



# Medical Training Survey 2024 Report

Medical Board of Australia and  
Ahpra

## Welcome

### THE 2024 MEDICAL TRAINING SURVEY

Medical Training Survey data is getting richer each year. Since 2019, trainees have been using their voice, in their survey. Through the MTS, they are highlighting what is going well in medical training in Australia and safely calling out where action is needed.

There is much to learn from rich MTS data and the 2024 headline results are interesting and important. There are also gems beneath the surface, clearly visible through tailored searches in the online data dashboard. 2024 results will be accessible in searchable form in early 2025 on the [MedicalTrainingSurvey.gov.au](https://MedicalTrainingSurvey.gov.au) website.

With strict confidentiality rules in place to protect trainees, the MTS online searchable database can reveal meaningful insights. Use it to compare trainees' feedback by specialty and jurisdiction. Take a deep dive into the culture of training, and make comparisons across sites.

There is a lot of stability and good news in the 2024 MTS results. The national quality of trainee supervision, orientation, teaching, education and training on patient safety is again high.

Worryingly, 29% of Aboriginal and Torres Strait Islander trainees and about 19% of all trainees are considering a career outside of medicine.

Unacceptably, again, one third of trainees (33%) reported having experienced or witnessed bullying, discrimination, harassment, sexual harassment or racism, spiking to 54% of Aboriginal and Torres Strait Islander trainees and 44% of interns. Around 70% of trainees reported that this impacted negatively on their training.

Aboriginal and Torres Strait Islander trainees report experiencing or witnessing racism at more than double the rate of other trainees: 38% compared to 17% of other trainees. There is no place for this in any civil community.

Within these data, there is nuance. The source of reported unprofessional behaviour varies between groups of trainees. For GP trainees (49%) and interns (54%), patients and their families were the most common source of unprofessional behaviour, anchoring deficits in the culture of medicine firmly in the context of wider community attitudes and behaviours. With robust evidence generated by trainees in the MTS, comes knowledge and the ability to develop effective strategies for change.

We are pleased that in 2024, 203 Aboriginal and Torres Strait Islander trainees took part in the MTS. This is nearly a third of all registered Aboriginal and Torres Strait Islander medical practitioners and, it seems, a very healthy proportion of all Aboriginal and Torres Strait Islander trainees. We thank the Australian Indigenous

Doctors Association (AIDA) for their work with trainees to build trust and confidence in the MTS. With a strong evidence base, action can flow.

Again in 2024, new MTS questions generated new insights:

- 81% of interns reported that their medical school prepared them well for medical training
- More than 1,000 trainees (5%) told us they had experienced/witnessed sexual harassment
- 62% of trainees agreed/strongly agreed that the financial cost of their College training program had led to stress
- 16% of trainees agreed/strongly agreed that the cost of their College training program had been a barrier to their progressing in the training program.

On flexible training, 68% of trainees agreed/strongly agreed that their College supported flexible training arrangements (up 3%), with workplace unavailability the main reason for not accessing it.

It's striking to think that many current trainees weren't yet in medical school when a previous cohort of trainees – most now specialists - campaigned successfully for the Board to establish the MTS. Not all current trainees know the MTS was created for trainees, with trainees.

With six consecutive years' MTS results now at our fingertips, and data generated by more than 50% of trainees each year, we have the opportunity to examine the data closely. In this detail lies the evidence that can inform constructive change.



**Dr Anne Tonkin AO**  
**Chair, Medical Board of Australia**

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## Acronyms

Acronym	Definition
ACD	Australasian College of Dermatologists
ACEM	Australasian College for Emergency Medicine
ACRRM	Australian College of Rural and Remote Medicine
ACSEP	Australasian College of Sport and Exercise Physicians
AGPT	Australian General Practice Training
Ahpra	Australian Health Practitioner Regulation Agency
AIDA	Australian Indigenous Doctors' Association
AMC	Australian Medical Council
ANZCA	Australian and New Zealand College of Anaesthetists
CICM	College of Intensive Care Medicine of Australia and New Zealand
GP	General Practitioner
IMG	International medical graduate
MBA/the Board	Medical Board of Australia
MTS	Medical Training Survey
RACDS	Royal Australasian College of Dental Surgeons
RACGP	The Royal Australian College of General Practitioners
RACMA	The Royal Australasian College of Medical Administrators
RACP	The Royal Australasian College of Physicians
RACS	The Royal Australasian College of Surgeons
RANZCO	The Royal Australian and New Zealand College of Ophthalmologists
RANZCOG	The Royal Australian and New Zealand College of Obstetricians and Gynaecologists
RANZCP	The Royal Australian and New Zealand College of Psychiatrists
RANZCR	The Royal Australian and New Zealand College of Radiologists
RCPA	The Royal College of Pathologists of Australasia
RVTS	Remote Vocational Training Scheme



## Key definitions

Term	Definition
Setting	The last place or area where the doctor in training has practised or trained for at least two weeks. This would normally be their current setting, workplace, placement or rotation, or might be their previous setting if they have only been practising or training in their current setting for less than two weeks.
Metropolitan area	Defined in the survey as a capital city – Sydney, Melbourne, Brisbane, Adelaide, Perth, Darwin, Hobart, Canberra.
Regional area	Defined in the survey as within or less than 15km from a town with a population of at least 15,000 that is not a capital city.
Rural area	Defined in the survey as more than 15km from the closest town with a population of at least 15,000.
Training plan	Defined in the survey as a plan developed by the doctor in training and their supervisor for their employer or college. For IMGs, the plan referred to in the survey is the training or professional development plan, developed by the doctor in training and their supervisor or peer reviewer for their employer, college or MBA.
Intern education program	Organisations that employ interns are required to provide them with a formal education program (such as grand rounds and weekly teaching sessions etc) in addition to work-based teaching and learning.
Clinical supervisor	The person who provides the doctor in training with day-to-day clinical supervision. For IMGs, this person was referred to in the survey as their clinical supervisor or peer reviewer.
Bullying, sexual harassment, harassment, discrimination and/or racism	<p>These four terms were defined in the survey as:</p> <ol style="list-style-type: none"> <li>1. Bullying</li> </ol> <p>The <b>Fair Work Amendment Act 2013</b> defines workplace bullying as repeated unreasonable behaviour by an individual towards a worker which creates a risk to health and safety.</p> <ol style="list-style-type: none"> <li>2. Sexual harassment</li> </ol> <p>Sexual harassment is unwelcome conduct of a sexual nature which makes a person feel offended, humiliated and/or intimidated, where the possibility of that reaction could be reasonably anticipated in the circumstances.</p> <ol style="list-style-type: none"> <li>3. Harassment (excluding sexual harassment)</li> </ol> <p>Harassment is behaviour which victimises, humiliates, insults, intimidates or threatens an individual or group due to the person's characteristics, like their race, religion, gender or sexual orientation.</p> <ol style="list-style-type: none"> <li>4. Discrimination (excluding racism)</li> </ol> <p>Discrimination includes adverse actions or being treated less favourably because of a person's characteristics, like their religion, gender, age or sexual orientation.</p> <ol style="list-style-type: none"> <li>5. Racism</li> </ol> <p>Racial discrimination is when a person is treated less favourably, or not given the same opportunities, as others in a similar situation, because of their race, the country where they were born, their ethnic origin or their skin colour.</p>

