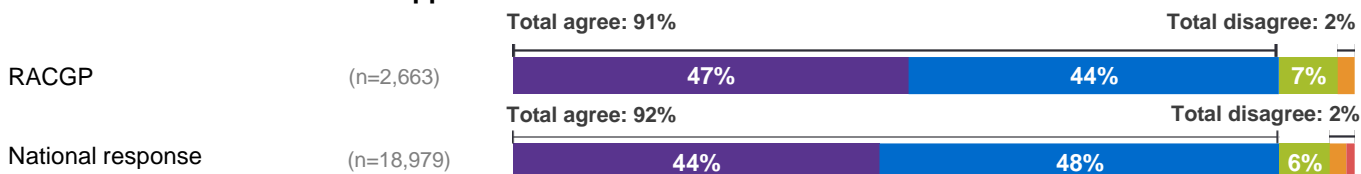
Key: ■ Excellent ■ Good ■ Average ■ Poor ■ Terrible

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

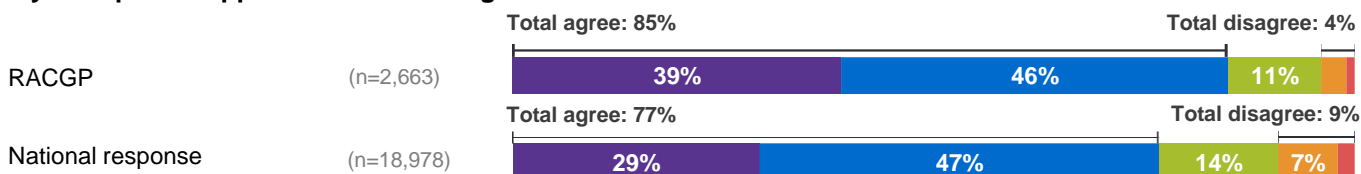
Workplace environment and culture

CULTURE WITHIN THE TRAINEE'S SETTING

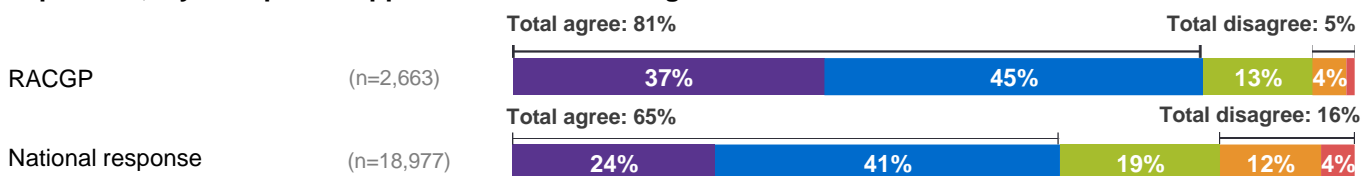
Most senior medical staff are supportive



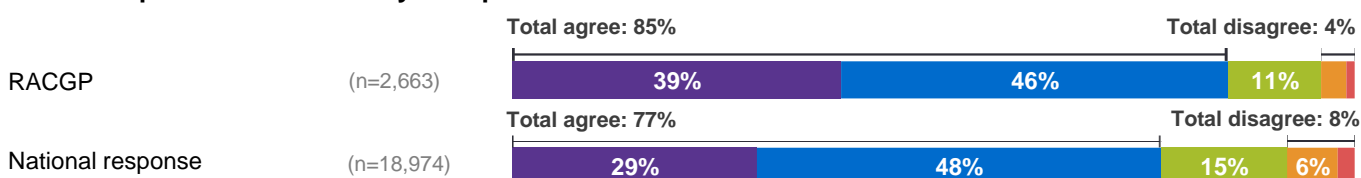
My workplace supports staff wellbeing



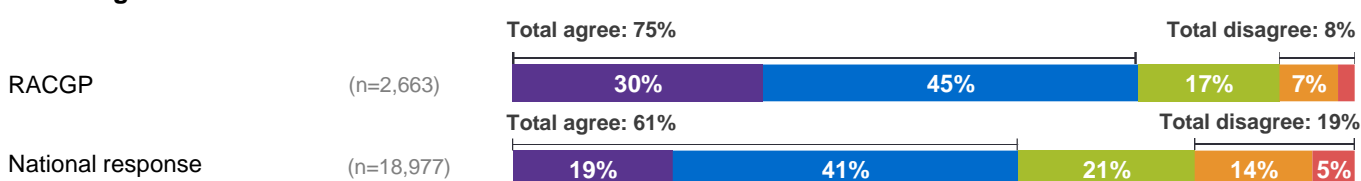
In practice, my workplace supports me to achieve a good work/life balance



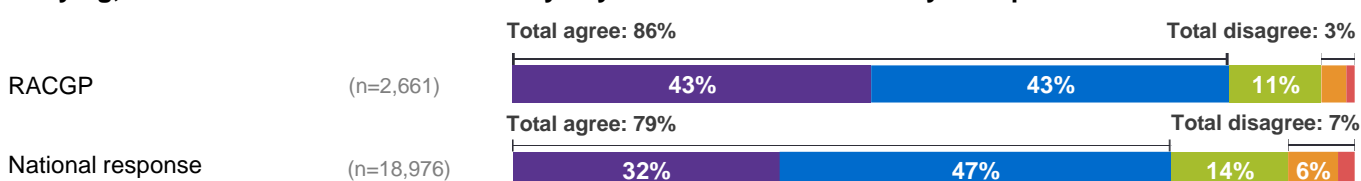
There is a positive culture at my workplace



I have a good work/life balance



Bullying, harassment and discrimination by anyone is not tolerated at my workplace



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

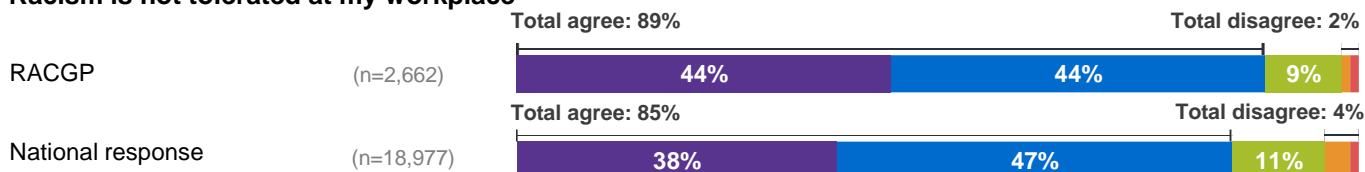
Base: Total sample

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

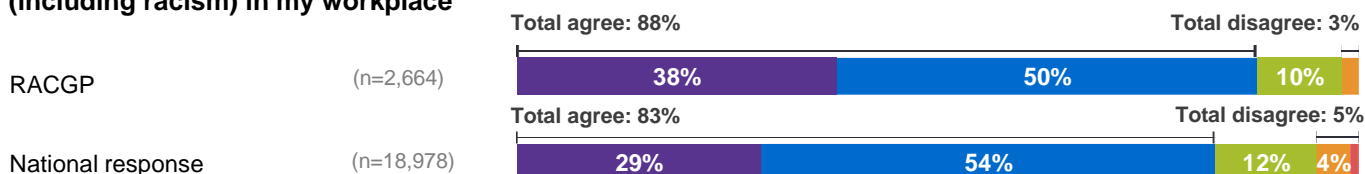
Workplace environment and culture

CULTURE WITHIN THE TRAINEE'S SETTING (continued)

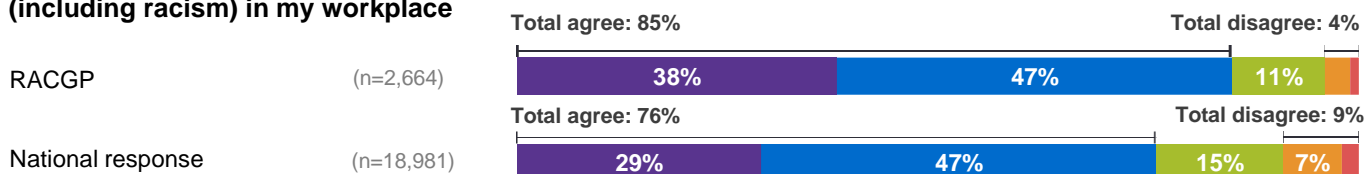
Racism is not tolerated at my workplace



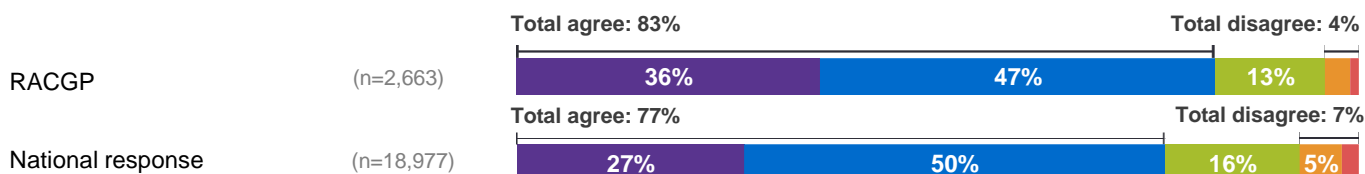
I know how to raise concerns/issues about bullying, harassment and discrimination (including racism) in my workplace



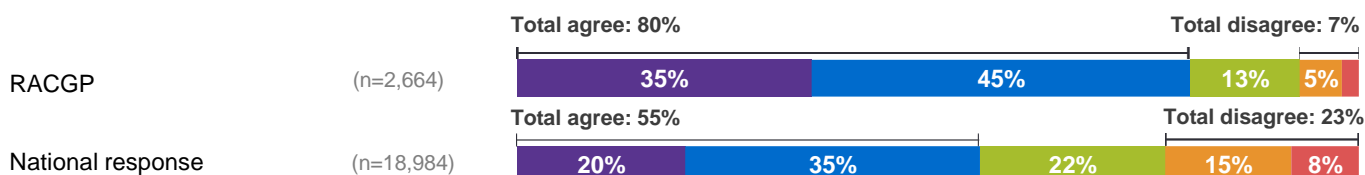
I am confident that I would raise concerns/issues about bullying, harassment and discrimination (including racism) in my workplace



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



I have access to flexible working arrangements



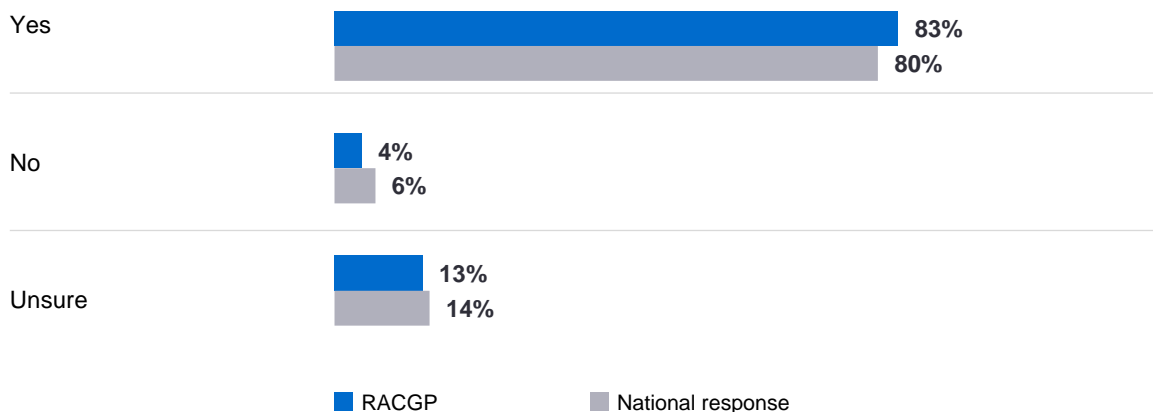
Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

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)?

