

Selection into Training

Update | August 2025

In 2024, the College Education Committee commenced an initiative to support the quality assurance and improvement of selection into RACP training programs. This initiative is in response to increased interest from stakeholders, regulators and governments in understanding the activities and outcomes of selection (and by extension, recruitment) processes for training programs and positions. The work spans both Basic and Advanced Training, including faculty, chapter, and joint training programs.

Ultimately, the goal of this initiative is to produce an evidence- and stakeholder-informed cross-sector strategy to alleviate the burden of selection into training activities, support the growth of the physician workforce aligned to community health needs and ensure transparent and robust selection practices. The initiative is divided into three phases:



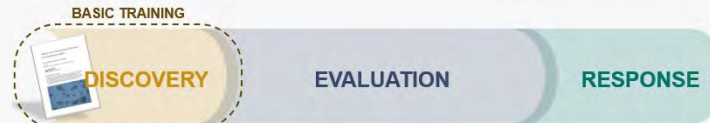
Basic Training Discovery Report

The discovery phase was guided by a set of structured questions, with responses synthesised into the findings presented in this report. Stakeholder identification and engagement were undertaken in conjunction with a desktop review of available information about entry and selection processes for each Basic Training (BT) program across jurisdictions. Where possible, RACP staff met with key stakeholders and those involved in selection processes to confirm desktop findings and explore the local context.

Findings from the BT Discovery phase process highlights **variation in entry pathways, selection methods, contract structures, and equity approaches across jurisdictions**, while also identifying several **areas of commonality**, such as **eligibility requirements and the differentiating aspects of physician training to service positions** in early training, and identifying in candidates commitment to a future role as a physician committed to local health service needs and ongoing education of the physician training workforce.

The discovery phase has revealed how local context, particularly recruitment structures and demand for BT positions, shapes practices, structures and outcomes.

Read the full BT Discovery Phase report [here](#).



Key Insights and Next Steps

Key insights that can be taken from the BT Discovery phase descriptive exercise include:

1. The primary pathway for entry into BT is through annual jurisdiction-wide recruitment campaigns.
2. Employment structures for BT differ.
3. There are areas of commonality, such as eligibility requirements and the importance of a commitment to physician training.
4. Training numbers are locally determined, based on accredited capacity to offer adequate professional experience, service demand, and supervision availability.
5. Selection processes typically combine CV review, written statements, referee reports, and structured interviews (often MMIs), focusing on clinical competence, communication skills, professionalism, teamwork, cultural safety, and motivation for physician training.
6. Equity and diversity approaches differ, with, for example, formal affirmative action pathways in Queensland and the Northern Territory, targeted rural programs in Western Australia and Victoria, and more informal diversity commitments in other areas.





Basic Training

The next phase in the BT work is to consider the current state of recruitment/ selection practices through the lens of the RACP's Selection into Basic Training criteria, the RACP's Selection into Training Policy, and to further explore with stakeholders their perceptions of the strengths, areas for development, and opportunities for further quality improvement regarding selection practices.

BASIC TRAINING



Interaction: upstream and downstream influences and contextual factors

In addition to looking at selection and entry into BT and AT programs independently, we will be applying a *Systems Evaluation Theory*¹ approach to explore the perspectives of different stakeholders in selection processes and outcomes and how these interact and/or influence conditions and opportunities at different entry points on the physician training continuum.

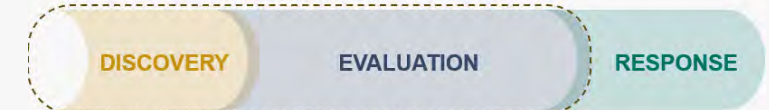
¹Renger, R. (2015) 'System evaluation theory (SET): A practical framework for evaluators to meet the challenges of system evaluation', *Evaluation Journal of Australasia*, 15(4), pp. 16–28.



Advanced Training

We are approaching the Advanced Training (AT) stage of this project with a combined Discovery and Evaluation phase. The project team has conducted a desktop analysis of pathways to entry into the training programs offered by the RACP. The team is now seeking to engage directly with the stakeholder groups involved in the selection processes for each specialty to explore these findings and the different perspectives and conditions that drive approaches to selection into AT programs.

ADVANCED TRAINING



What comes next?

The final phase of the project asks "Now what?" and builds a strategy for further actions that were identified and prioritised during the Discovery and Evaluation phases. The expected outcome of this phase is that the College will have a targeted strategy, with buy-in from stakeholders, for quality improvement and quality assurance of selection into training, which is in alignment with the College's strategic priorities and reflective of selection contexts.



If you have any questions or would like to provide feedback, please contact us at evaluation@racp.edu.au



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