Term	Definition
Hours per week	Defined in the survey as including rostered, unrostered, claimed and unclaimed overtime and recall but not including undisturbed on-call.
Complete	<p>Defined as answered a question on or after the 75% completion mark for their respective survey version:</p> <ul style="list-style-type: none"> <li>▶ <b>Interns</b> - Q46. On average in the past month, how many hours per week have you worked?</li> <li>▶ <b>Prevocational and unaccredited trainees</b> - Q45. How would you rate your workload in your setting?</li> <li>▶ <b>Specialist non-GP trainees</b> - Q43. If you needed support, do you know how to access support for your health (including for stress and other psychological distress)?</li> <li>▶ <b>Specialist GP trainees</b> - Q41. Thinking about the workplace environment and culture in your setting, to what extent do you 'agree' or 'disagree' with the following statements?</li> <li>▶ <b>IMGs</b> - Q44. How often do the following adversely affect your wellbeing in your setting?</li> </ul>
Partial	Completed at least one question of their survey but did not progress past the 75% completion mark.
National response/average	The result of all respondents to the survey for a given question in a given year (e.g. 2024). This is shortened to 'Total' in the data tables.
NET	The result of two or more response options combined for a given question.
Total agree	The sum of the proportion of doctors in training providing a 'strongly agree' or 'agree' response.
Total disagree	The sum of the proportion of doctors in training providing a 'strongly disagree' or 'disagree' response.

# 1. Report summary

The Medical Training Survey (MTS) is a national, profession-wide survey of all doctors in training in Australia. The Medical Board of Australia (the Board) and the Australian Health Practitioner Regulation Agency (Ahpra) developed the survey, in partnership with stakeholders. The MTS aims to help improve the quality of medical training, by better understanding trainees' experiences.

More than half the doctors in training in Australia took part in the 2024 MTS. This is 24,812 individuals. Of the submitted surveys, 96.2% were eligible for analysis (23,859 surveys). There were five versions of the survey, one each for interns, prevocational and unaccredited trainees, specialist trainees (non-GP and GP), and international medical graduates (IMGs). The results provide a snapshot of the quality of medical training in Australia including the training curriculum, orientation, clinical supervision, access to and quality of teaching sessions, workplace environment and culture as well as future career intentions for doctors in training.

## Overall satisfaction

Overall, doctors in training reported relatively positive experiences of their medical training with:

- ▶ 81% recommending their current training position to other doctors (versus 6% who wouldn't), and
- ▶ 80% recommending their current workplace as a place to train (versus 6% who wouldn't).

Only a small number of specialist trainees (1%) indicated they did not intend to continue in their specialty training program and 3% of IMGs reported they did not intend to continue on a pathway to general or specialist registration. A similar proportion of interns (3%) and prevocational and unaccredited trainees (2%) reported that they did not intend to become a specialist.

## Training curriculum

The experience of training varied between different groups of doctors in training:

- ▶ 97% of interns reported having an intern education program. Of these, 86% reported there were opportunities to meet the requirements of the intern education program in their current setting
- ▶ 56% of prevocational and unaccredited trainees reported having a training/professional development plan. Of these, 85% reported there were opportunities to meet the requirements of the plan in their current setting, and
- ▶ 89% of IMGs reported having a training/professional development plan. Of these, 91% reported there were opportunities to meet the requirements of the plan in their current setting.

Specialist trainees, including non-GP and GP trainees, were asked to rate the training program provided by their college(s) and, where applicable GP trainees, the Remote Vocational Training Scheme (RVTS). There were positive ratings for a number of aspects, including trainees' understanding of what they need to do to meet their training requirements (specialist non-GP trainees: 89% strongly agree/agree; specialist GP trainees: 90%) and the training programs being relevant to their development (specialist non-GP trainees: 88% strongly agree/agree; specialist GP trainees: 91%).

Comparatively, access to mental health and wellbeing support received lower ratings. Less than half of the specialist trainees agreed that their college had provided access to psychological or mental health support (specialist non-GP trainees: 40%; specialist GP trainees: 53%), with a similar proportion agreeing that there were safe mechanisms for raising training/wellbeing concerns with the college (specialist non-GP trainees: 43%; specialist GP trainees: 63%).

## **Orientation**

More than nine in ten doctors in training (95%) received an orientation, with majority receiving a formal orientation (68%) compared to an informal one (26%). Three in four (76%) trainees rated their orientation as 'excellent' or 'good', with only 4% rating it as 'poor' or 'terrible'.

## **Assessment in the current setting**

At the time of completing the survey, seven in ten trainees (excluding interns) had had their performance assessed in their setting (71%) with one in seven (14%) trainees scheduled to be assessed. There were notable differences between the cohorts as to whether they had received an assessment. For example, results showed prevocational and unaccredited trainees were less likely to have received an assessment compared to all other cohorts (55% of prevocational and unaccredited trainees received an assessment compared to 85% of IMGs, 80% of specialist GP trainees and 71% of specialist non-GP trainees).

## **Exams**

Two in five (39%) specialist trainees indicated they had sat their college exams at the time the survey was conducted (August-early October 2024).

Among those who had sat an exam, seven in ten agreed the information the college provided about the exam(s) was accurate and appropriate (71%), three in four agreed that the exam(s) was conducted fairly (76%) and four in five agreed that the exam(s) ran smoothly on the day (83%). However, there was a higher level of dissatisfaction with the utility and speed of exam feedback, with two in five disagreeing/strongly disagreeing that the feedback was useful (36%) or timely (41%).

## **Clinical supervision**

Almost all doctors in training (98%) had a clinical supervisor. Specialists (including specialist GPs) largely shouldered the responsibility for the day-to-day supervision of doctors in training (74%), with registrars (21%) the second most likely to supervise trainees. Nearly nine in 10 (87%) doctors in training rated their clinical supervision as 'excellent' or 'good', with just 2% rating it as 'poor' or 'terrible'.

The quality of supervision was highly rated for helpfulness (86%) and accessibility (86%). However, the regularity of feedback, both informal (69%) and formal (62%), and discussions about goals and objectives (67%), were not rated as highly.

## **Access to teaching and opportunities for development**

Teaching sessions were rated as 'excellent' or 'very good' by 84% of doctors in training, with only 2% rating them as 'poor' or 'terrible'. Four in five trainees agreed that their employer supports them attending formal and informal teaching sessions (79%). However, there was a lower level of agreement that trainees had access to protected study time/leave (69%) or were able to participate in research activities (55%).

