

## Progression through Training Policy

<b>Policy Name</b>	Progression through training policy
<b>Department</b>	Education Services
<b>Approved By</b>	College Education Committee
<b>Approval Date</b>	26/02/16
<b>Effective Date</b>	01/01/17
<b>Review Date</b>	2020
<b>Policy Status</b>	Version 2

### 1. Purpose and scope

- 1.1. RACP training programs are underpinned by curricula, formative and summative assessments and teaching and learning tools which provide a framework for training and progression.
- 1.2. A trainee must demonstrate the required knowledge, skills and professional qualities expected for each stage of training before they progress to the next stage of training.
- 1.3. The purpose of this policy is to clarify the progression requirements for RACP trainees (including Fellows in training) enrolled in Division, Faculty and Chapter training programs.
- 1.4. The policy outlines provisions for completion of training requirements, time limits to complete training, prospective approval and certification of training, provisions for completion of training time with outstanding training requirements (including exams) and failure to progress in training.

### 2. Completion of training requirements

- 2.1. The relevant training committee is responsible for monitoring and assessing the progression of a trainee through training.
- 2.2. A trainee must satisfactorily complete all training requirements of the program as published in the relevant training program handbook, including but not limited to mandatory requirements, core and elective training rotations, work-based assessments (including supervisor reports and teaching and learning tools), examinations, modules and projects.
- 2.3. Training requirements must be completed in accordance with relevant College guidelines and policies, published deadlines or committee approved extensions (item 7.7.1).
- 2.4. Summative assessments must be completed in accordance with published eligibility criteria and exam attempt limits as set out in the relevant Training Program Handbooks.
- 2.5. Following satisfactory completion of all requirements of the Divisional Basic Training program a trainee is eligible to apply for selection into an Advanced Training program. Acceptance into an Advanced Training program is determined by the relevant training committee.

- 2.6.** Following satisfactory completion of all Divisional advanced training/Faculty/Chapter training requirements; the relevant training committee will consider the training undertaken throughout the whole program for eligibility of completion and/or admission to Fellowship of the relevant Division, Faculty or Chapter.

### **3. Time limits to complete training requirements**

- 3.1.** The purpose of the time limit to complete training programs is to balance the provisions for flexible training arrangements with timely progression through training and the need to ensure the validity and currency of training undertaken.
- 3.2.** All training program requirements, including successful completion of relevant projects, modules and summative examination and assessments, must be completed within the following time constraints:

Length of Program	Time Limit
6 months	15 months
2 years	6 years
3 years	8 years
4 years	10 years
5 years	12 years

- 3.3.** Time limits do not include an additional 24 months of full-time interruption, which is permitted for parental leave (refer Flexible Training Policy).
- 3.4.** If a trainee is undertaking dual advanced training, the relevant training committee will establish an additional time limit based on the outstanding training requirements.
- 3.5.** Where an advanced trainee changes to a different advanced training program part way through the program, the training committee responsible for the new program will determine the outstanding requirements and adjust the time limit to complete training accordingly.
- 3.6.** Any training time certified as a result of an application for recognition of prior learning will be deducted from the time limit to complete training.
- 3.7.** If a trainee is unable to complete the requirements within the specified time limit they are not eligible to continue in training.
- 3.8.** A trainee who has completed Basic Training (Divisions) must commence Advanced Training (Divisions) within five years of the completion of Basic Training requirements (refer to Flexible Training Policy).

### **4. Application for approval of training**

- 4.1. Applications for approval of training must be submitted prospectively to the relevant Training Committee.
- 4.2. Applications received after the published due date will attract a late fee.
- 4.3. Late applications will not be accepted from one month after the published deadline for applications.

## **5. Prospective approval of training**

- 5.1. The suitability of the proposed training period will be determined by the relevant training committee, or its delegate.
- 5.2. The proposed training period must be consistent with the training requirements of the RACP training program and appropriate for the stage in training, as determined by the committee.
- 5.3. The period of training prospectively approved at any one time will not be greater than 12 months.
- 5.4. Short term training periods of less than one continuous month will not be eligible for approval.
- 5.5. The trainee will be notified of the suitability of the training period and its approval status.
- 5.6. The trainee's nominated supervisor, and/or where appropriate the nominated Training Program Director, will also be notified of the outcome of the application for prospective approval of training.