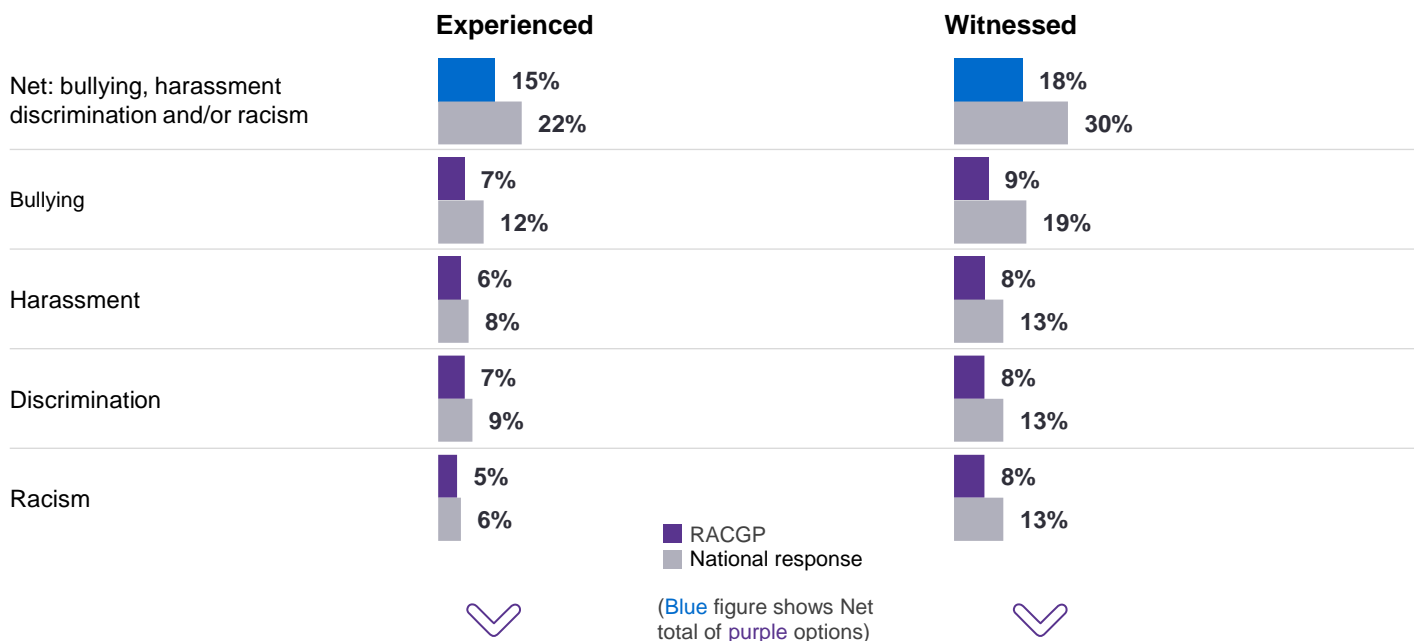


Base: Total sample (National: 2022 n = 18,688; RACGP: 2022 n = 2,634)

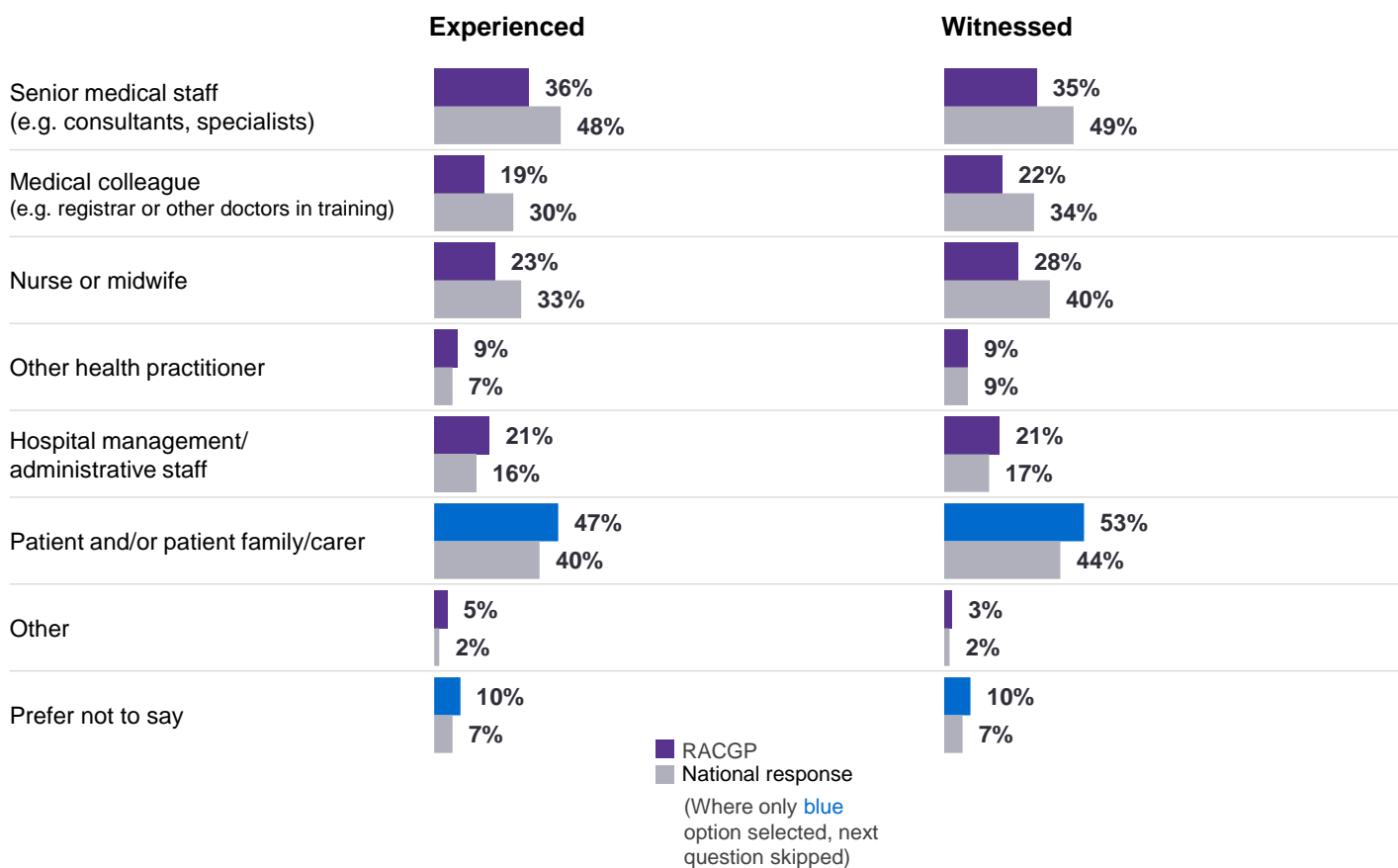
Q43. If you needed support, do you know how to access support for your health (including for stress and other psychological distress)?

Workplace environment and culture

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



WHO WAS RESPONSIBLE...



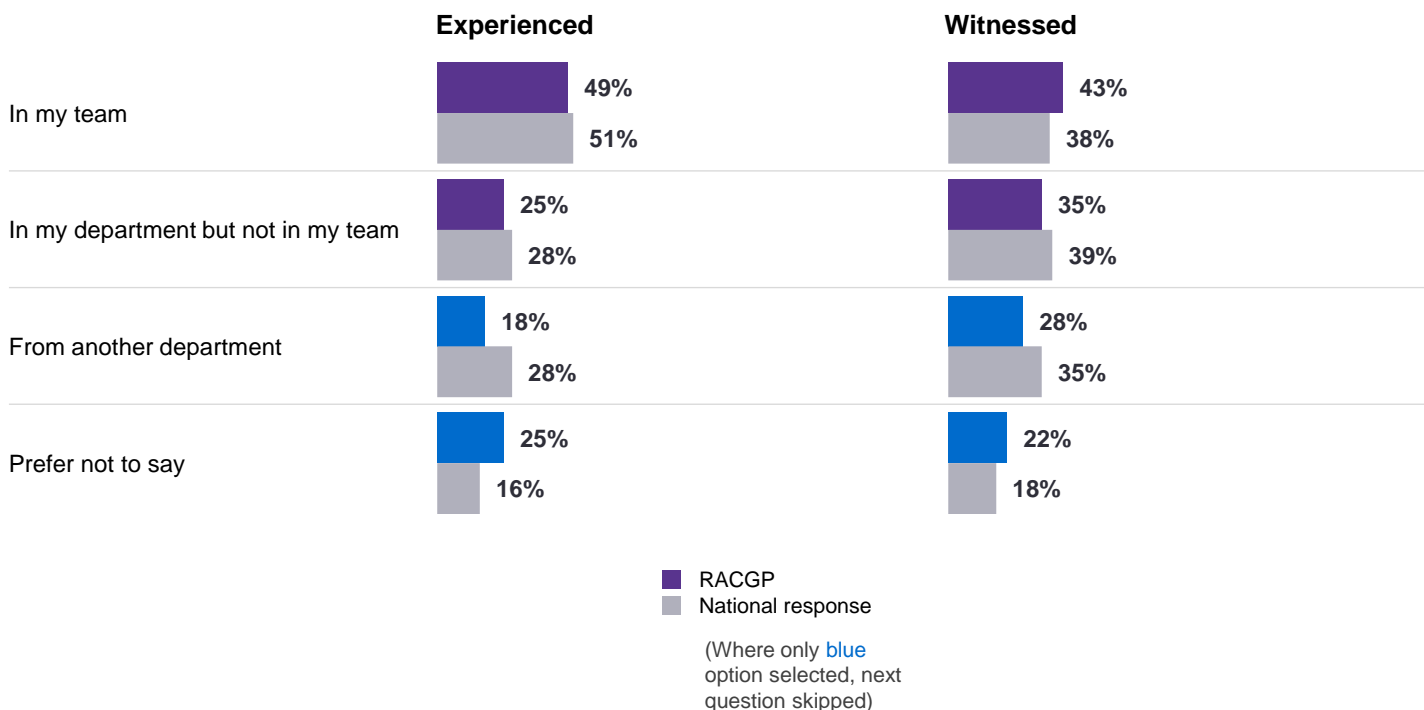
Base: Total sample - Experienced (National: 2022 n = 16,823; RACGP: 2022 n = 2,419) - Witnessed (National: 2022 n = 17,475; RACGP: 2022 n = 2,457)
 Q42a. Thinking about your workplace, have you experienced and/or witnessed any of the following in the past 12 months?

Base: Experienced/witnessed bullying, harassment discrimination and/or racism - Experienced (National: 2022 n = 3,563; RACGP: 2022 n = 352) - Witnessed (National: 2022 n = 5,194; RACGP: 2022 n = 419)

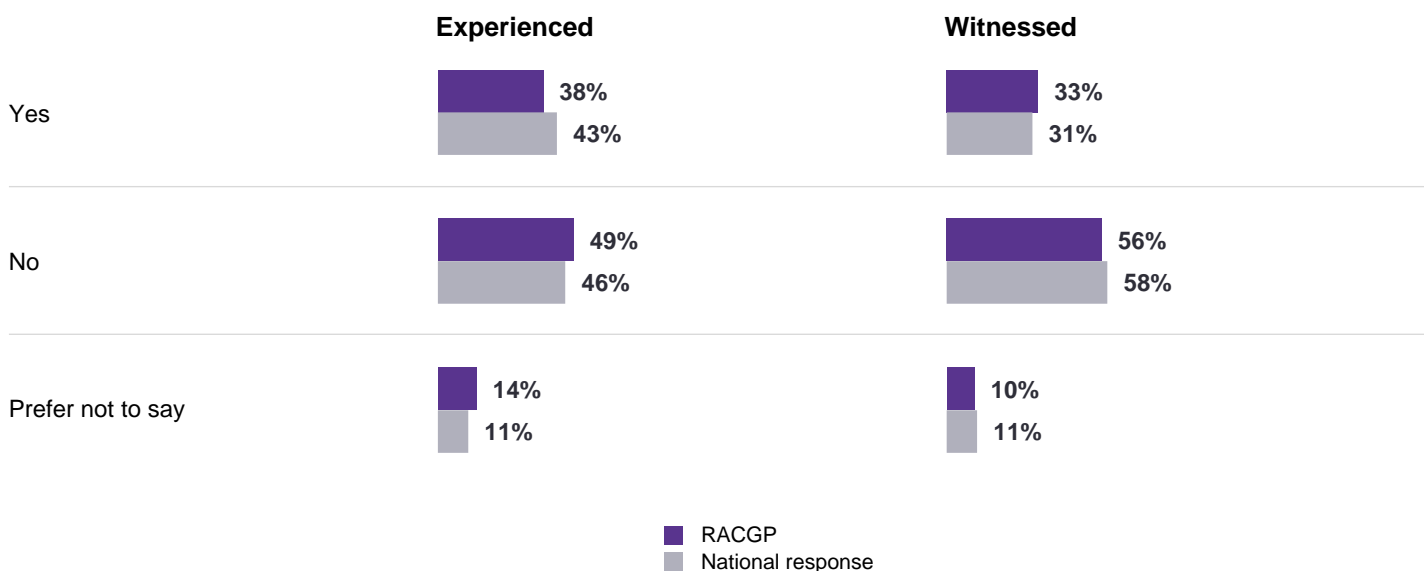
Q42b. Who was responsible for the bullying, harassment, discrimination and/or racism that you experienced/witnessed...