More prevocational and unaccredited trainees (53%) reported having to compete with other doctors to access teaching and opportunities for development, compared to all other doctors in training (specialist non-GP trainees (46%), IMGs (40%), interns (35%) and specialist GP trainees (31%)).

Nearly all doctors in training had sufficient opportunities to progress their skills in communication (97%), clinical skills (96%), theoretical knowledge (92%), cultural safety (91%), and ethics (90%). However, only two-thirds felt as though they had the opportunity to develop skills and knowledge in research (65%).

Nine in ten agreed teaching in the course of patient care (bedside teaching) was a useful educational activity in their development as a doctor (89%). There was a lower level of agreement that online modules (65%) and practice-based audits (56%) were useful educational activities.

The day-to-day job responsibilities of almost two thirds (64%) of doctors in training 'rarely' or 'never' prevented them from meeting their training requirements. However, the remaining third of trainees (36%) reported that their job inhibits their training requirements sometimes/often.

## **Facilities**

The quality of facilities available for training in settings, was reported as 'excellent' or 'good' for internet reliability (78%), educational resources (77%), teaching spaces (68%) and working spaces (66%).

## **Workplace environment and culture**

Three in five (62%) of doctors in training reported working more than 40 hours on average per week, including one in ten (9%) who worked more than 60 hours on average per week.

Half of all doctors in training (47%) rated their workload as 'heavy' or 'very heavy'. In addition, one in five (21%) indicated that working unrostered overtime 'always' or 'most of the time' had a negative impact on their training. Payment for unrostered overtime occurred at least 'most of the time' for 71% of survey respondents.

Aspects of the workplace that caused adverse impacts to trainee wellbeing 'always' or 'most of the time' included the amount of work expected (25%), having to relocate for work (24%), dealing with patient expectations (21%), a lack of appreciation (19%), dealing with patients' families (19%), and having to work unpaid overtime (18%).

Four in five doctors in training (81%) knew how to access support for their health (including for stress and or other psychological distress). Similarly, four in five respondents (81%) indicated that their workplace supported staff wellbeing.

In the 12 months before completing the survey, 21% of doctors in training reported experiencing bullying, sexual harassment, harassment, discrimination and/or racism in their workplace, with 29% witnessing this behaviour. Overall, one in three doctors in training (33%) reported they had either experienced and/or witnessed this behaviour, which includes an overlap of those who had both witnessed and experienced bullying, sexual harassment, harassment, discrimination and/or racism. This was higher for Aboriginal and/or Torres Strait Islander trainees, with one in two (54%) reporting they had experienced and/or witnessed bullying, harassment, discrimination and/or racism. The most common type of behaviour experienced or witnessed was bullying (experienced: 12%, witnessed: 18%). Of those who experienced or witnessed bullying, harassment, discrimination and/or racism, the most common source was senior medical staff (e.g. consultants, specialists) (experienced: 44%, witnessed: 47%). Patients and/or family members/carers (experienced: 42%, witnessed: 44%) and nurses and midwives (experienced: 31%, witnessed 36%) were also reported as a source of bullying.

Of those who had experienced bullying, harassment, discrimination and/or racism and had indicated that the person responsible was a staff member or colleague, half (52%) reported that the person was in their team. With 40% indicating that this person(s) was their supervisor.

One in three (33%) doctors in training who had experienced bullying, harassment, discrimination and/or racism reported it. Half of these (48%) were aware the report had been followed up and two thirds (66%)

were satisfied with how the report was followed up. This compares to one in four (26%) doctors in training who witnessed bullying, harassment, discrimination and/or racism reporting the incident, of which two in five (44%) were aware that the report had been followed up. Seven in ten (71%) respondents in this group were satisfied with how the report was followed up.

Of those who had experienced bullying, harassment, discrimination and/or racism and did not report the incident, there was often a concern about repercussions (52%) and feeling that nothing would be done if it was reported (46%).

Seven in ten (69%) doctors in training who had experienced bullying, harassment, discrimination and/or racism indicated that the incident had adversely impact their medical training. Four in ten (38%) rated this impact as moderate/major.

Over four in five of doctors in training (85%) reported knowing how to raise concerns about such behaviour, three in four (78%) reported they had the confidence to do so and four in five (81%) said that bullying, harassment, discrimination and/or racism was not tolerated in their setting.

### **Patient safety**

Nine in ten doctors in training (91%) knew how to report concerns about patient care and safety and a similar proportion felt confident to do so (90%). Over eight in ten reported that the culture in their current setting involved proactively dealing with such concerns (86%) and they had received training in their setting on how to provide culturally safe care (83%). Among those who had received training, a similar proportion (84%) of doctors in training rated training on how to raise concerns about patient safety as 'excellent' or 'very good', while 2% of doctors reported that they did not receive training about how to raise concerns about patient safety.

### **Future career intentions**

Doctors in training gave mixed ratings about their feelings towards being able to meet their pathway or training program requirements or secure a place in a specialist college training program, with 45% not concerned about successful completion or attaining a place versus 35% who agreed they were concerned. Similarly, respondents provided mixed ratings about their feelings towards securing employment post completion of their training or pathway with two in five (38%) disagreeing they are concerned compared with a similar proportion (41%) who agreed they are.

Future career intentions saw three in four (76%) doctors in training indicating an interest in getting involved in medical teaching. One in two (52%) doctors in training indicating an interest in medical research and a similar proportion indicating an interest in Aboriginal and Torres Strait Islander healthcare (50%) and rural practice (47%). One in five (19%) doctors in training agreed they are considering a future outside medicine.

## **Variation in MTS results by cohort, jurisdiction and college, as well as over the last four years**

Consistent with previous years, the 2024 MTS results represent feedback from a wide cross-section of the different groups of doctors in training. The overall results have been analysed by cohort, jurisdiction and college with separate reports available for each of these. By providing a national snapshot of the 2024 training experience, areas of relative strength and weakness can be identified as opportunities for both improvement and knowledge sharing.

An example of the extent of variation in results between groups of trainees is for the question whether trainees would recommend their current workplace as a place to train. The national response was 80% would recommend their current workplace, and this varied from:

- ▶ 77% to 85% by doctor in training cohort
- ▶ 77% to 82% by jurisdiction
- ▶ 56% to 84% by college.

Results for 2024 are broadly consistent with results from previous years, however, there are some differences of note including the range of scores narrowing within cohort, jurisdiction and college subgroups.

Comparisons of data from 2019 to 2024 are available at <https://medicaltrainingsurvey.gov.au/Results/Create-your-own-report>.

## **Looking forward to the 2025 MTS**

There was a very positive response rate for the survey in its sixth year. The Board and Ahpra look forward to continuing to work with doctors in training and other stakeholders involved in developing and delivering medical training, to ensure the 2025 MTS continues to capture useful data and build on the insights of the previous years' results.



