

### Trainee in Difficulty Support Process

<b>Process Name</b>	Trainee in Difficulty Support Process
<b>Department</b>	Education Services
<b>Approved By</b>	College Education Committee
<b>Approval Date</b>	7 November 2014
<b>Effective Date</b>	1 January 2016
<b>Review Date</b>	1 January 2019
<b>Process Status</b>	New

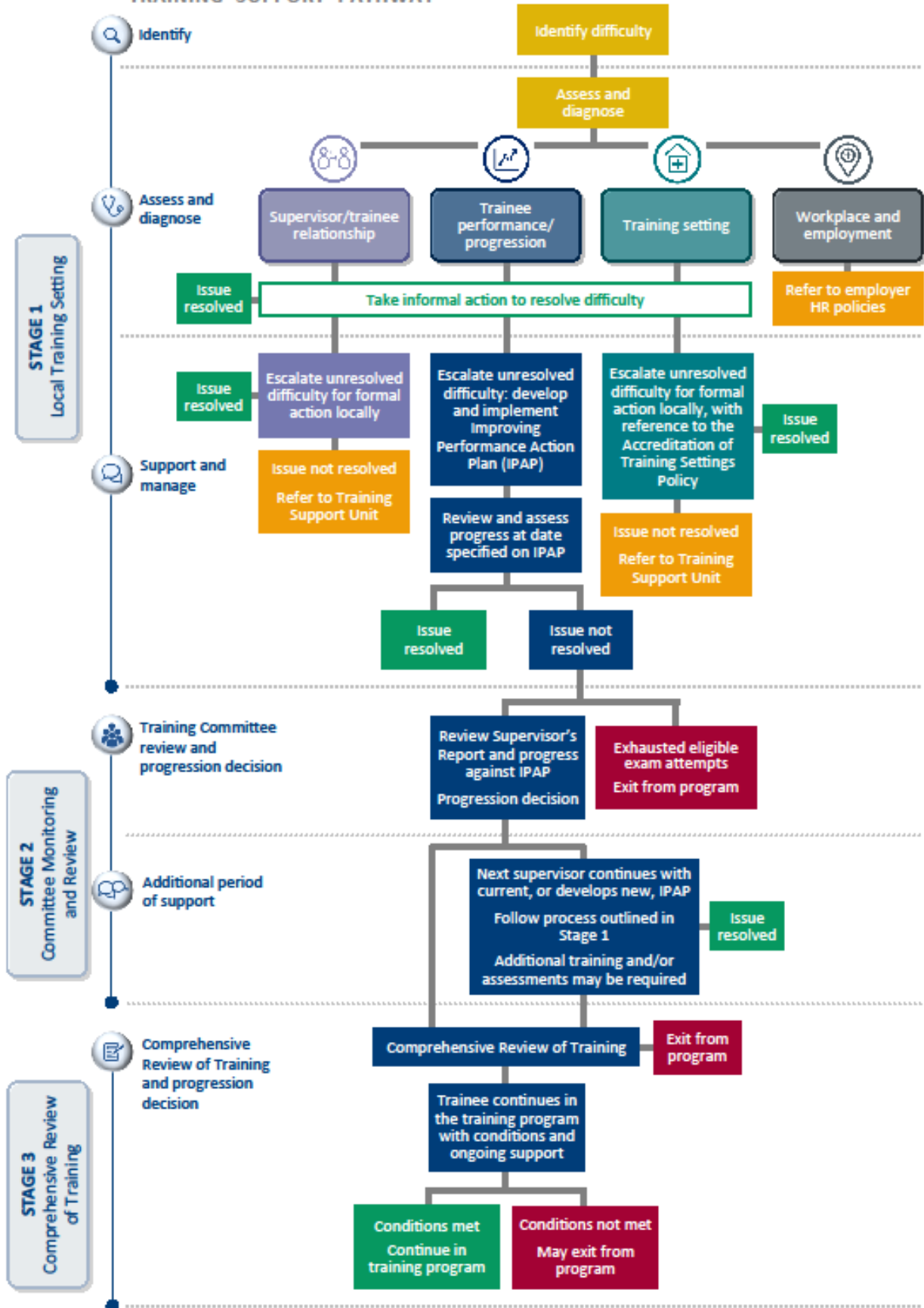
#### 1. Trainee in Difficulty Support Process

The Trainee in Difficulty Support Process is a framework designed to facilitate the provision of support to trainees who find themselves in difficulty during the course of RACP training as defined in the Trainee in Difficulty Support Policy.