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 bullying, harassment, discrimination and/or racism from someone who was not a patient (National: 2022 n = 2,796 RACGP: 2022 n = 220) - Witnessed (National: 2022 n = 4,068; RACGP: 2022 n = 264)

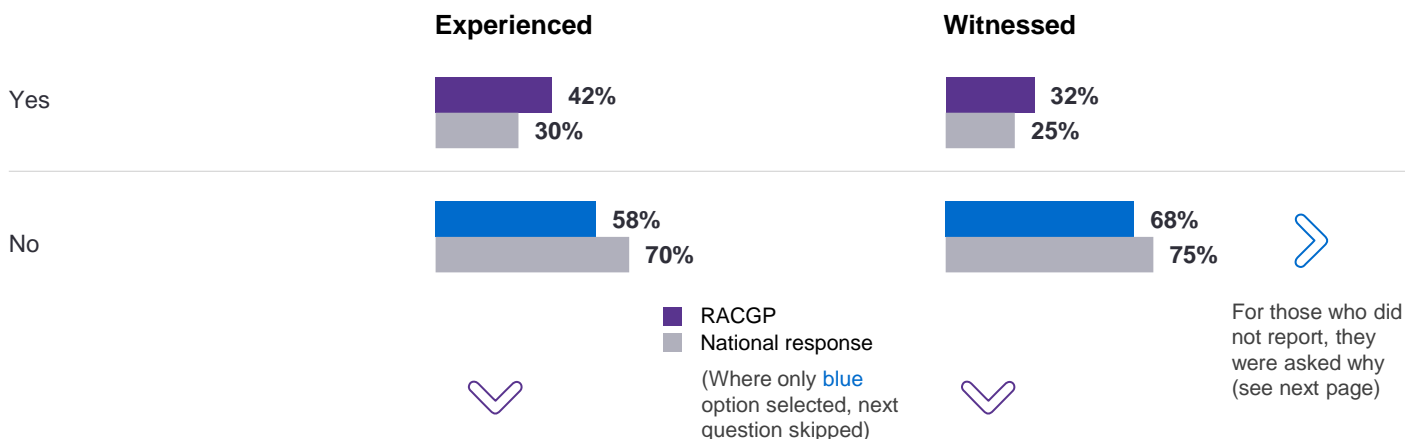
Q42c. The person(s) responsible was...

Base: Experienced bullying, harassment discrimination and/or racism from someone in their team or department (rebased to who was not a patient) (National: 2022 n = 1,914; RACGP: 2022 n = 146) - Witnessed (National: 2022 n = 2,574; RACGP: 2022 n = 174)

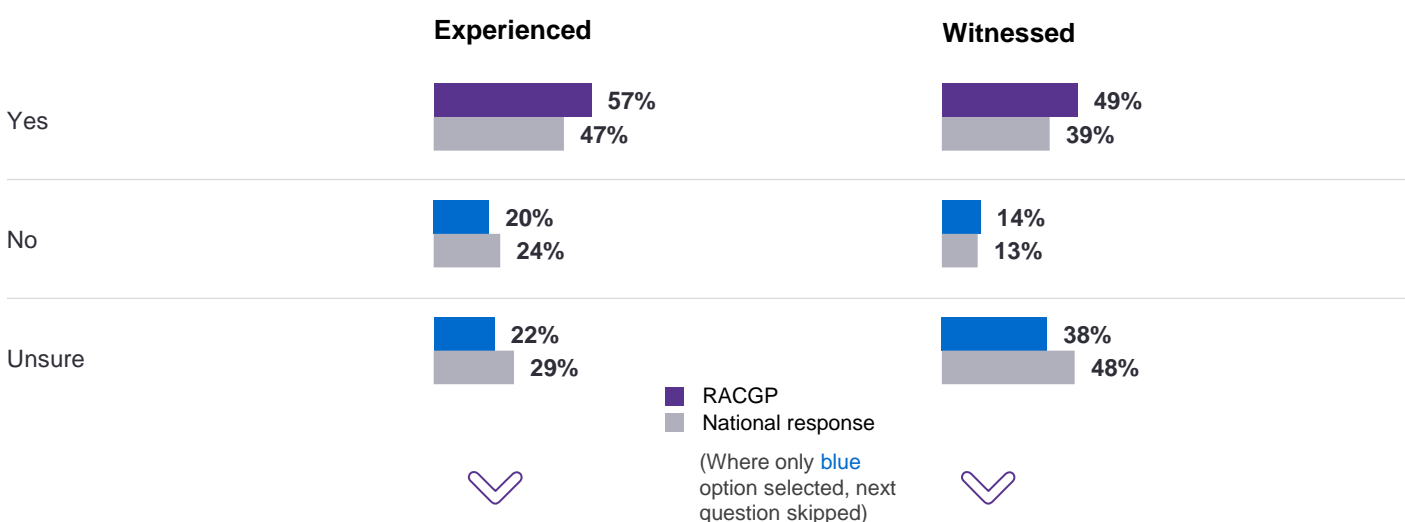
Q42d. Was the person(s) one of your supervisors?...

Workplace environment and culture

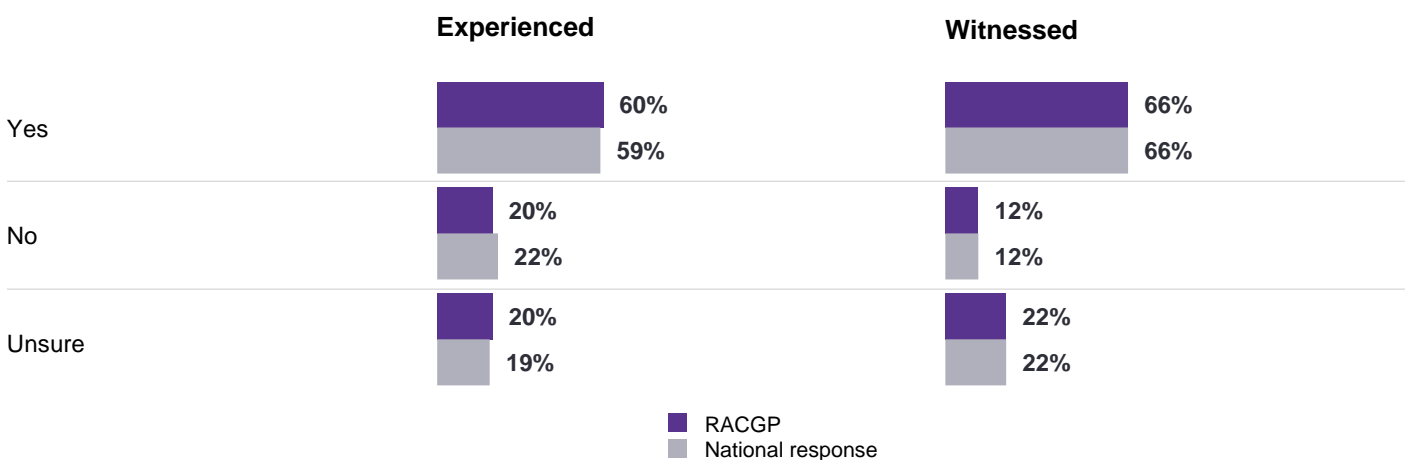
HAVE YOU REPORTED IT...



HAS THE REPORT BEEN FOLLOWED UP...



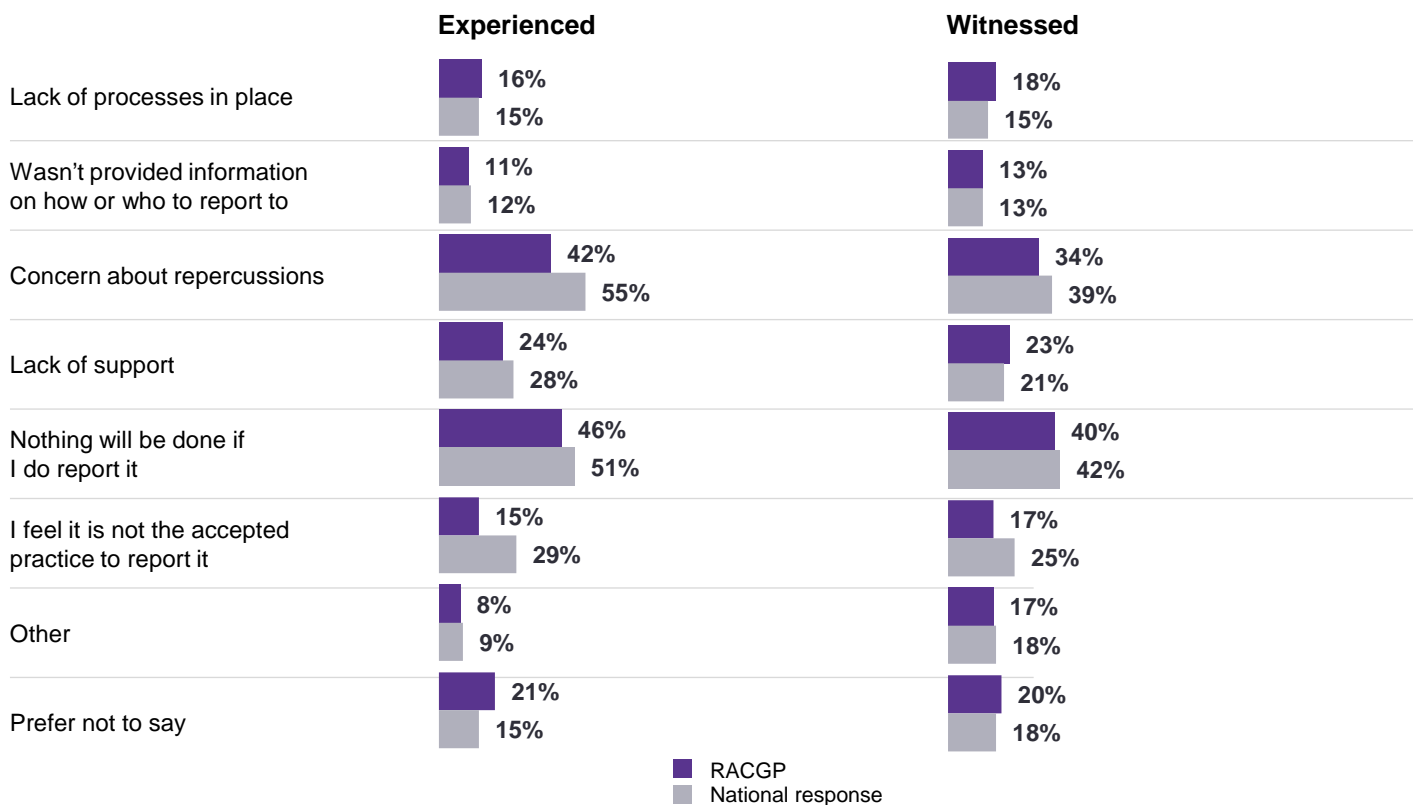
ARE YOU SATISFIED WITH HOW THIS REPORT WAS FOLLOWED UP...



