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Is Flexible Training Possible?

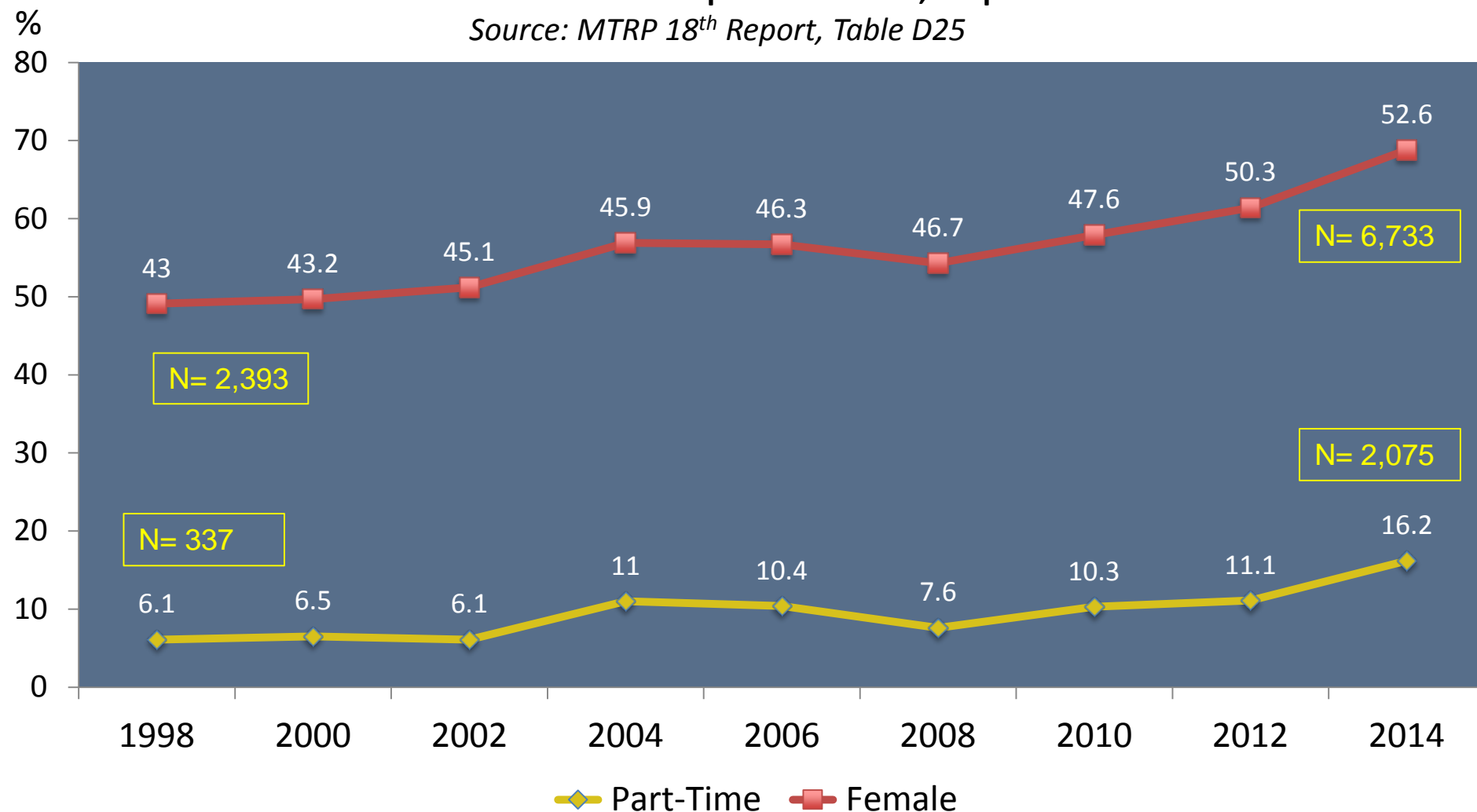
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Yes... but is that the right question?