## 2. Medical Training Survey: objectives and guiding principles

This section presents an overview of the Medical Training Survey (MTS), as well as the objectives and underlying principles that guided its development and implementation.

### 2.1 Overview of the need for a national survey

The MTS is a national survey of doctors in training, implemented by the Board and Ahpra. It was developed in partnership with stakeholders. The MTS was designed to support quality improvement in medical training.

The MTS has clear objectives and guiding principles. It is conducted annually from August to early October, in line with the registration renewal cycle for most doctors. All doctors in training (interns, prevocational and unaccredited trainees, specialist non-GP and GP trainees and IMGs) are invited to participate in the MTS. Survey results provide a single, national snapshot of the quality of medical training in Australia.

To ensure confidentiality, data from the MTS are published in a de-identified and aggregated format. The results can be accessed in a series of reports and via an interactive data dashboard (hosted on the [MedicalTrainingSurvey.gov.au](https://MedicalTrainingSurvey.gov.au) website). The interactive data dashboard enables users to compare sites, specialties and states/territories with national results and to create tailored reports.

### 2.2 Objectives and guiding principles of the MTS

The MTS's objectives and guiding principles shaped the development of the survey tool and data collection processes.

The overall objectives of the MTS are to:

<b>Objective 1</b>	► Better understand the quality of medical training in Australia
<b>Objective 2</b>	► Identify how best to improve medical training in Australia
<b>Objective 3</b>	► Recognise and deal with potential issues in medical training that could impact on patient safety, including environment and culture, unacceptable behaviours and poor supervision.

The guiding principles for the MTS are:

<b>1. Quality improvement</b>	► The MTS is a quality improvement tool, to strengthen medical training in Australia.
<b>2. Safe and confidential</b>	► Medical trainees and supervisors can safely and confidentially participate in the MTS. Participants' data will be de-identified in any reporting of results, and only de-identified data will be provided to the Board and Ahpra.
<b>3. Focused on training</b>	► The core focus of the MTS is on post-graduate medical training.

<b>4. Reflection and feedback</b>	<ul style="list-style-type: none"> <li>▶ The MTS encourages participants to reflect on their medical training and teaching and provide feedback safely to support continuous improvement. Reflective practice is a cornerstone of good medical practice and of the Professional Performance Framework.</li> </ul>
<b>5. Access</b>	<ul style="list-style-type: none"> <li>▶ The MTS will be relevant to medical training and not onerous to complete. It will be accessible online and easy to use, to encourage participation.</li> </ul>
<b>6. Reporting and using results</b>	<ul style="list-style-type: none"> <li>▶ The results of the MTS will be published in the interests of transparency. Specialty and jurisdiction-specific reports from MTS data will be generated as far as possible while assuring participant confidentiality. Stakeholders will apply survey results to improve medical training.</li> </ul>
<b>7. Participation</b>	<ul style="list-style-type: none"> <li>▶ The annual MTS seeks feedback from doctors in training. It aims to reduce the need for other surveys about the same issues.</li> </ul>

## 3. Interpreting this report

### 3.1 Sample size and representation

More than half the doctors in training (n=24,812 or 53.4%) invited to participate in the MTS responded to the survey. 96.2% (n= 23,859) of surveys were eligible for analysis (i.e. survey participants currently training in Australia). As has been the case in previous years, there have been no other data sources nationally of doctors in training with which to compare the profile of survey participants. As a result, it was not possible to compare the survey population with a known, target population. However, demographics of MTS respondents reflect the broader Australian population for location and gender, suggesting survey responses have captured a representative view of doctors in training across Australia (see Appendix A1 for the detailed participant profile).

In total, n= 20,524 completed the MTS (at least 75% of the survey), giving a maximum margin of error  $\pm$  0.6 percentage points at a 95% confidence level for questions asked of all doctors in training. This means that if a survey result is 50%, we can be sure that if we repeat the survey multiple times, 95% of these times the survey result will be between 50.6% and 49.4%, thus the survey has a statistically reliable sample.

All doctors in training registered in Australia were invited to participate in the survey. For those renewing their registration online in August and September, a unique survey link was generated and provided to the participant at the end of the registration process. For interns and IMGs (provisional or limited registration), an email invitation from the Board and Ahpra was sent containing a unique survey link. The survey was promoted through multiple channels, including on social media, in newsletters emailed to registered medical practitioners, and reminders to complete the survey sent to doctors in training via email and SMS.

Post-stratification weighting is a common method used to reduce potential non-response bias. As the accurate characteristics of each stratum are not known, post-stratification weighting has not been used in this report.

**Symbols:** Care should be taken in interpreting the data across subgroups where sample sizes are small:

- ! indicates a sample size less than 30 – caution should be used when interpreting the result
- ^ indicates a sample size less than 10 – responses have been suppressed to protect confidentiality

## 3.2 Statistics

- ▶ **Base size:** Throughout this report, the base size is reported as the number enclosed in brackets, following an n and equals sign: (n=). The base size refers to the number of survey responses in the denominator of the survey question or result displayed. Respondents who did not answer a particular question or who indicated 'does not apply' or 'not applicable', are excluded from the calculation of statistics and tabulation of results for that question. The base is also noted for each question, that is, the sample group in which the question was asked.
- ▶ **Average:** An average, or mean, is calculated by dividing the sum of the response values by the base size. 'Don't know' and 'prefer not to say' values are excluded from average calculations. This number is reported to one decimal place.
- ▶ **National response:** The national response is the number of responses for a question divided by the number of participants in that sample.
- ▶ **Standard deviation:** Standard deviation is a statistical measure that indicates how much the individual data points in a data set differs from the mean (average) value of the set. A low standard deviation means that the data points tend to be close to the mean, while a high standard deviation indicates that the data points are spread out over a wider range of values.
- ▶ **Percentage:** A percentage is the ratio or fraction of the response, divided by the base size. In this report, where percentages are used, a % sign is used and the value is rounded to the nearest whole number.
- ▶ **Rounding:** Data percentages displayed throughout the report are rounded to the nearest whole number. As such, not all percentages stated will add to 100%.

## 3.3 Tests for statistical significance

Tests for statistical significance have been conducted within sub-groups. These tests have been undertaken at the 95% confidence level. This means that if there is a statistically significant difference between the results for answers within a subgroup, we can be 95% confident that the difference has not occurred by chance and that it reflects a genuine difference in the population.