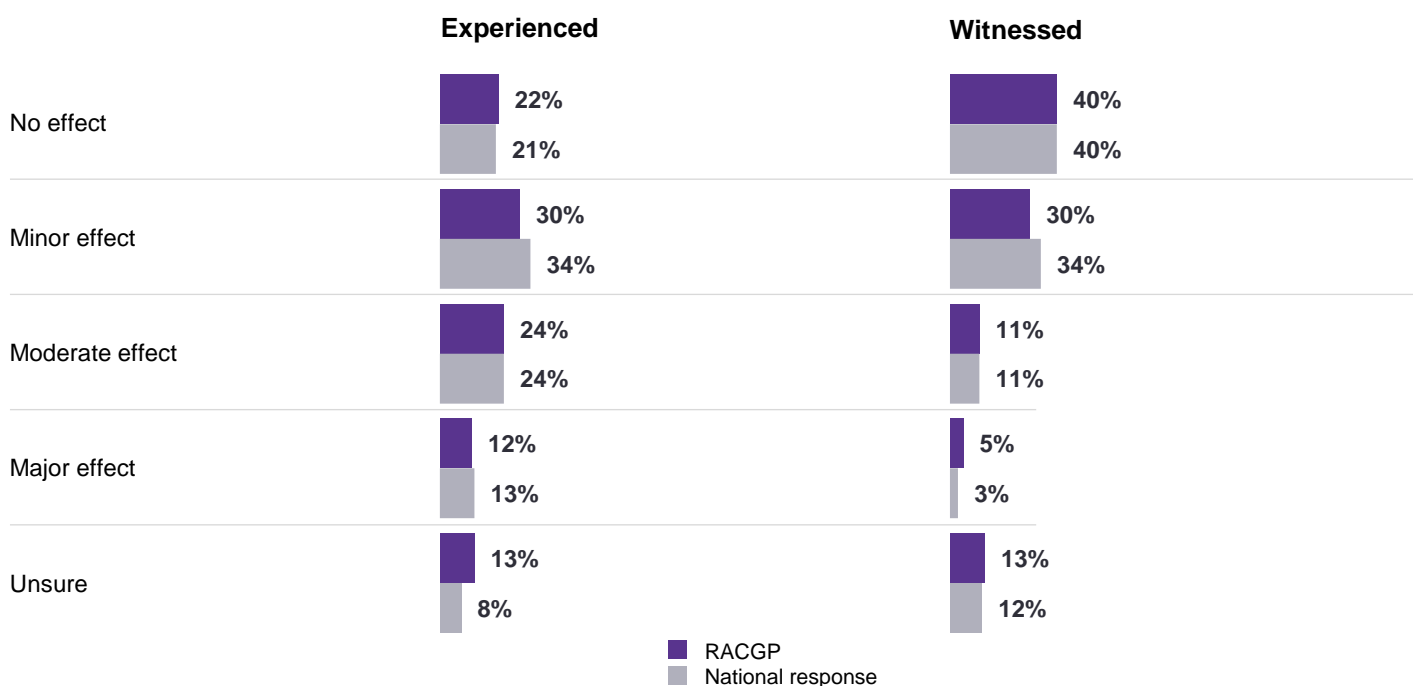
Base: Experienced bullying, harassment discrimination and/or racism (National: 2022 n = 3,576; RACGP: 2022 n = 355) - Witnessed (National: 2022 n = 5,190; RACGP: 2022 n = 424) | Q42e. Have you reported it?
 Base: Reported bullying, harassment, discrimination and/or racism (National: 2022 n = 1,077; RACGP: 2022 n = 147) - Witnessed (National: 2022 n = 1,269; RACGP: 2022 n = 133) | Q42f. Has the report been followed up?
 Base: Reported bullying, harassment, discrimination and/or racism who reported the incident and followed it up (National: 2022 n = 510; RACGP: 2022 n = 84) - Witnessed (National: 2022 n = 500; RACGP: 2022 n = 65) | Q42g. Are you satisfied with how the report was followed up?

Workplace environment and culture

WHAT PREVENTED YOU FROM REPORTING...



HAS THIS INCIDENT ADVERSELY AFFECTED YOUR MEDICAL TRAINING...



Base: Experienced bullying, harassment discrimination and/or racism and did not report it. (National: 2022 n = 2,472; RACGP: 2022 n = 110) - Witnessed (National: 2022 n = 3,846; RACGP: 2022 n = 283)

Q42i. What prevented you from reporting?

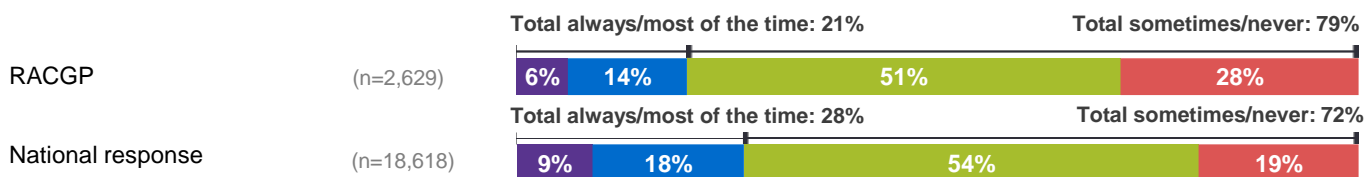
Base: Experienced bullying, harassment discrimination and/or racism (National: 2022 n = 3,557; RACGP: 2022 n = 355) - Witnessed (National: 2022 n = 5,152; RACGP: 2022 n = 418)

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

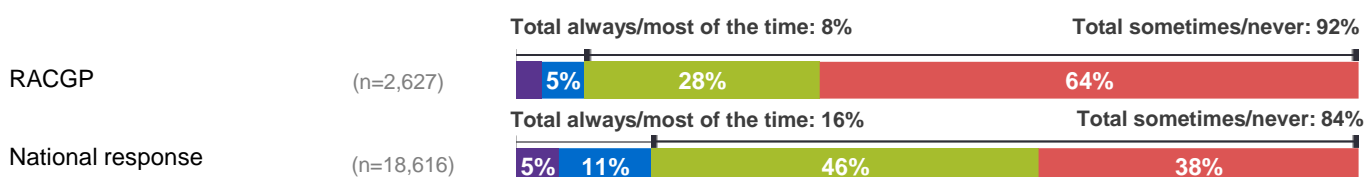
Workplace environment and culture

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

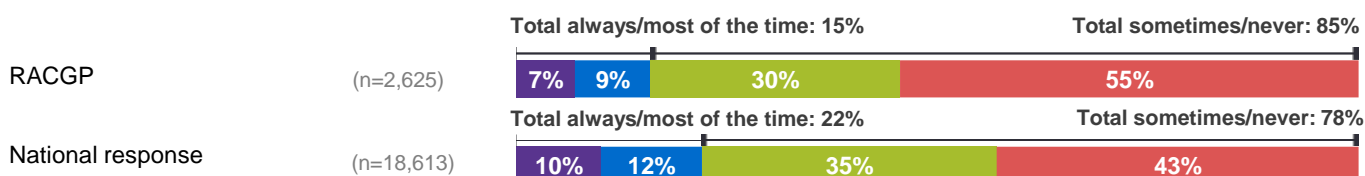
The amount of work I am expected to do



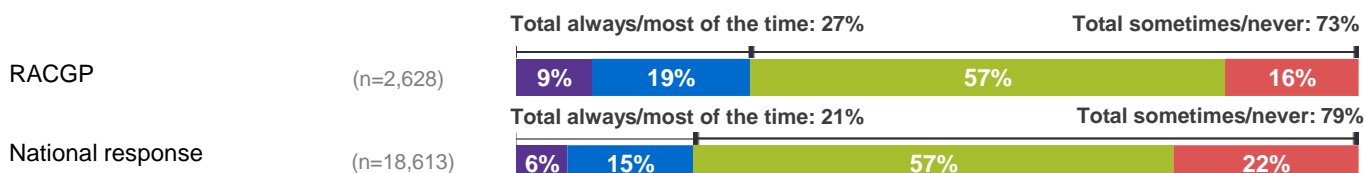
Having to work paid overtime



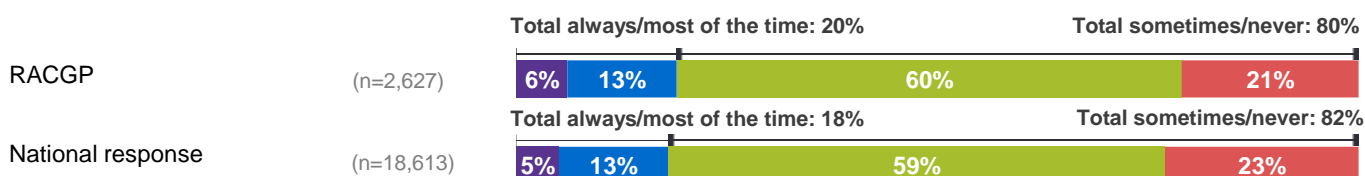
Having to work unpaid overtime



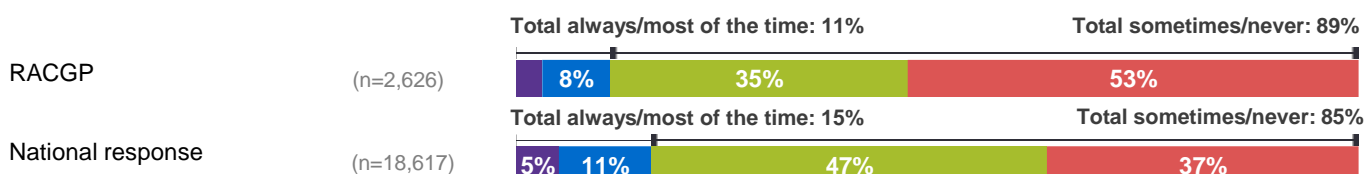
Dealing with patient expectations



Dealing with patients' families



Expectations of supervisors



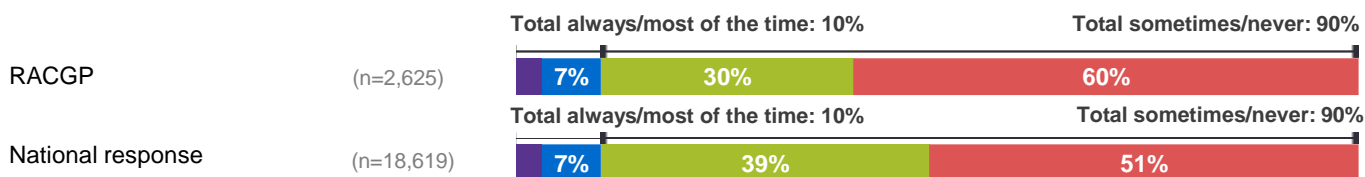
Key: Always (purple), Most of the time (blue), Sometimes (green), Never (red)

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

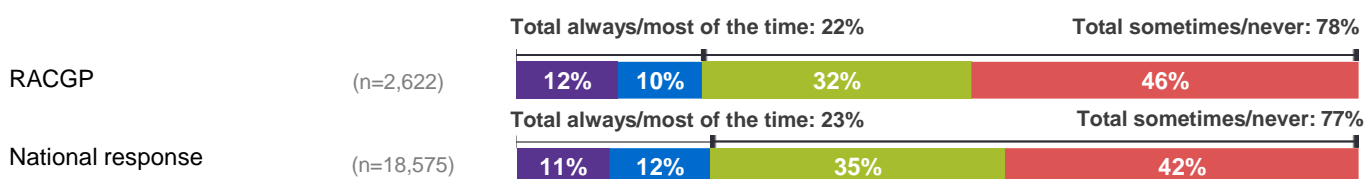
Workplace environment and culture

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

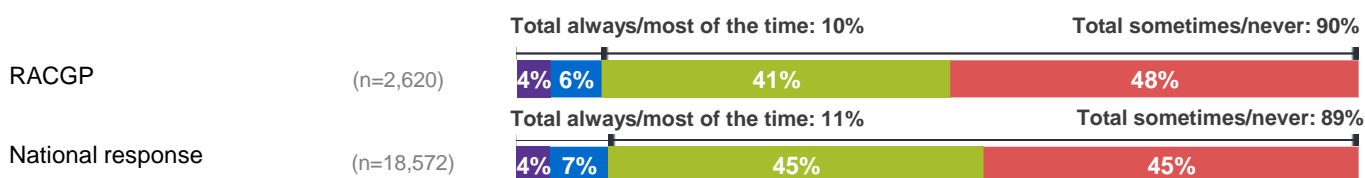
Supervisor feedback



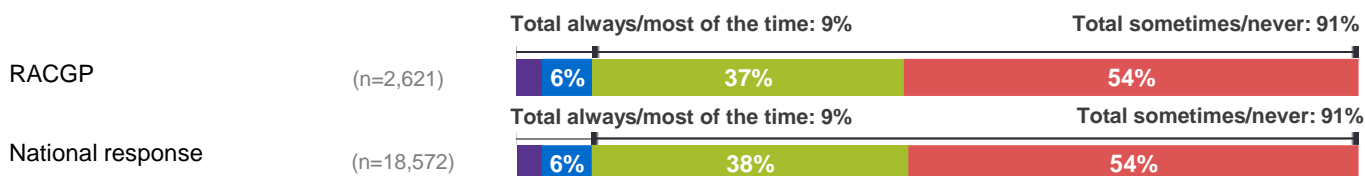
Having to relocate for work



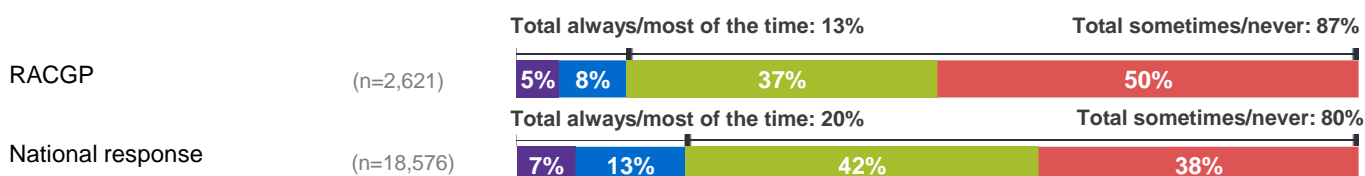
Being expected to do work that I don't feel confident doing