Vocational Advanced Trainees – Proportion Female, Proportion Part-Time

Source: MTRP 18th Report, Table D25



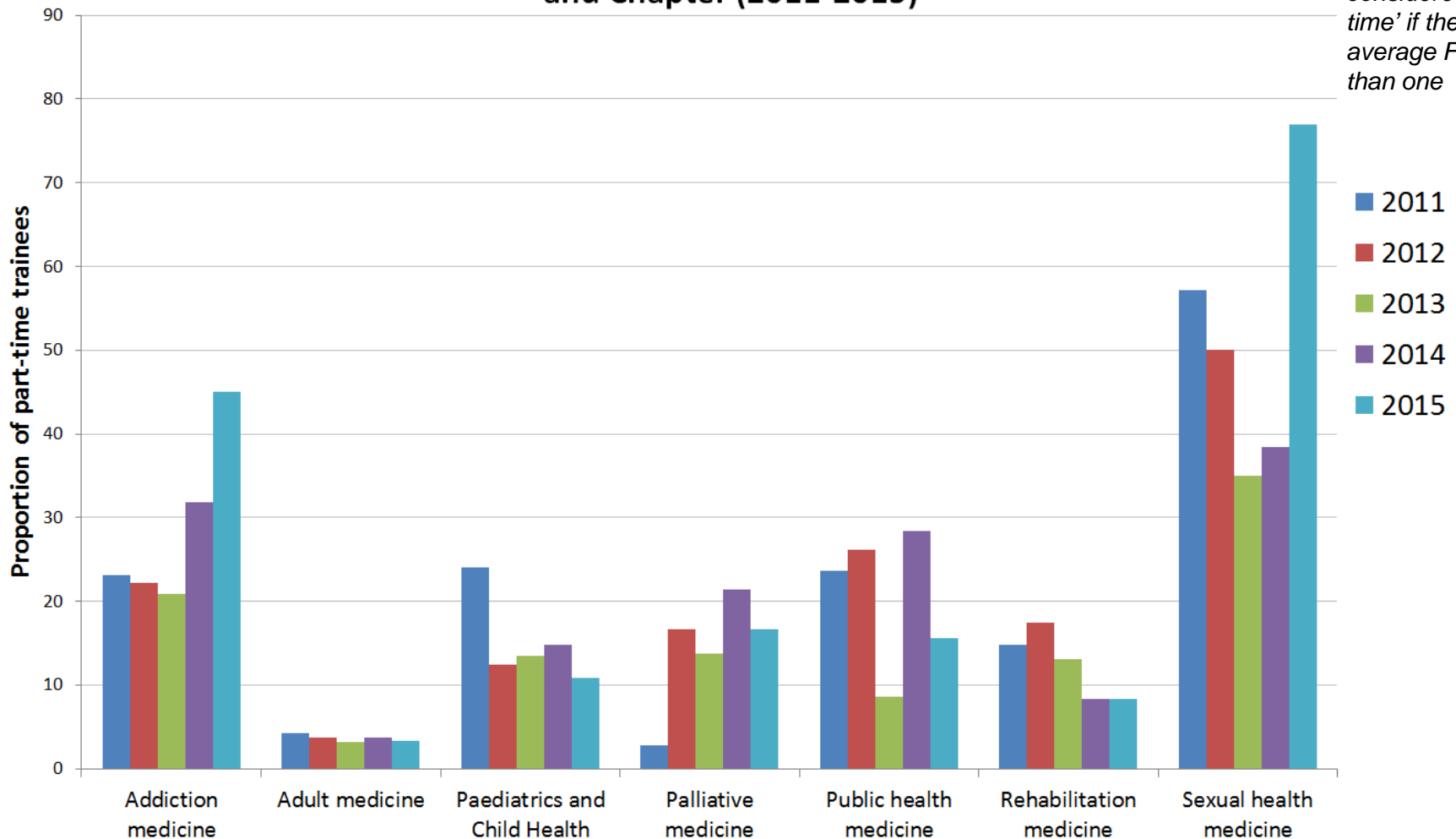
Part-time training – RACP Advanced Training Programs



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Percentage of advanced trainees who trained part-time by Division, Faculty and Chapter (2011-2015)

Trainees are considered 'part-time' if their average FTE is less than one



19	1595	633	47	74	187	13	Total annual trainees (average)
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Flexible Training – balancing competing objectives



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A tripartite relationship between the needs of the individual trainee, the workplace and the RACP

RACP training, assessment
and progression
requirements



Personal circumstances
and professional objectives

Workplace staffing requirements,
service provision and continuity of
care

A satisfactory arrangement should be reached with considers the requirements of each party.

Trainees who train flexibly must still meet the standards of training including overall length of training, objectives, requirements and breadth of experience

RACP Flexible Training Policy - objectives



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1. To **retain** trainees who are unable to train on a full-time continuous basis.
2. To **enable** trainees to pursue training whilst fulfilling other goals and responsibilities such family commitments.
3. To **ensure** continued training in programs on a time-equivalence (pro-rata) basis.
4. To **maintain** a balance between less than full-time or interrupted training arrangements, educational requirements and service needs.



What is flexible training at the RACP?



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Part time training

- 0.4FTE minimum (some exceptions)
- Training duties pro-rata to full time providing educational requirements can be met
- Complete same number of annual assessment activities and teaching and learning tools

Interruptions during a training program (*any absence full time in excess of leave allowed from training*)

- No requirement for assessment activities or teaching and learning tools though research may be undertaken
- Periods of more than 12 months interruption may require additional formative assessments
- Periods of more than 24 continuous months may require additional training

Length of Training Program

Time Limit*

3 years	8 years
4 years	10 years
5 years	12 years

* Trainees can take an additional 24 months of parental leave which is excluded from the training time limit.



Issue

- Part-time training
- Interruptions to training
- Overall time limits to training

Discussion Points

- What is the minimum FTE for training effectiveness?
- Should there be a pro-rata time based approach to part-time training?
- What is the maximum period of interruption without requiring additional training time or training activities to be undertaken?
- Should there be an overall training time limit?

Acknowledgments



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<http://www.racp.edu.au/trainees/education-policies-and-governance/education-policy>