Trainees, supervisors and College committees are required to adhere to the Trainee in Difficulty Support Policy and Process, and the supporting guidelines and documentation, from the time a difficulty is identified until it is satisfactorily resolved or, in a minority of cases, the trainee is exited from the training program.



**TRAINING SUPPORT PATHWAY**





## **2. Stage 1 Local training setting support**

It is expected that the majority of difficulties will be identified and resolved within the local training setting, within approved progression timeframes. Stage 1 support is planned and implemented collaboratively by the trainee and supervisor following these steps:

### **2.1 Identify**

The trainee, supervisor or College staff identifies the difficulty and takes action to resolve it. Trainees who have failed an RACP examination on two or more occasions are automatically referred for Stage 1 support to facilitate progression in training.

### **2.2 Assess and diagnose**

The supervisor assesses and investigates the difficulty to determine its nature, cause and severity. A meeting is held between the supervisor and the trainee to discuss and assess the identified difficulties and diagnose the area/s of concern:

- Workplace and employment issue
- Trainee performance/progression difficulty
- Training setting issue
- Supervisor/trainee relationship issue

### **2.3 Support and manage**

Appropriate documentation must be kept by the trainee and the supervisor throughout the support and manage phase.

#### **a) Workplace and employment difficulty**

Workplace and employee performance issues are dealt with by the employer in accordance with the employer's Human Resource policies.

#### **b) Training performance/progression difficulty**

The supervisor and trainee meet together and collaborate to develop and implement an Improving Performance Action Plan to resolve the training performance difficulty. The Improving Performance Action Plan must:

- Contain clear measurable goals/expected outcomes that relate to training standards (relevant curricula), program requirements (relevant program handbook) or other College policy or standards;
- Define suitable strategies to achieve the goals;
- Specify a timeframe for review and assessment of the progress;
- Not exceed six (6) months in duration.

Throughout the duration of the Improving Performance Action Plan, the supervisor (and training program director where appropriate) monitors and assesses the trainee's progress toward meeting the goals documented in the plan. The supervisor or training program director meets regularly with the trainee to provide constructive feedback about

progress toward the successful completion of the Improving Performance Action Plan.

At the end of the Improving Performance Action Plan the supervisor reviews the progress made by the trainee and assesses if the goals/expected outcomes have been met. If a trainee has not made expected progress against the agreed goals, the Improving Performance Action Plan must be submitted to the relevant training committee with the end of training period assessment. For serious difficulties impacting training the supervisor may contact the Training Support Unit to escalate the issue to the relevant training committee without waiting for the due date for submission of supervisor report.

**c) Training setting difficulty**

For training setting difficulties, the supervisor and/or the training program director takes appropriate action to attempt to resolve the issue locally with reference to the Accreditation of Training Settings Policy. For training setting difficulties that remain unresolved, the supervisor, training program director or the trainee may refer the issue to the Training Support Unit (Australia) or Education Services staff (New Zealand) in writing to have it reviewed by the relevant College committee for further action. A training site review may be undertaken where unresolved training setting issues have been reported.

**d) Supervisor/trainee relationship difficulty**

If a trainee's difficulty relates to the relationship with their supervisor, the trainee and supervisor attempt to resolve the issue locally, with assistance from the training program director or other College supervisors if required. Unresolved difficulties are referred to the Training Support Unit (Australia) or Education Services staff (New Zealand) for further support and if appropriate action via the relevant College committee.

**3. Stage 2 Committee review and decision**

**3.1 Committee review of unresolved training setting or supervision difficulties**

On submission of a written report to the Training Support Unit (Australia) or Education Services staff (New Zealand) of an unresolved training setting or supervision difficulty, the relevant College committee undertakes a review of the available evidence relating to the difficulty. The Committee determines any appropriate action to be taken to address the difficulty, which may include a training site review.