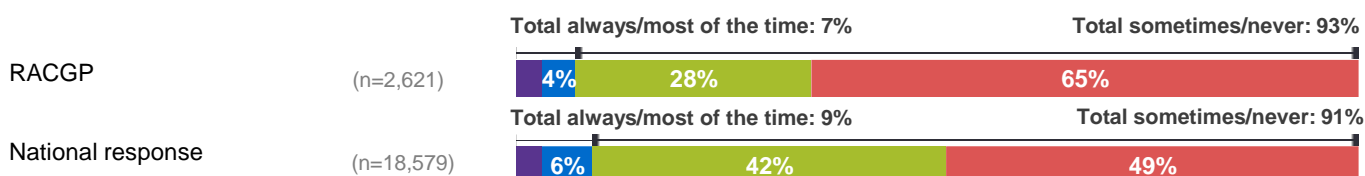
Limited access to senior clinicians



Lack of appreciation



Workplace conflict

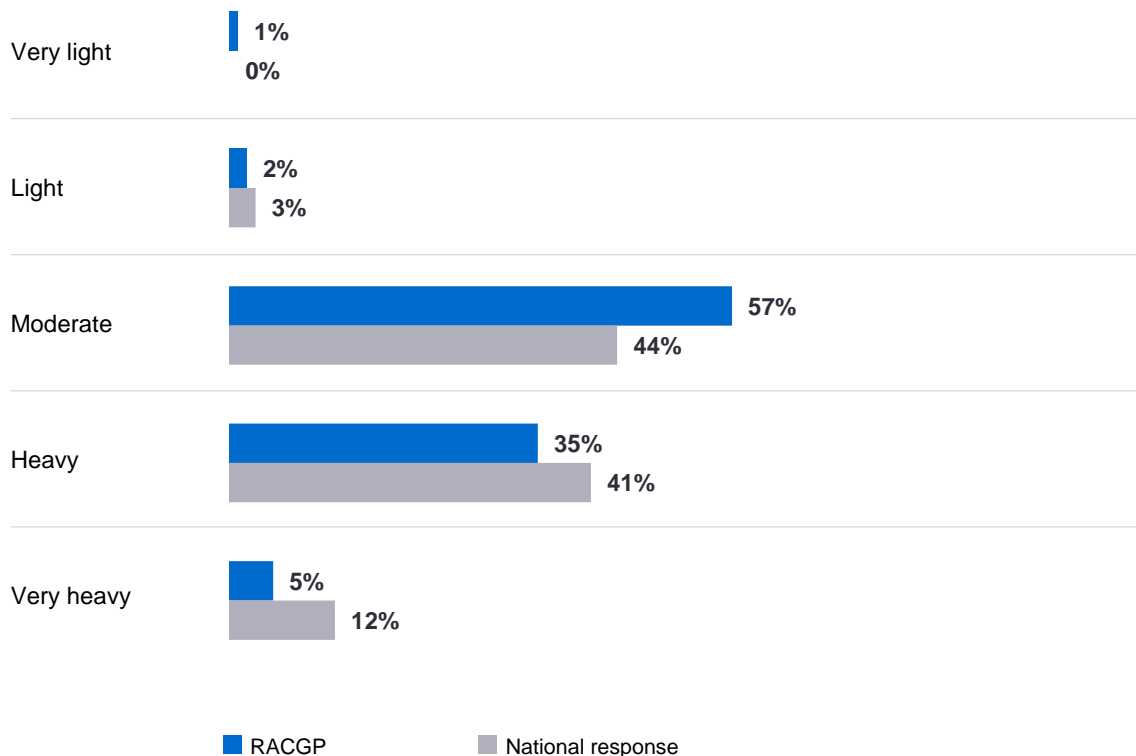


Key: Always Most of the time Sometimes Never

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: 2022 n = 18,583; RACGP: 2022 n = 2,620)
 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, RACGP trainees worked 38.2 hours a week, compared to 46.0 hours a week for the national average.

For RACGP trainees, 32% were working 40 hours a week or more, compared to the national response of 67%.

On average, RACGP doctors in training worked...

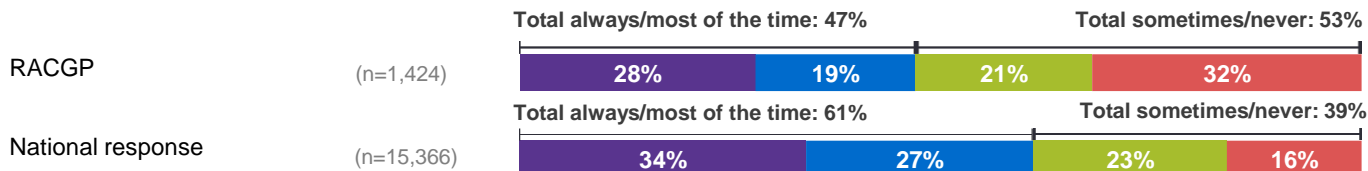
On average, doctors in training nationally worked...



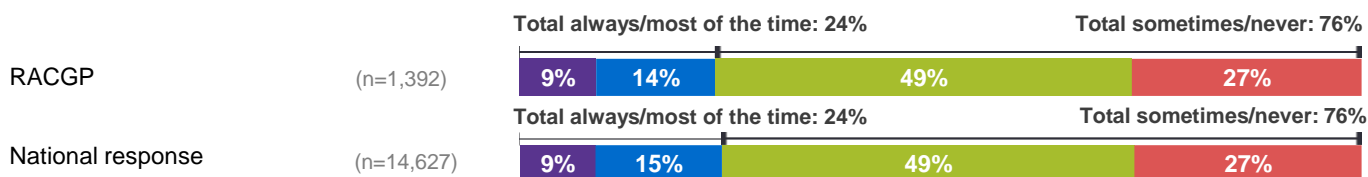
Base: Total sample (National: 2022 n = 18,553; RACGP: 2022 n = 2,612)
 Q46. On average in the past month, how many hours per week have you worked?

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

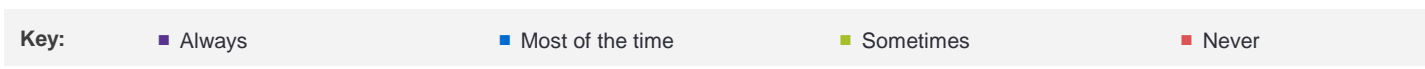
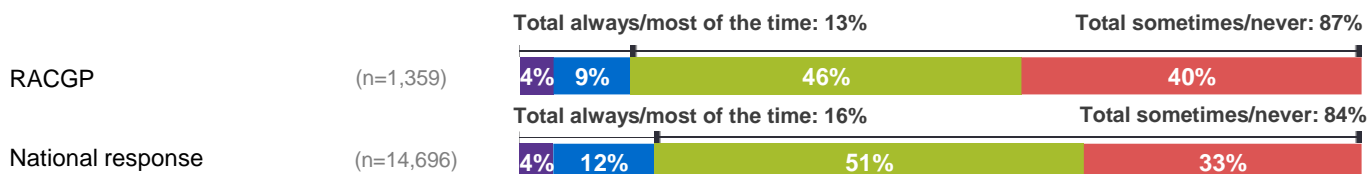
You get paid for the unrostered overtime



Working unrostered overtime have a negative impact on your training



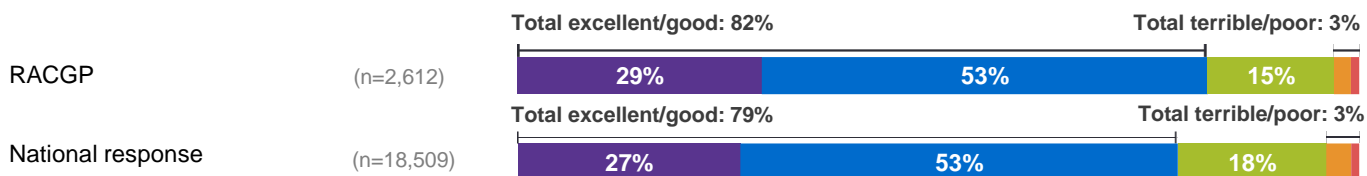
Working unrostered overtime provide you with more training opportunities



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?



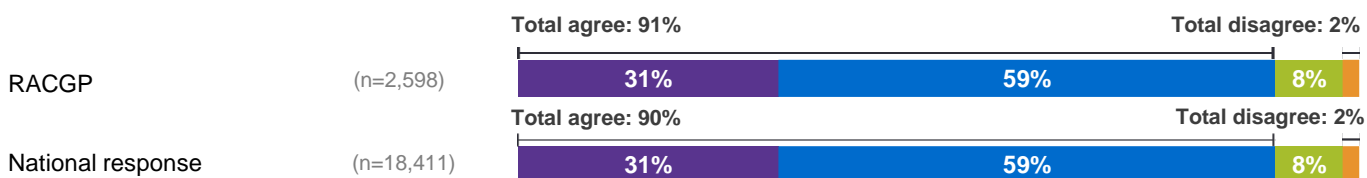
Key: ■ Excellent ■ Good ■ Average ■ Poor ■ Terrible

Base: Total sample

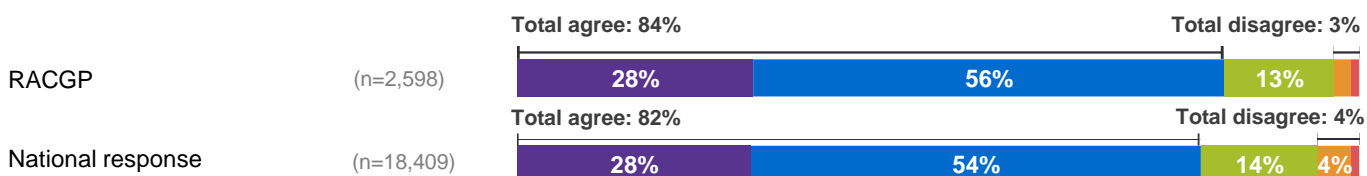
Q48. In your setting, how would you rate the quality of your training on how to raise concerns about patient safety?

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



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

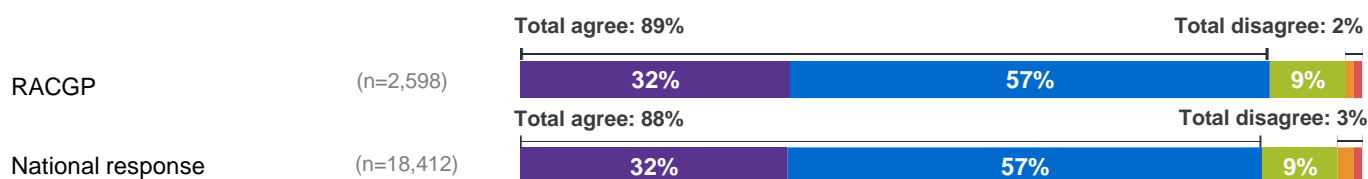
Base: Total sample

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

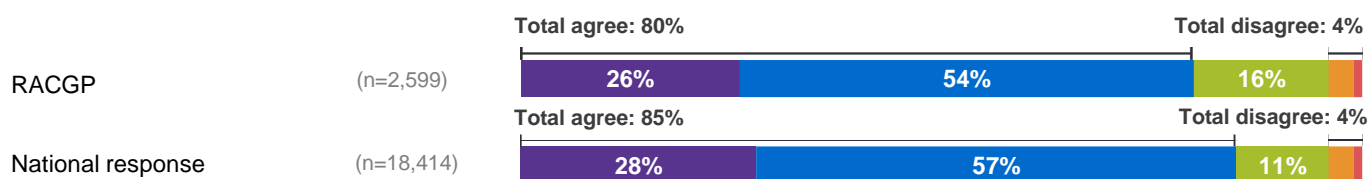
Patient safety

PATIENT CARE AND SAFETY IN THE WORKPLACE (cont.)