Symbols: to help with the interpretation of charts and tables, the following have been included:

- |   |  |
|---|--|
| ↑ | indicates that a result is significantly higher (at the 95% confidence level) compared with the total of all other subgroups combined. |
| ↓ | indicates that a result is significantly lower (at the 95% confidence level) compared with the total of all other subgroups combined.  |

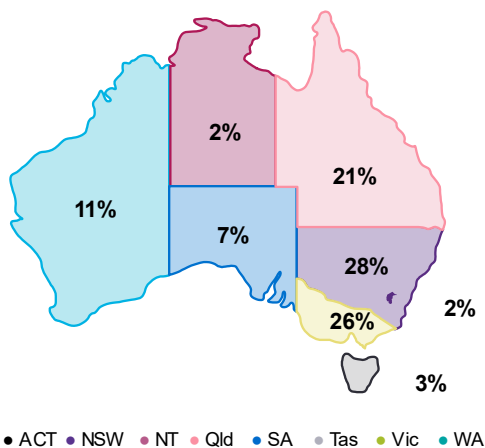
# Detailed findings

## 4. Detailed findings

### 4.1 Profile of doctors in training

#### TRAINING SETTING

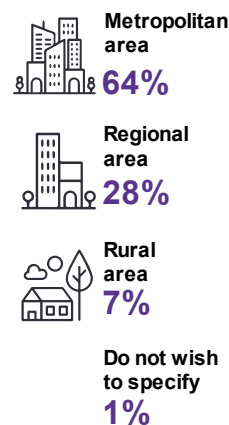
##### State/Territory



Base: Total sample (2024 : n = 22,092)

Q4. In which state or territory is your current term/rotation/placement based?

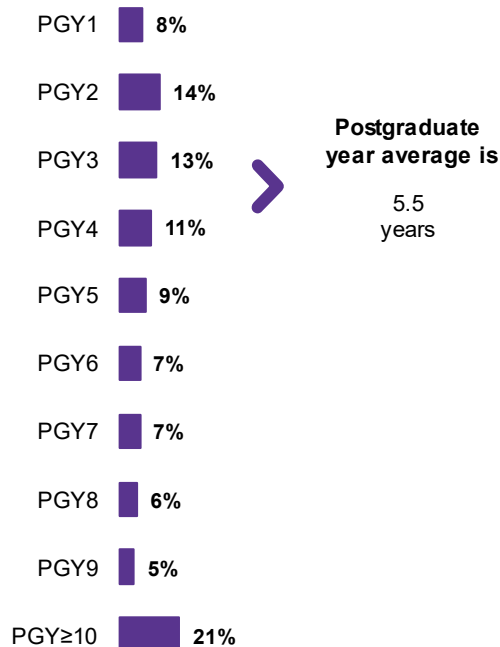
##### Region



Base: Total sample (2024 : n = 23,054)

Q6. Is your current setting in a...?

#### POSTGRADUATE YEAR



Base: Total sample (2024 : n = 23,835)

Q1. What is your postgraduate year?

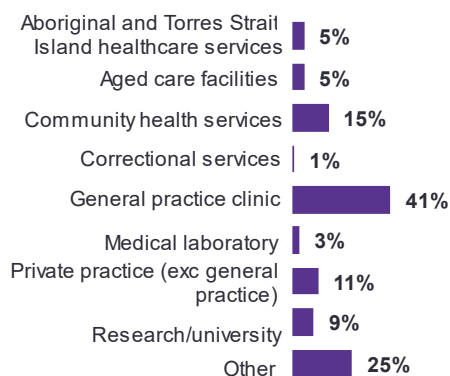
#### Facility



Base: Total sample (2024 : n = 23,354)

Q5A. Is your current position/term/rotation/placement predominantly in a hospital?

#### Additional settings worked in

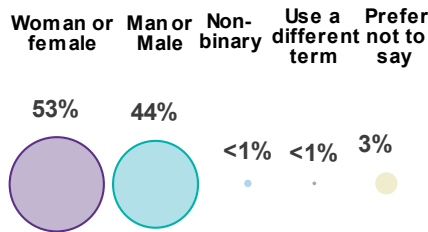


Base: Total sample excluding not applicable (2024 : n = 8,399)

Q5c. Select any additional settings you work in / Which settings do you work in?

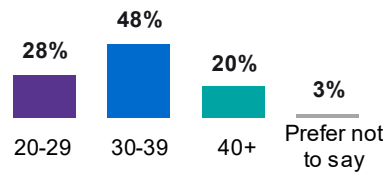
## DEMOGRAPHICS

### Do you identify as...



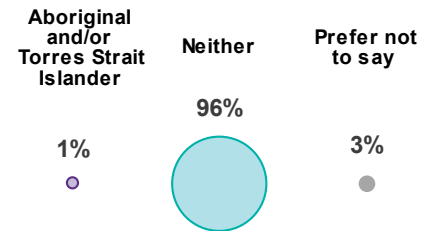
Base: Total sample (2024 : n = 19,891)  
Q55. Do you identify as...?

### Age in years



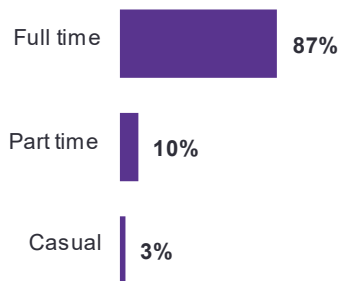
Base: Total sample (2024 : n = 19,294)  
Q56. What is your age?

### Cultural background



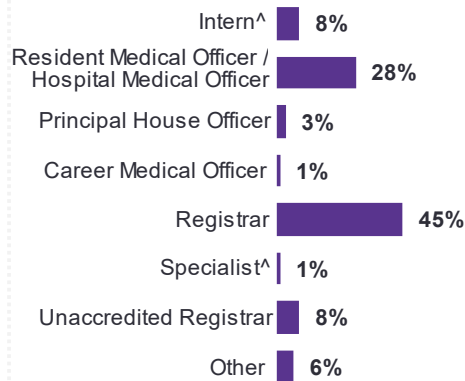
Base: Total sample (2024 : n = 19,998)  
Q57. Do you identify as an Australian Aboriginal and/or Torres Strait Islander person?

### Employment



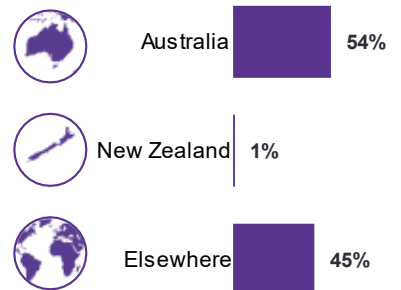
Base: Total sample (2024 : n = 23,835)  
Q2. Are you employed:

### Role



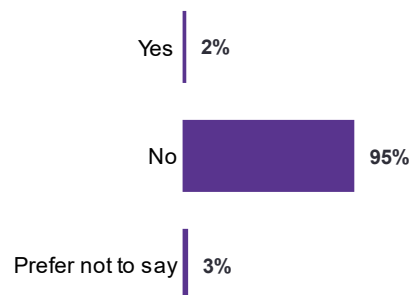
Base: Total sample (2024 : n = 23,022).  
Q7. What is your role in the setting?