## **6. Leave during training**

- 6.1. For each year of full-time training, a trainee may take up to 8 weeks leave without reducing the period of training eligible for certification. Part-time trainees' may take leave on a pro-rata basis.
- 6.2. Unused leave in any one year of training cannot be carried over and taken during a subsequent year of training.
- 6.3. Periods of leave exceeding the amount entitled per training period will require a prospective request in writing for an interruption from training (refer Flexible Training Policy).

## **7. Certification of training and progression decisions**

- 7.1. The relevant training committee will assess the training undertaken at the end of each prospectively approved training period.
- 7.2. The committee will review the supervisor report, completed training requirements and any other relevant information in considering certification of training.
- 7.3. A period of training cannot count for more than 1.0 FTE in a single training program. For example, a trainee who trains for 60 hours per week for a six month term cannot have the term certified for more than 6 months of training time.

- 7.4.** In the case of dual training, a period of training may be certified by more than a single training committee.
- 7.5.** The committee will not consider completion of a training program where the trainee has outstanding financial obligations to the College.

**7.6. Training will be certified** where

- 7.6.1.** the trainee has satisfactorily completed all training requirements for the training period, and
- 7.6.2.** the supervisor report(s) and other assessments confirm that the trainee has performed at or above the expected level for the stage of training and the learning goals identified for the training period have been met.

**7.7. The certification of training decision may be deferred** where

- 7.7.1.** all training requirements for the training period have not been satisfactorily completed by the trainee and, due to the exceptional circumstances of the case, the committee has determined to grant an extension for the trainee to complete and submit the outstanding training requirements. Extensions may be granted for a maximum of 3 months. If the outstanding requirements are not completed by the extension due date they will no longer be eligible for certification.
- 7.7.2.** the relevant committee has determined that required core/mandatory training must be satisfactorily completed and certified prior the certification of non-core/ elective training.

**7.8. Training may be partially certified** where

- 7.8.1.** the committee has determined that the prospectively approved training period differed from the training which was completed.<sup>1</sup>
- 7.8.2.** the trainee has taken leave in excess of the amount entitled (refer item 6).
- 7.8.3.** the trainee has interrupted his/her training, which was not accounted for when prospective approval was sought.<sup>2</sup>

**7.9. Training will not be certified** where

- 7.9.1.** the trainee has not satisfactorily completed all training requirements for the prospectively approved training period by the relevant deadline(s), or during an extension period if granted by the committee (refer 7.7.1).
- 7.9.2.** the trainee did not achieve the required standard during the training period in which case the trainee will be required to undertake additional training and training requirements.

**7.10. Where the trainee has an unresolved performance or progression difficulty** the committee will review the trainee's progress against their Improving Performance Action

---

<sup>1</sup> For example, the training period was a different proportion of core and non-core training components.

<sup>2</sup> Refer to the *Flexible Training Policy* for information about interruptions to training.

Plan, together with the supervisor report to inform the certification and progression decision and determine further support and or management of the case as set out in the Trainee in Difficulty Support Policy.

7.11. The trainee will be notified of the training committee's certification decision.

## 8. Completion of training time with outstanding training requirements

8.1. A trainee who has completed the required amount of certified full-time training but who has not yet successfully completed the required summative examinations

8.1.1. must continue to work in an accredited training site and complete training requirements under supervision, unless they are in a period of approved interruption.

8.1.2. is not eligible to apply for entry into an Advanced Training program (Divisions) in the case of Divisional basic trainees.

## 9. Failure to progress in training

9.1. A trainee experiencing difficulties with progression in training, including successful completion of examinations, will be referred to the Trainee in Difficulty Support Pathway.

9.2. Failure to progress may lead to involuntary discontinuation. A trainee who is exited from training may apply for an alternative RACP training program, Applications to commence in an alternative RACP training program will be considered by the relevant training committee on a case-by-case basis.

9.3. A trainee who fails to complete summative examinations within the relevant exam attempt limits (either number of attempts or time limit to use attempts) will be ineligible to continue in the training program.