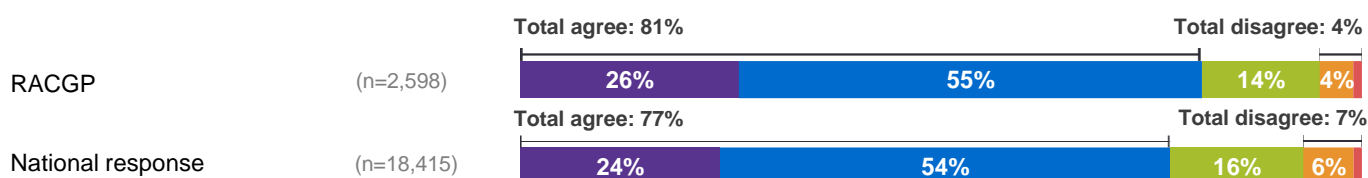
I am confident to raise concerns about patient care and safety



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



I have received training on how to provide culturally safe care



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

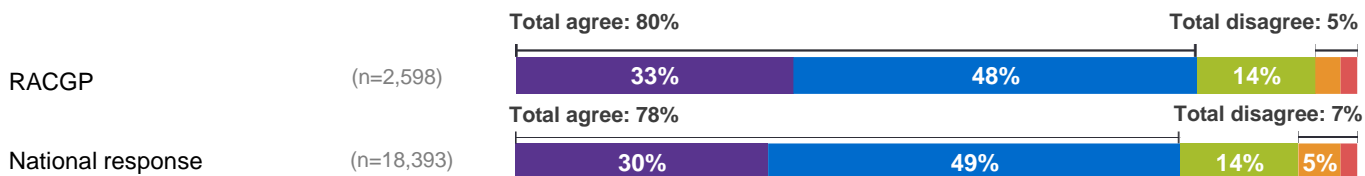
Base: Total sample

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

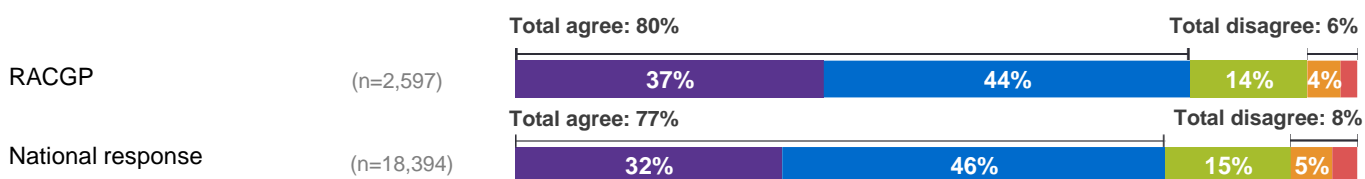
Overall satisfaction

RECOMMEND TRAINING

I would recommend my current training position to other doctors



I would recommend my current workplace as a place to train



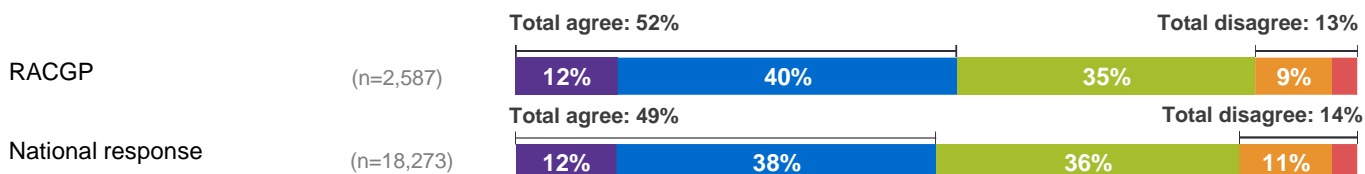
Key: ■ Strongly agree ■ Agree ■ Neither agree nor disagree ■ Disagree ■ Strongly disagree

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

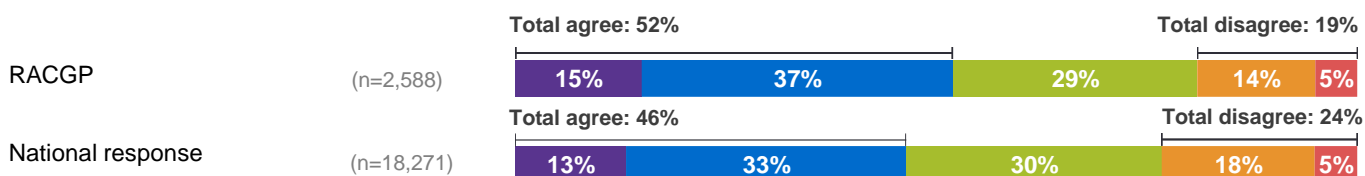
Future career intentions

CAREER INTERESTS

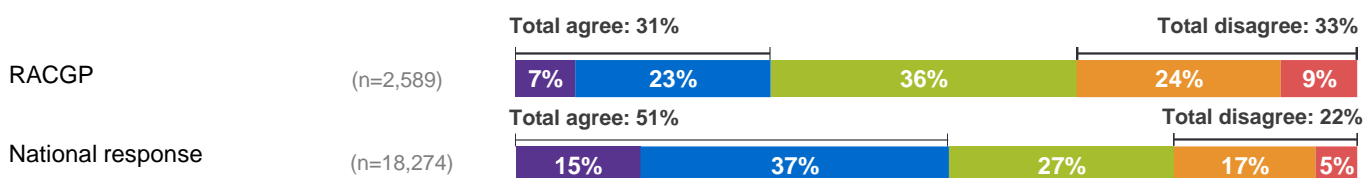
I have an interest in Aboriginal and Torres Strait Islander health/healthcare



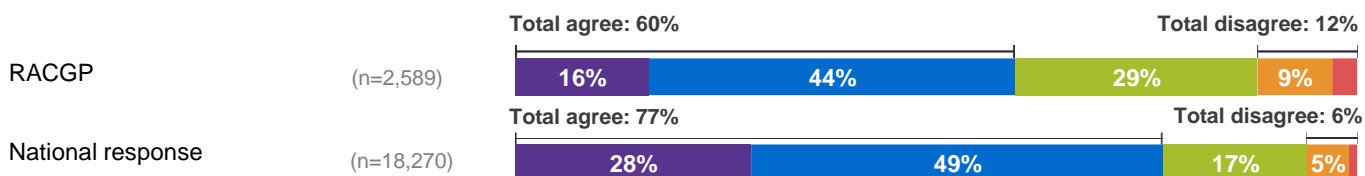
I am interested in rural practice



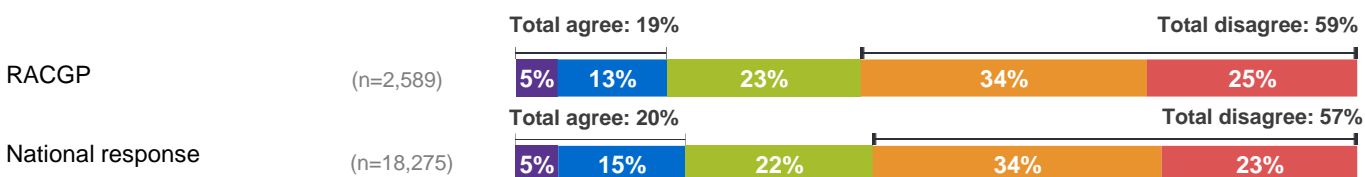
I am interested in getting involved in medical research



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

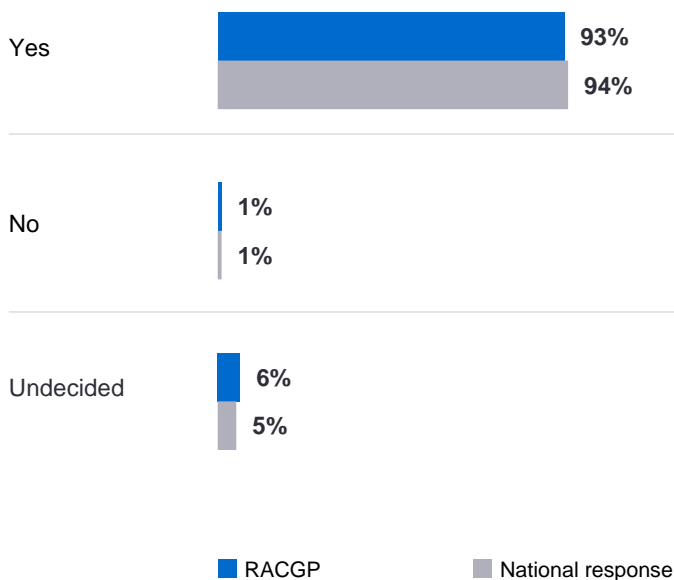
Base: Total sample

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

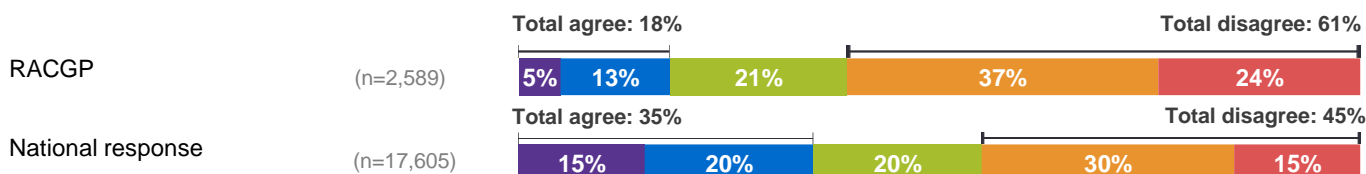
Overall, 93% of RACGP trainees intended to continue with their specialty.



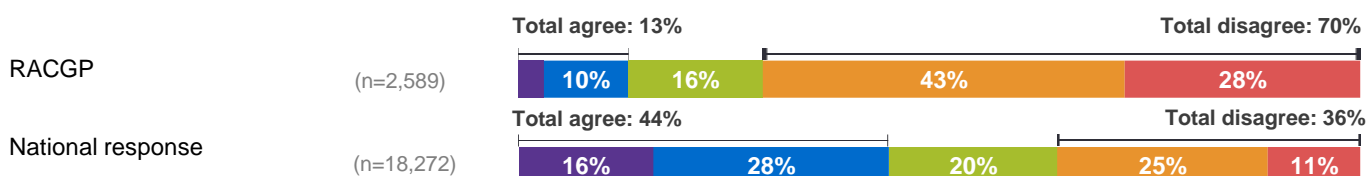
Base: Specialist trainees (National: 2022 n = 10,808; RACGP: 2022 n = 2,594)
 Q51a. Do you intend to continue in your specialty training program?

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?

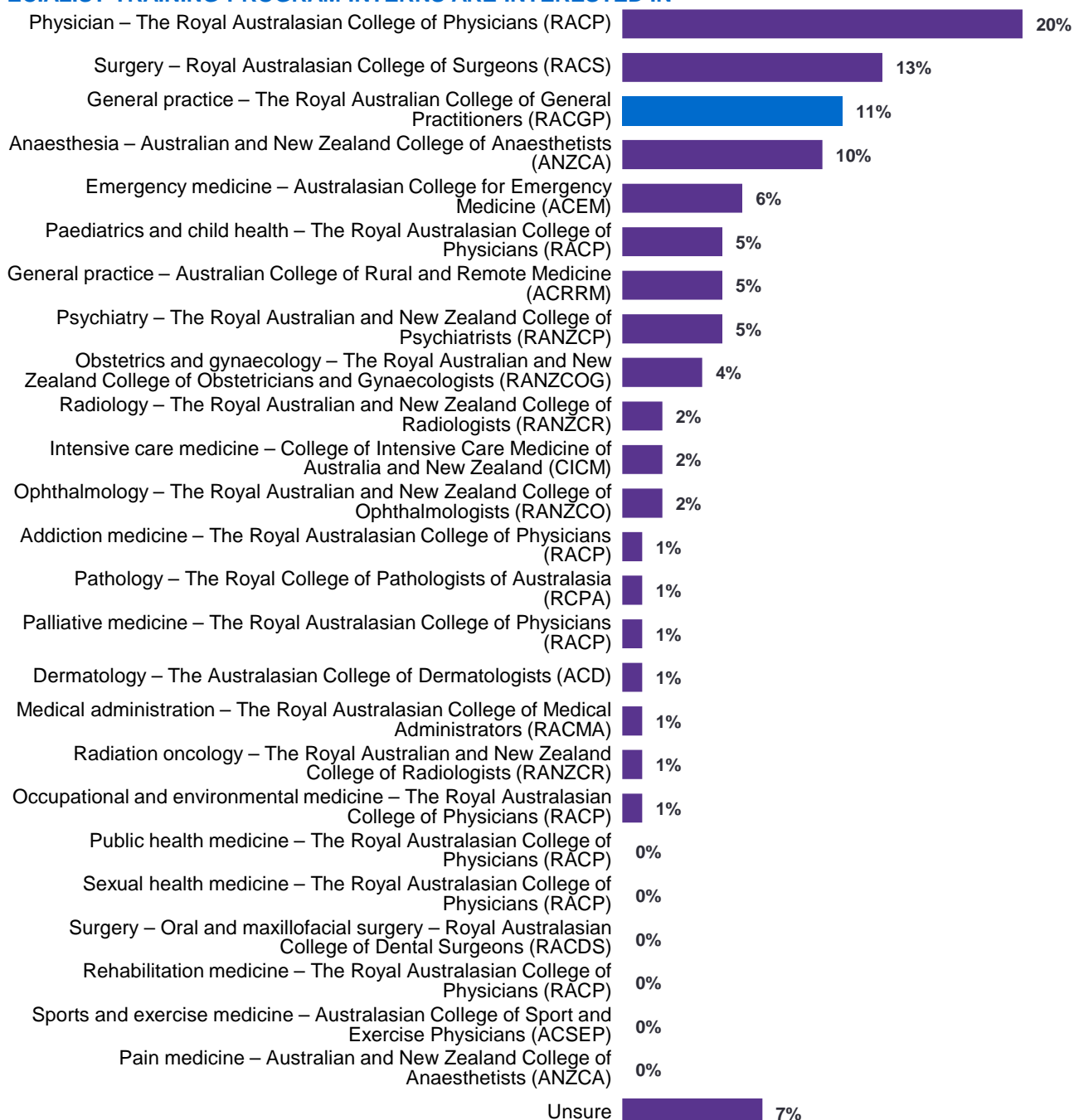
Future career intentions

INTERNS - INTERESTED IN A SPECIALTY



87% of interns are intending to become a specialist. Of these, 11% are most interested in pursuing general practice speciality from RACGP.