### Primary degree



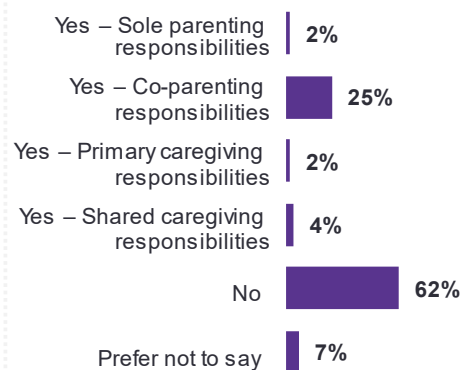
Base: Total sample (2024 : n = 20,576)  
Q58a. Did you complete your primary medical degree in Australia or New Zealand?

### Do you identify as a person with a disability...



Base: Total sample (2024 : n = 19,993)  
Q60. Do you identify as a person with a disability?

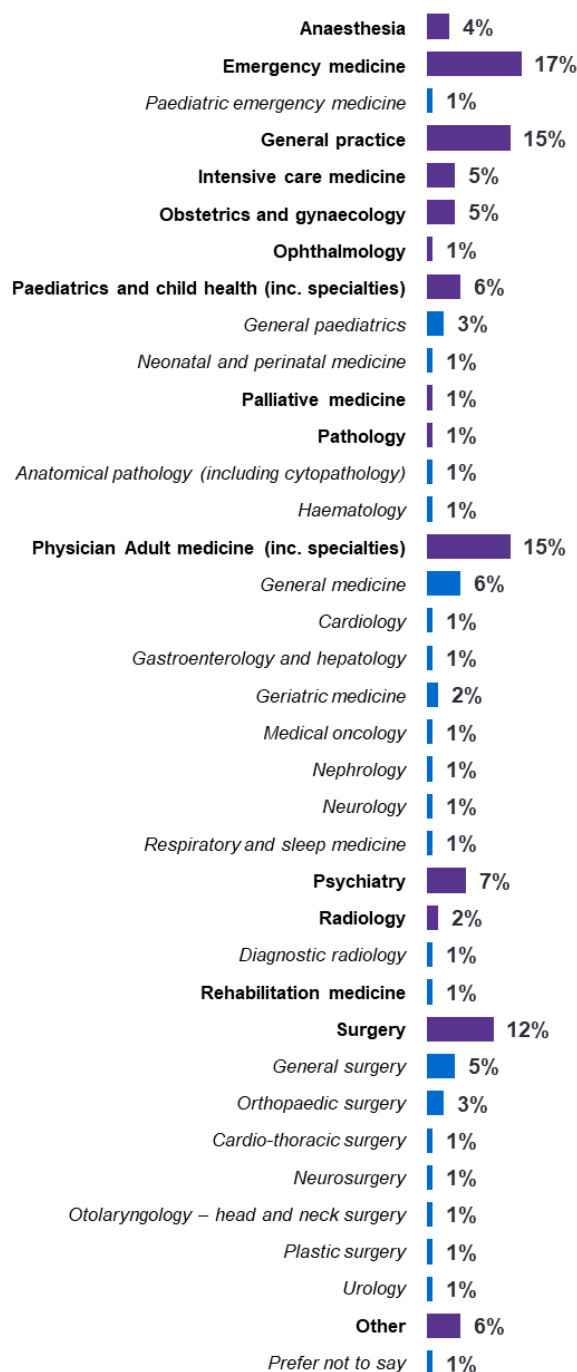
### Caring responsibilities



Base: Total sample (2024 : n = 19,981)  
Q61. During your usual work week do you spend time providing unpaid care, help, or assistance for family members or others?



## CURRENT ROTATION / TERM / POSITION



Base: Total sample (n=22, 858). Specialties in **bold**, subspecialties in *italics*.

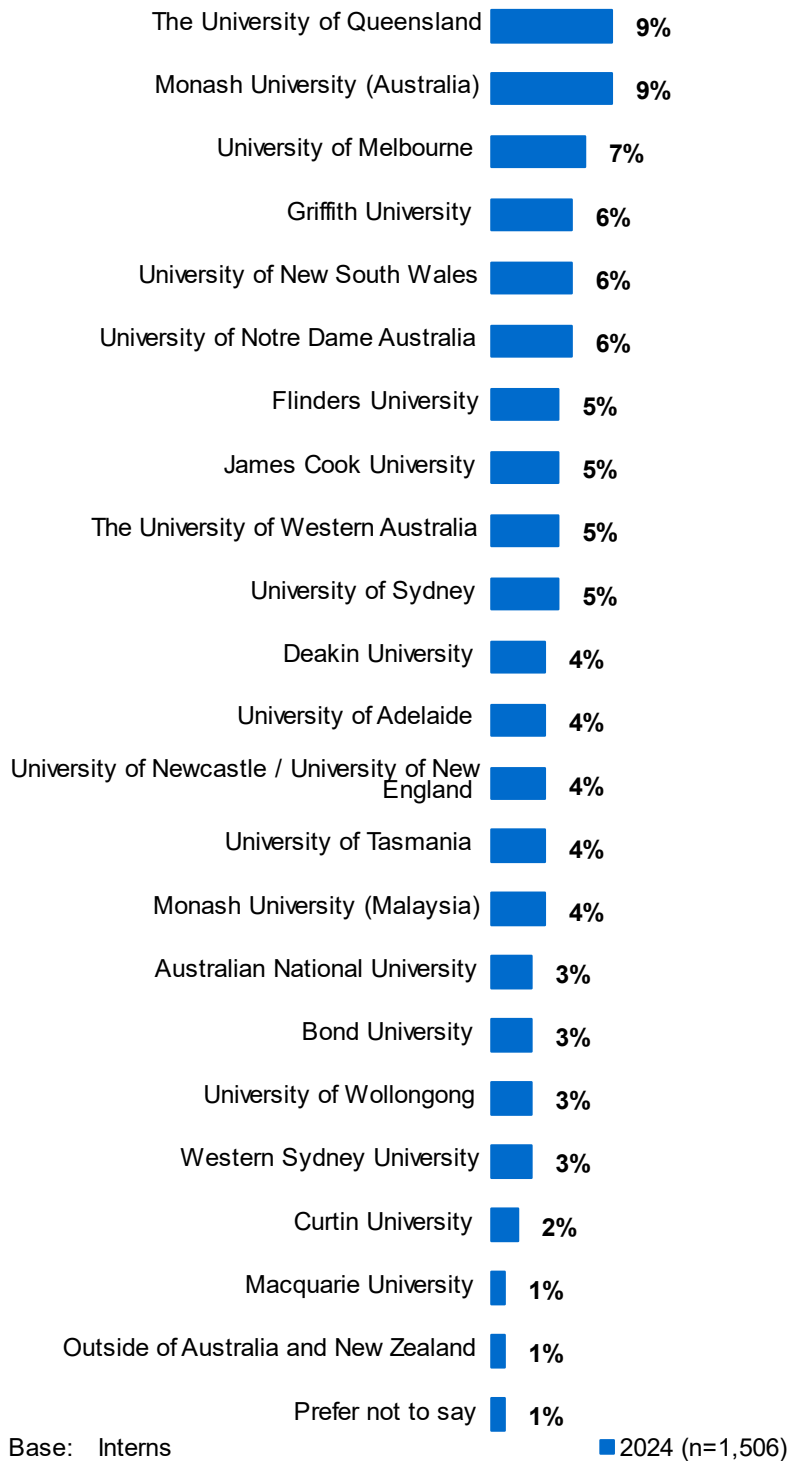
**Note:** Codes receiving <1% of responses not shown, including **specialties:** Addiction medicine, Dermatology, Medical administration, Occupational and environmental medicine, Public health medicine, Radiation oncology, Sexual health medicine; **subspecialties:** Chemical pathology, Clinical genetics, Clinical pharmacology, Community child health, Diagnostic ultrasound, Endocrinology, Forensic pathology, General pathology, Gynaecological oncology, Infectious diseases, Immunology, Immunology and allergy, Maternal–fetal medicine, Microbiology, Nuclear medicine, Obstetrics and gynaecological ultrasound, Oral and maxillofacial surgery, Paediatric cardiology, Paediatric clinical genetics, Paediatric clinical pharmacology, Paediatric endocrinology, Paediatric gastroenterology and hepatology, Paediatric haematology, Paediatric immunology and allergy, Paediatric infectious diseases, Paediatric intensive care, Paediatric intensive care medicine, Paediatric medical oncology, Paediatric nephrology, Paediatric neurology, Paediatric nuclear medicine, Paediatric palliative medicine, Paediatric rehabilitation medicine, Paediatric respiratory and sleep medicine, Paediatric rheumatology, Paediatric surgery, Pain medicine, Reproductive endocrinology and infertility, Rheumatology, Sport and exercise medicine, Urogynaecology, Vascular surgery.