## 10. Exceptional circumstances

10.1. In an exceptional circumstance, an application for special consideration must be provided by the trainee (or delegate thereof) in writing to the relevant education/training committee, as promptly as the circumstance permits. The application must have the support of the Educational Supervisor or Training Program Director.

10.2. The College acknowledges that exceptional circumstances may arise which impact on a trainee's progression in a College training program.

10.2.1. Exceptional circumstances might include **significant** medical illness or family illness, tragedy, or extended carer's leave.

10.2.2. Failure to demonstrate competence and meet the required standard does not, in itself, equate to exceptional circumstances.

10.3. The College cannot guarantee that any progression through training beyond the parameters of this policy will be granted.

## 11. Appeals

11.1. Rights of reconsideration, review and appeal are set out in the College By-Law: Reconsideration, Review and Appeals Process.

### I. Definitions

- i. **Assessments with a formative purpose** provide continuous and comprehensive feedback on learners' performance with the aim to motivate and improve learning (e.g. Case-based Discussion, Mini-CEX). The focus is on learning, not giving a grade.<sup>3</sup>
- ii. **Assessments with a summative purpose** require learners to demonstrate the 'sum' of their knowledge, skills, and/or attitudes acquired over a period of time. Results of assessments with a summative purpose are used to inform progress in training decisions.
- iii. **Certification of training** refers to prospectively approved training which is deemed satisfactory and complete by the relevant education/training committee. It is the process of verifying that a trainee has met the program requirements for the particular training period being considered.
- iv. **Exam attempt**: an exam attempt is counted once the exam has commenced.
- v. **Leave during training** refers to all leave taken by a trainee (e.g. study leave, sick leave, holiday leave, etc.) from an approved training position within the annual 8-week (pro-rata) provision.
- vi. **Prospective approval of training**<sup>4</sup>: Once an applicant successfully secures a training position, prospective approval of training is the process of applying for approval of the proposed training program with the relevant College education/training committee (or delegate thereof) before commencement of the training position or by the relevant deadline.<sup>5</sup> **Assessments.**
- vii. **Teaching and learning tools** are the various instruments, techniques or strategies used within an educational setting with the aim to facilitate learning and to enhance the attainment of desired learning outcomes.<sup>6</sup>
- viii. **Training program** refers to any of the education programs of the College's Divisions, Faculties and Chapters. Basic Training and Advanced Training are considered separate programs for the purposes of this policy.

---

<sup>3</sup> Rolfe & McPherson (1995). Formative assessment: how am I doing?. *The Lancet*. Vol 345, April 1, 837-839. Morrison, J. A. (2005). Using science notebooks to promote preservice teachers' understanding of formative assessment. *Issues in Teacher Education*, 14(1), 5-21

<sup>4</sup> Including Faculty of Public Health Medicine Learning Contracts.

<sup>5</sup> This can be achieved by submitting the relevant program's annual application form or completing the online registration process (if applicable).

<sup>6</sup> Rolfe & McPherson (1995). Formative assessment: how am I doing?. *The Lancet*. Vol 345, April 1, 837-839. Morrison, J. A. (2005). Using science notebooks to promote preservice teachers' understanding of formative assessment. *Issues in Teacher Education*, 14(1), 5-21

**ix. Training requirements** refer to all training components which must be satisfactorily completed within a given training period or prior to completion of the entire training program (e.g. formative assessments, rural training rotations, divisional requirements, research projects, reports).

**II. Monitoring and evaluation**

This policy will be monitored and evaluated by Education Services.

**III. Related policies and other documents**

- i. *Flexible Training Policy*
- ii. *Trainee in Difficulty Support Policy*
- iii. *Recognition of Prior Learning Policy*
- iv. Appendix 1: Education/Training Committee Contact Information
- v. *College By-Law: Reconsideration, Review and Appeals Process*
- vi. RACP Constitution
- vii. *Terms and Conditions - Training Fees*

**IV. Acknowledgements**

The RACP would like to acknowledge and thank all those College members who participated in developing this policy, including the consultation process and the working groups.

Revision History					
Version	Date	Author	Approved by	Sections Modified	Details of Amendments
1	14/08/12	Education Policy Unit	Education Policy Unit	Appendix 1	Updated contact details
2	26/02/16	Education Policy Unit	CEC	Complete Policy Revision	Complete policy