SPECIALIST TRAINING PROGRAM INTERNS ARE INTERESTED IN



Base: Interns (2022 n = 814)

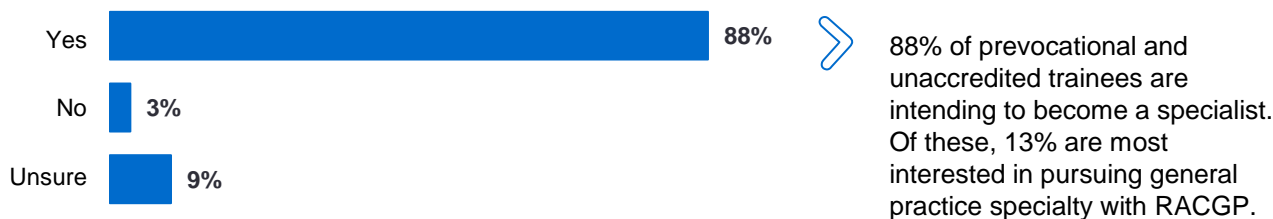
Q52. Do you intend to become a specialist?

Base: Interns interested in a specialty (2022 n = 709)

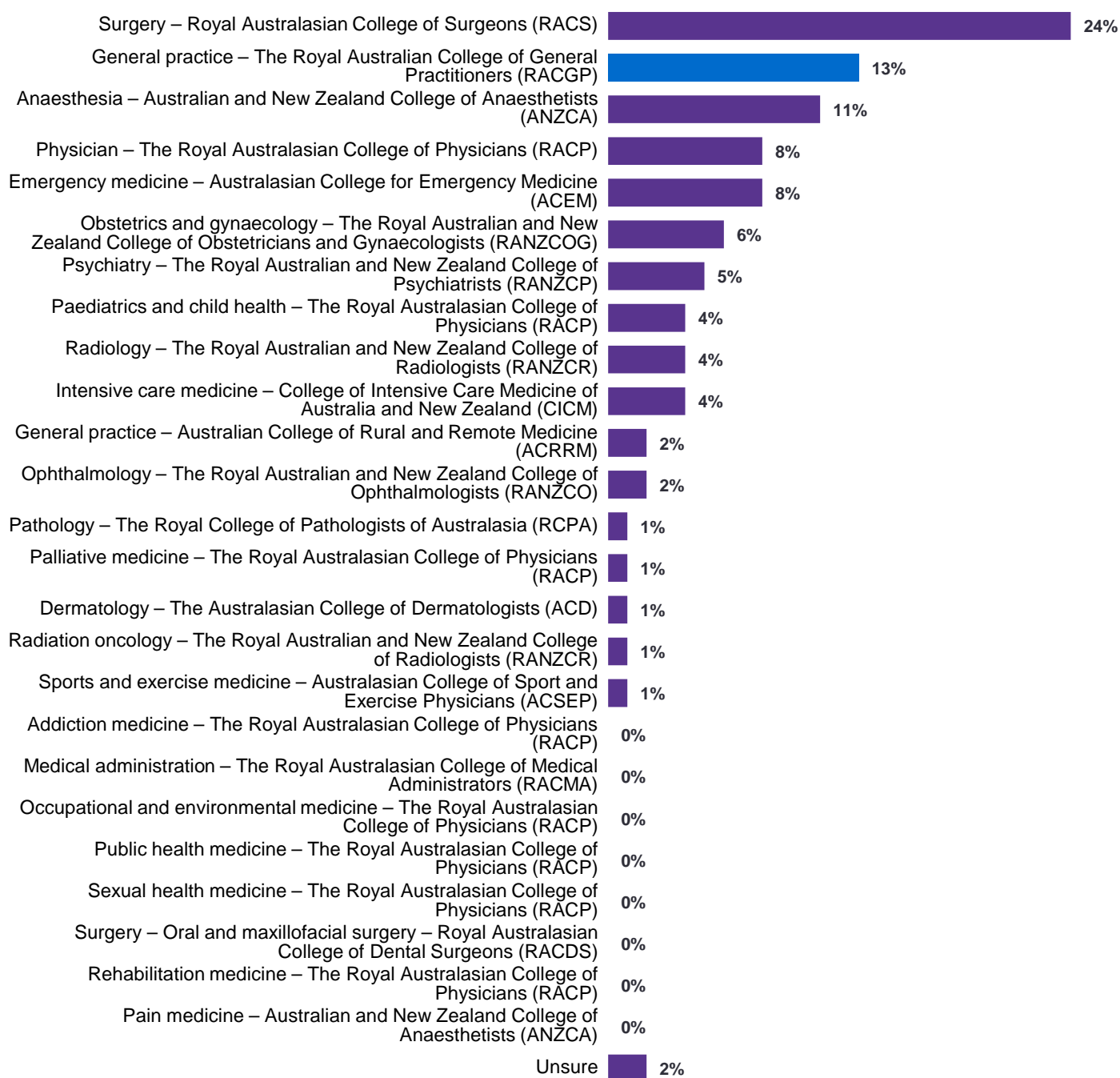
Q53. Which specialty are you most interested in pursuing?

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 (2022 n = 4,764)

Q52. Do you intend to become a specialist?

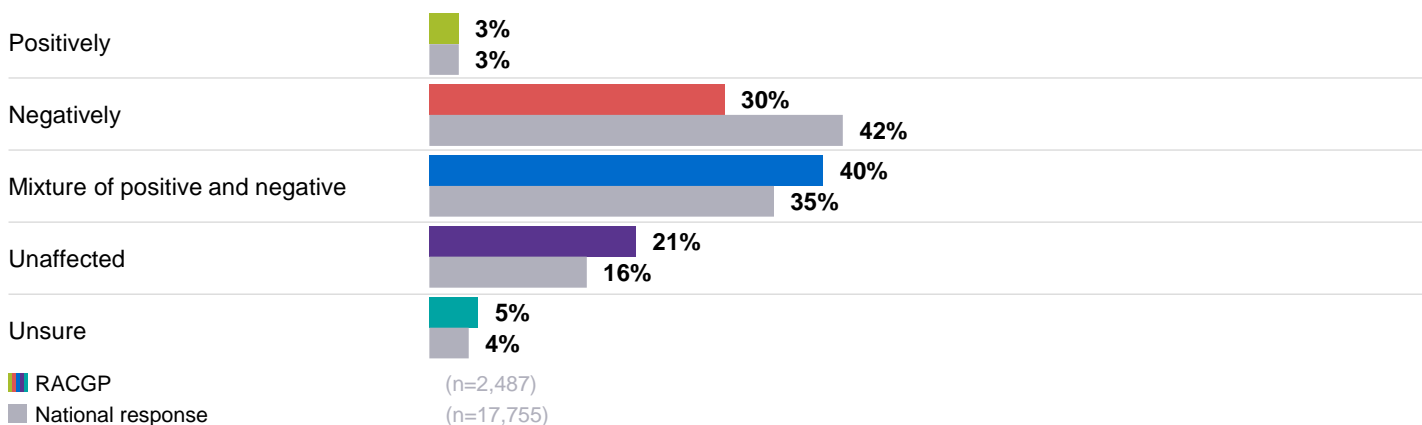
Base: Prevocational and unaccredited trainees interested in a specialty (2022 n = 4,188)

Q53. Which specialty are you most interested in pursuing?

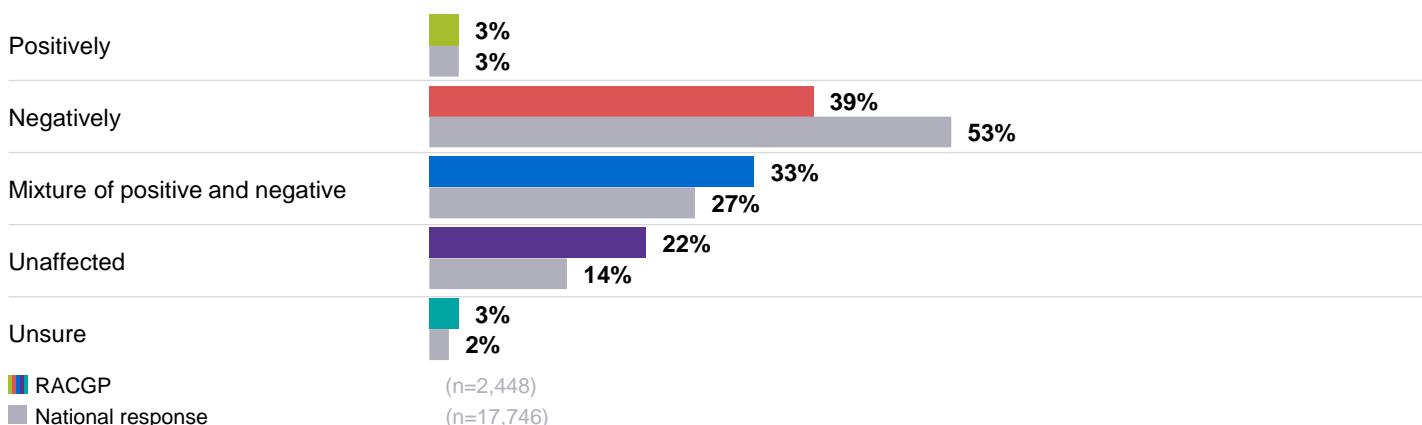
Impacts of COVID-19

COVID-19 HAS IMPACTED MY...