**3.2 Training committee monitoring and review of trainee progression**

**a) Training committee monitoring and review**

On submission of the supervisor's end of the training period assessment report, the Improving Performance Action Plan, and any other relevant documentation, the Training Committee undertakes a

review of the trainee’s progress. The Training Committee will take into account:

- The severity of the impact of the difficulty on the trainee’s performance;
- The nature of the locally delivered support and the progress made by the trainee since identification of the difficulty;
- If the trainee performed at the level expected for their stage of training, and if all College training requirements were met for the period of training;
- The nature of any unresolved capability or progression difficulties as identified in the supervisor’s end of training period assessment report.

**b) Progression decision**

The Training Committee will use the information provided in the supervisor’s end of training period assessment report to inform their decisions about a trainee’s progression through training. The Training Committee may make the following progression decisions:

<b>Progress Report &amp; Improving Performance Action Plan Outcome</b>	<b>Training Committee Decision</b>	<b>Pathway Stage</b>
<b>“Overall Satisfactory” (or equivalent) end of training period assessment report</b>  <b>Capability/Progression difficulties resolved</b>	<i>Training period certified</i>  Difficulty Resolved	Exit Training Support Pathway and continue in training
<b>“Overall Satisfactory (or equivalent) end of training period assessment report</b>  <b>Rated as “below the expected standards” in specific performance areas</b>  <b>Capability/Progression difficulties unresolved</b>	<i>Training period may be certified</i>  Training Committee refer difficulty to next supervisor for new Improving Performance Action Plan	Refer to Stage 2
<b>“Overall Unsatisfactory” (or equivalent) end of training assessment report</b>  <b>Capability/Progression difficulties unresolved</b>	<i>Training period not certified</i>  Training committee refer difficulty to next supervisor for new Improving Performance Action Plan.	Refer to Stage 2
	<i>Training period not certified</i>  Training committee conducts Comprehensive Review of Training and may exit the Trainee from the training program.	Refer to Stage 3

**c) Additional period of support**

If the trainee is given an additional period of support, the Training Committee will refer the unresolved difficulty to the next supervisor who will collaborate with the Trainee to continue implementing an existing Improving Performance Action Plan, or to develop and implement a new Improving Performance Action . The supervisor will commence support, as per the support and management provisions detailed in Stage 1 (item 2).

The training committee will review the trainee's progress at the completion of the additional support period.

**d) Exhaustion of exam attempts**

Trainees who have exhausted all exam attempts are ineligible to continue in training and will be exited from training without Committee Review (refer Progression through Training Policy).

**4. Stage 3 Comprehensive Review of Training**

If a trainee performance difficulty remains unresolved for an extended period, or is significantly impacting progression in training, the relevant Training Committee will conduct a Comprehensive Review of Training to assess whether a trainee should remain in an RACP training program.

The Training Committee will consider:

- A case summary prepared by College staff including the trainee's record of training;
- A copy of Improving Performance Action Plans, progress reports, supervisor reports, site visit reports and any other relevant documents;
- The trainee will be provided with a copy of all documentation to be reviewed by the committee. The trainee will have the opportunity to provide the Training Committee with a written response to the documentation.

The Training Committee may decide:

- That the trainee is exited from the training program. The College expects this decision to be taken in a relatively small number of cases.
- That the trainee may continue in training with conditions and receive an additional period of support (usually no more than six months). If the conditions to continue in training are not satisfactorily completed the trainee may be exited from the training program without a further CRT.

**5. Exceptional Circumstances**

In an exceptional circumstance, an application for special consideration must be provided by the trainee (or delegate) in writing to the relevant education/training committee, as promptly as the circumstance permits.



## **6. Appeals**

The College Reconsideration, Review and Appeals process will be available to all applicants should an applicant remain dissatisfied with an eligible Decision, as defined by the College By-Law: Reconsideration, Review and Appeals Process.

## **7. Related policies and other documents**

- a)** Trainee in Difficulty Support Policy
- b)** Improving Performance Action Plan
- c)** Meeting Record
- d)** Reconsideration Review and Appeals By-Law
- e)** Accreditation of Training Settings Policy
- f)** Progression through Training Policy
- g)** Academic Honesty and Plagiarism Policy
- h)** Flexible Training Policy

## **8. Definitions**

**Supervisor's end of training period assessment report** refers to progress report, final supervisors report, training status report, learning contract or equivalent.