Q9a. Which area are you currently practising in? | Q9b. If applicable, which subspecialty area are you practising in?

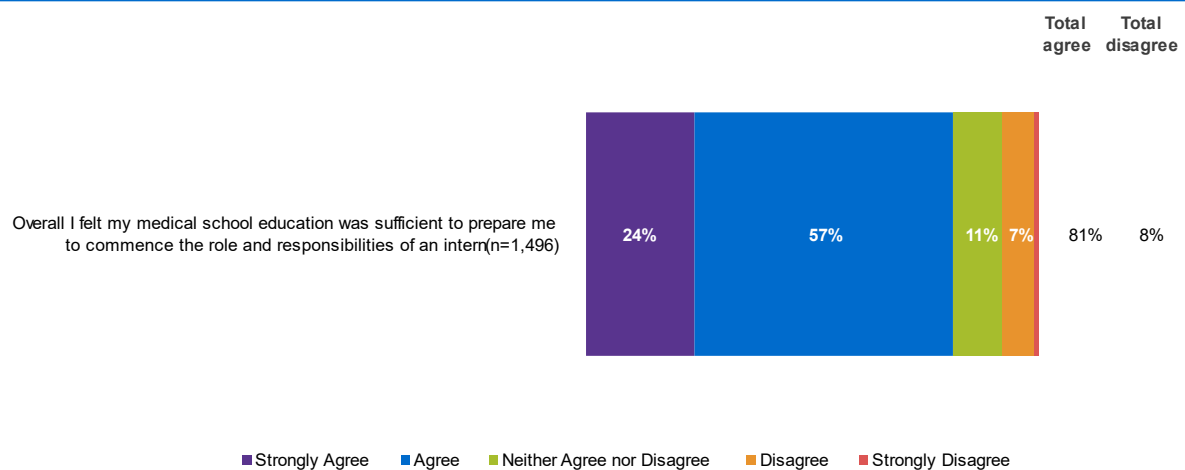
## 4.2 Training curriculum

### 4.2.1 Interns

#### Q11c. Which medical school did you graduate from?

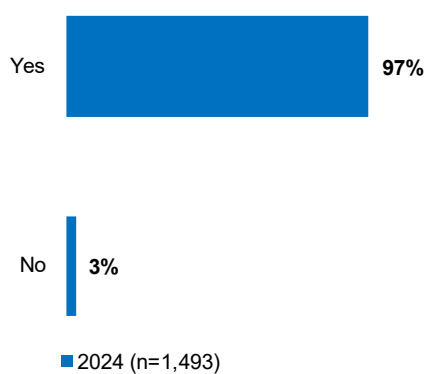


#### Q11d. Thinking about your internship experience so far, to what extent do you agree or disagree with the following statement?



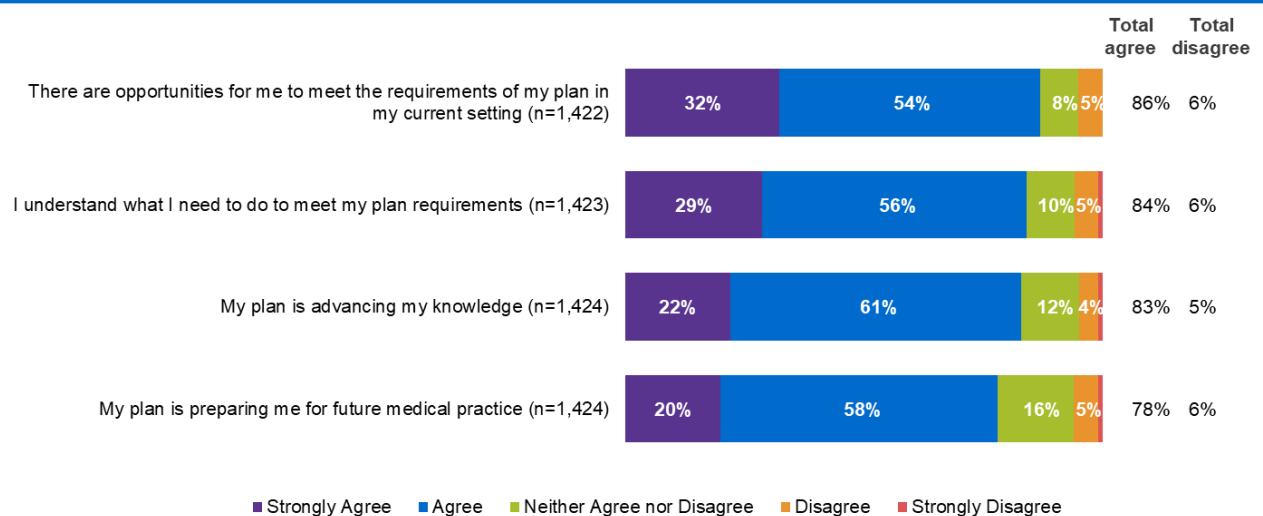
Base: Interns | Note: Labels 3% and below removed from chart

#### Q12. Do you know about your intern education program?



Base: Interns

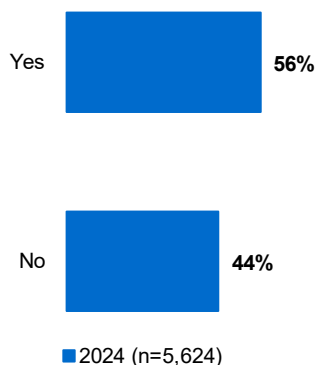
#### Q13. Thinking about your intern education program, to what extent do you agree or disagree with the following statements?