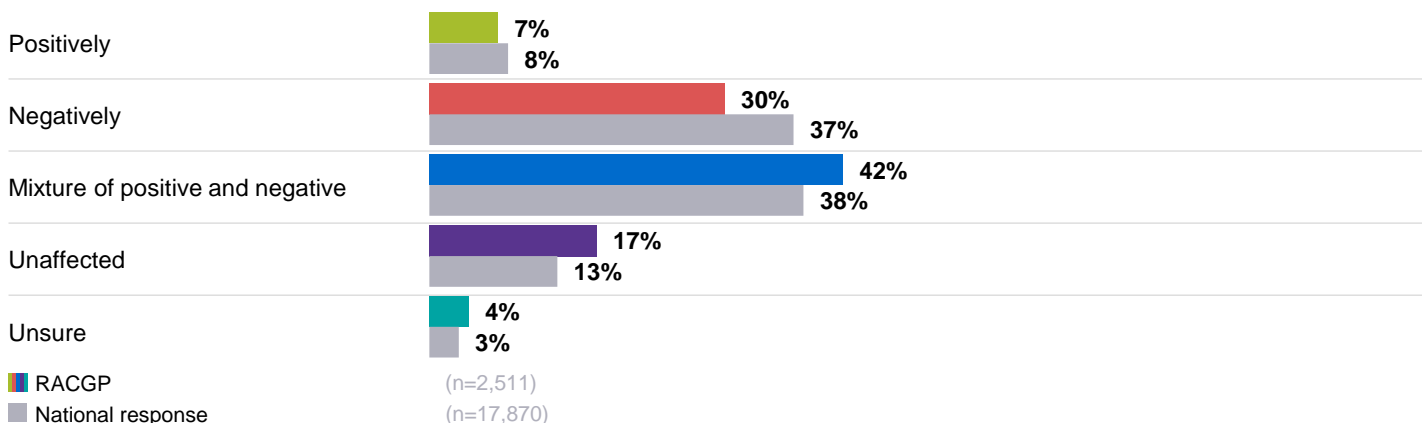
Training opportunities



Routine teaching



Ways of learning



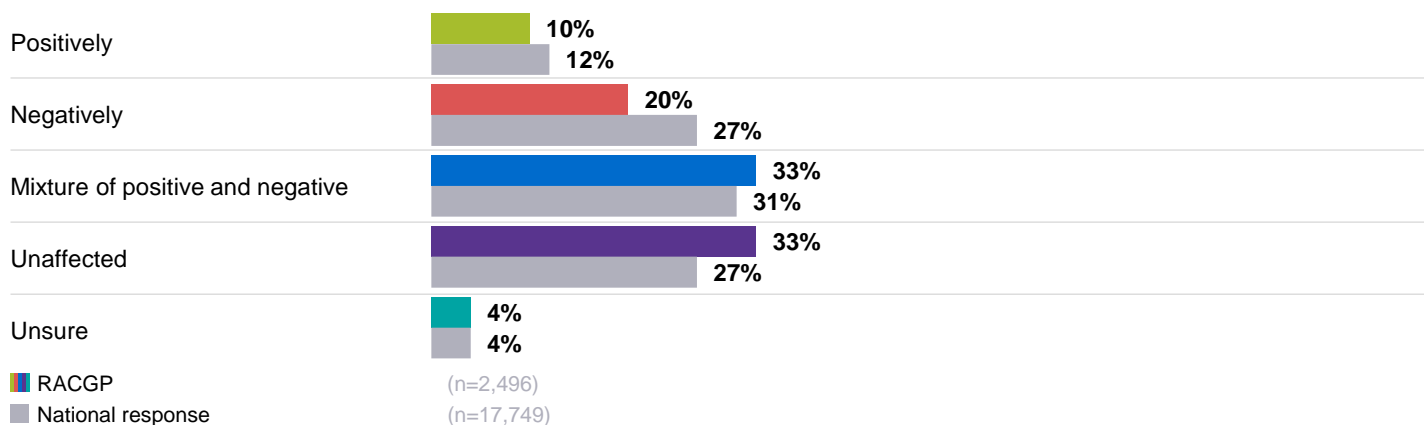
Base: Total sample

Q62. We would like to know if and how COVID-19 has impacted your medical training in 2022. COVID-19 has impacted my...

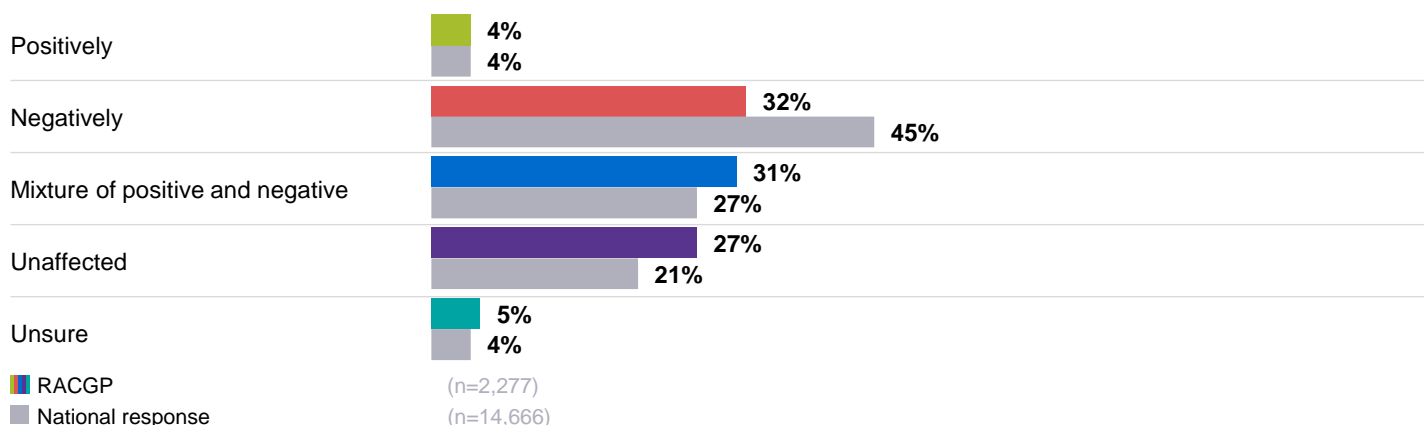
Impacts of COVID-19

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

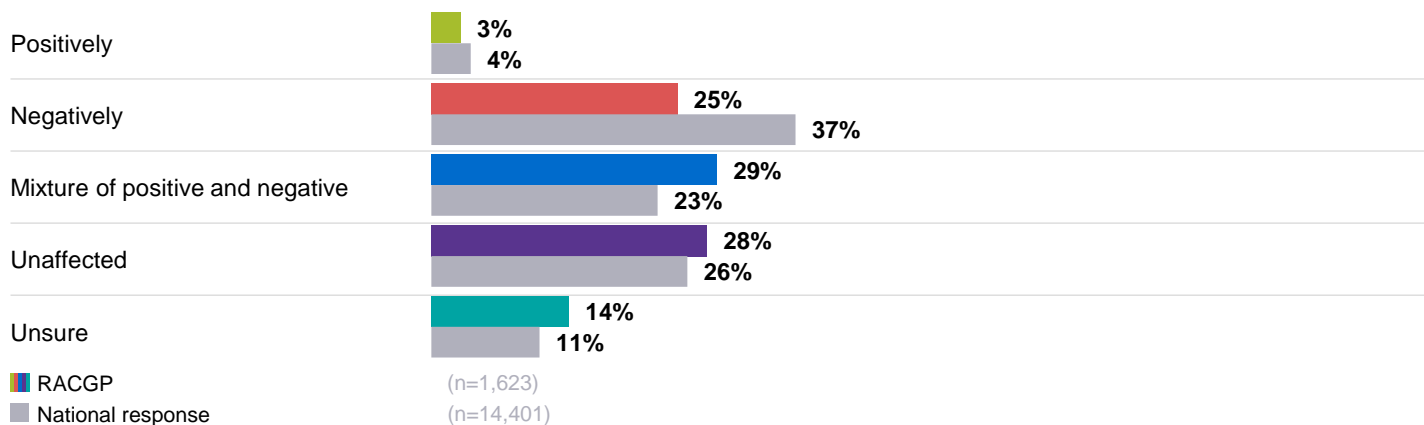
Access to learning resources



Exam(s) preparation



Research opportunities



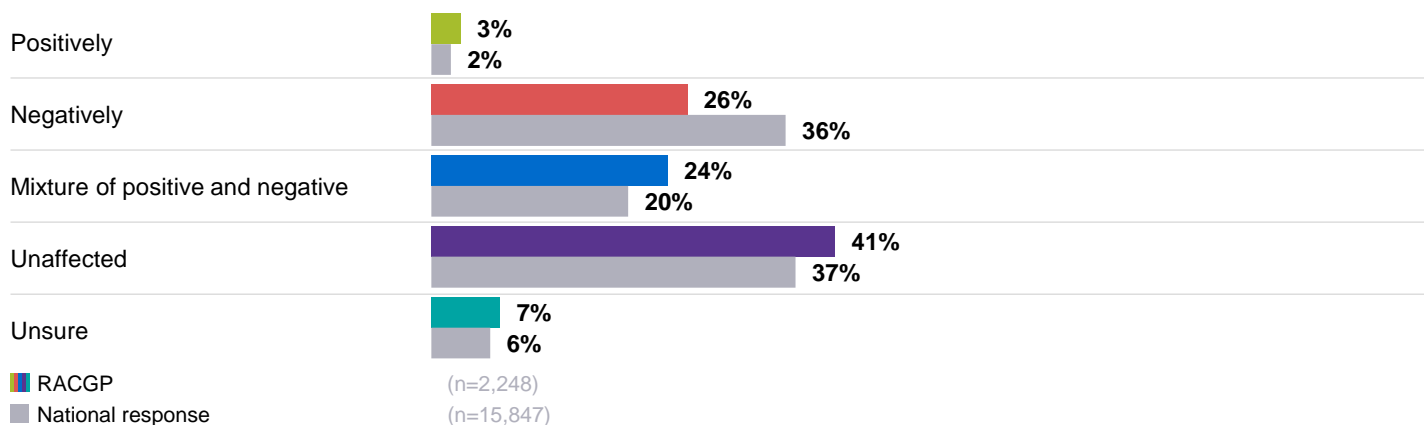
Base: Total sample

Q62. We would like to know if and how COVID-19 has impacted your medical training in 2022. COVID-19 has impacted my...

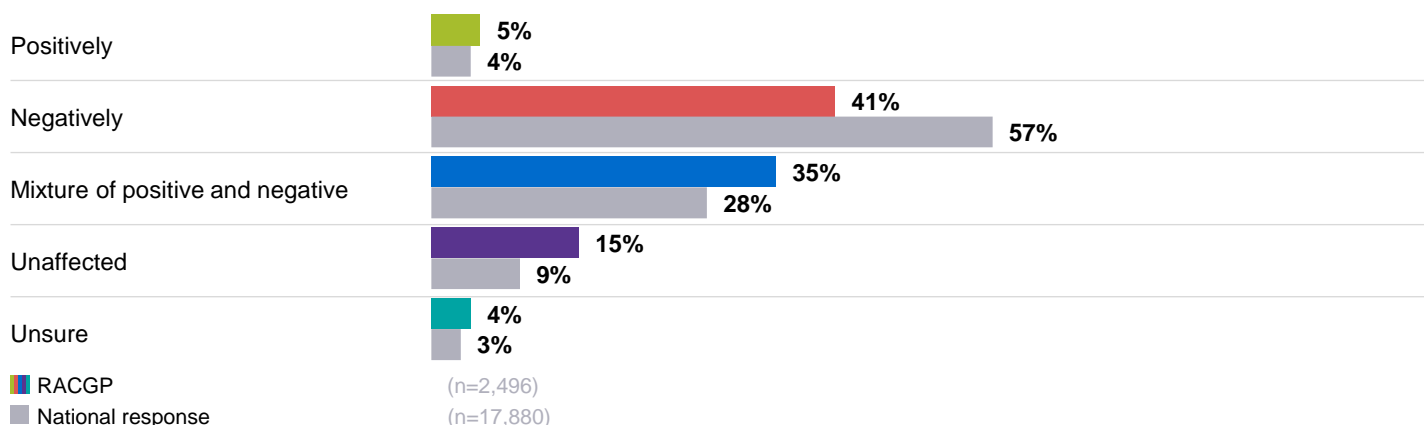
Impacts of COVID-19

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

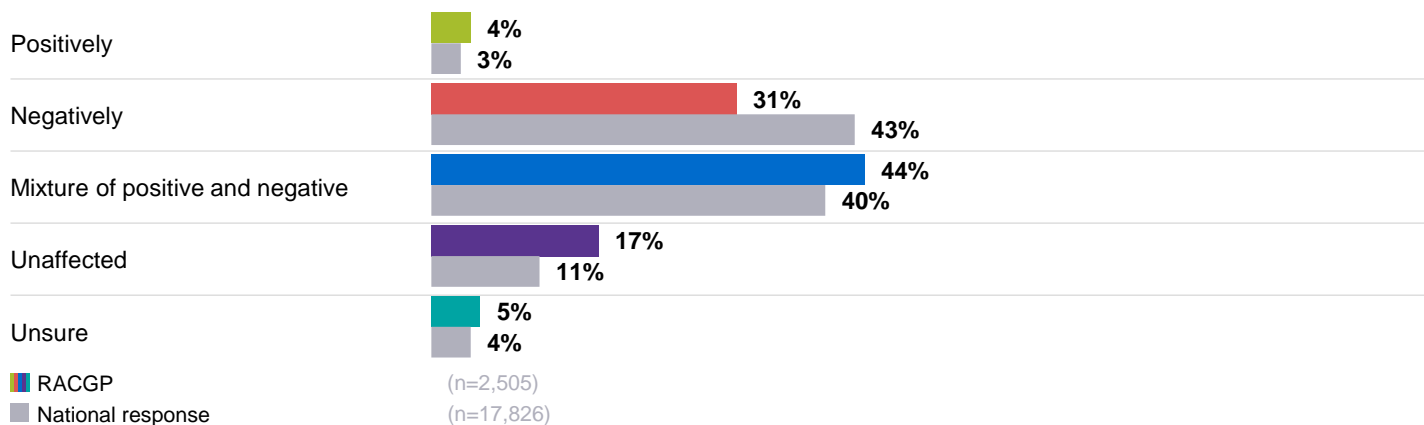
Progression (e.g. delayed entry, completion of training)



Workload



Medical training overall



Base: Total sample

Q62. We would like to know if and how COVID-19 has impacted your medical training in 2022. COVID-19 has impacted my...

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the results further by using the interactive
data dashboard