Base: Interns with an intern education program. Base size varies according to question | Note: Labels 3% and below removed from chart

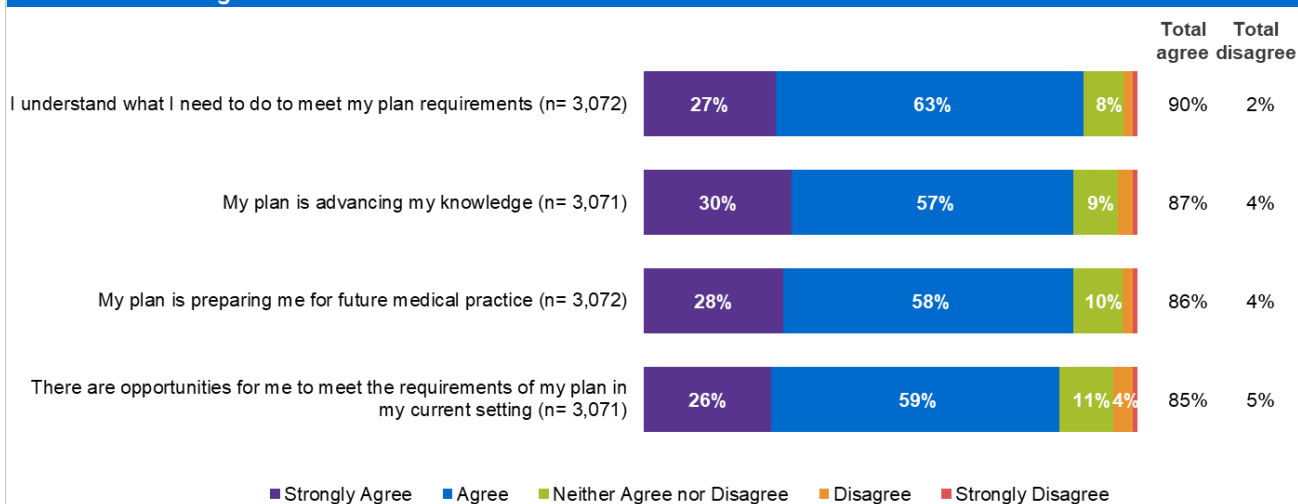
## 4.2.2 Prevocational and unaccredited trainees

### Q12. Do you have a professional development or training plan?



Base: Prevocational and unaccredited trainees

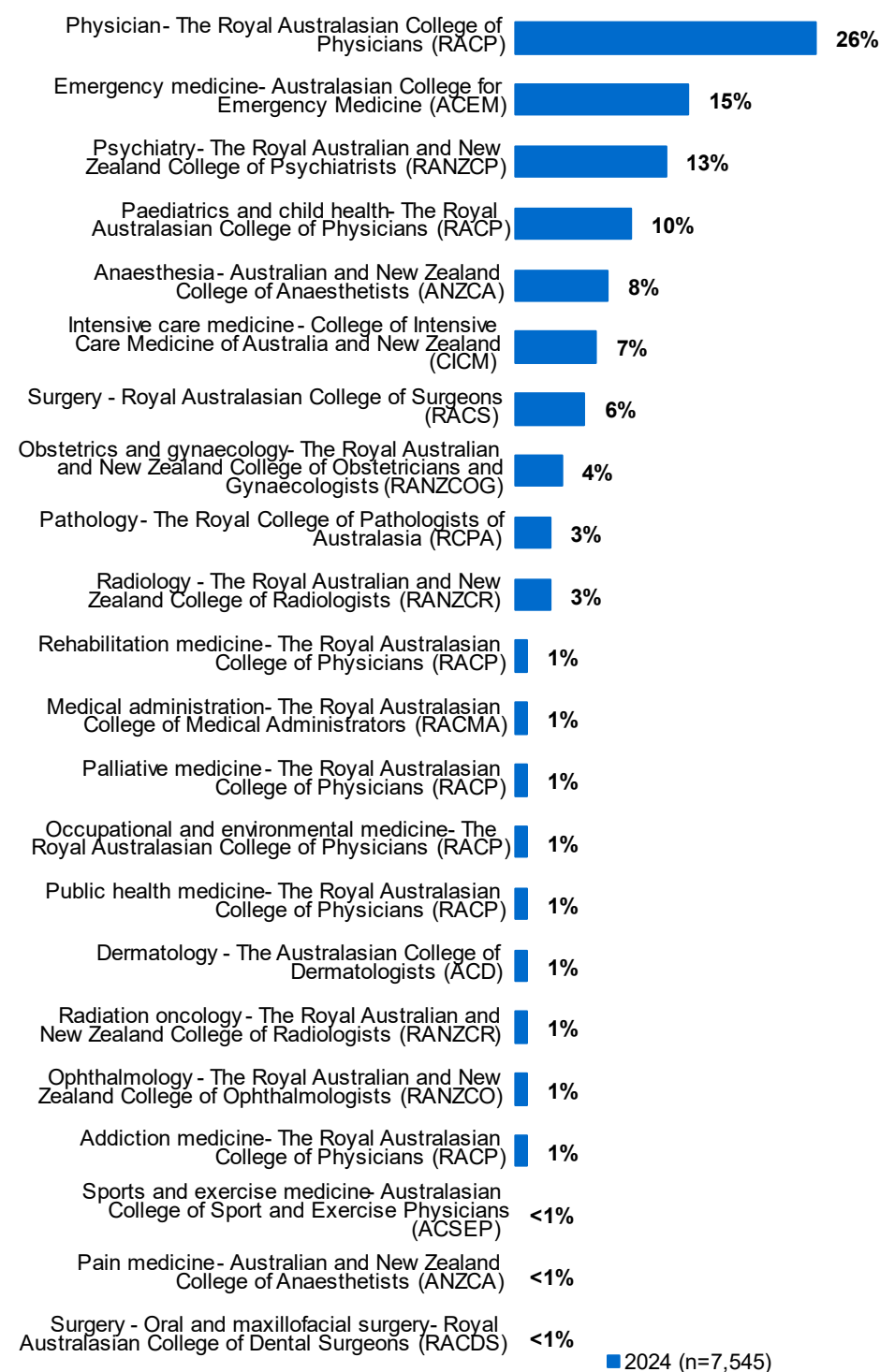
### Q13. Thinking about your professional development or training plan, to what extent do you agree or disagree with the following statements?



Base: Prevocational and unaccredited trainees with a professional development or training plan. Base size varies according to question | Note: Labels 3% and below removed from chart.

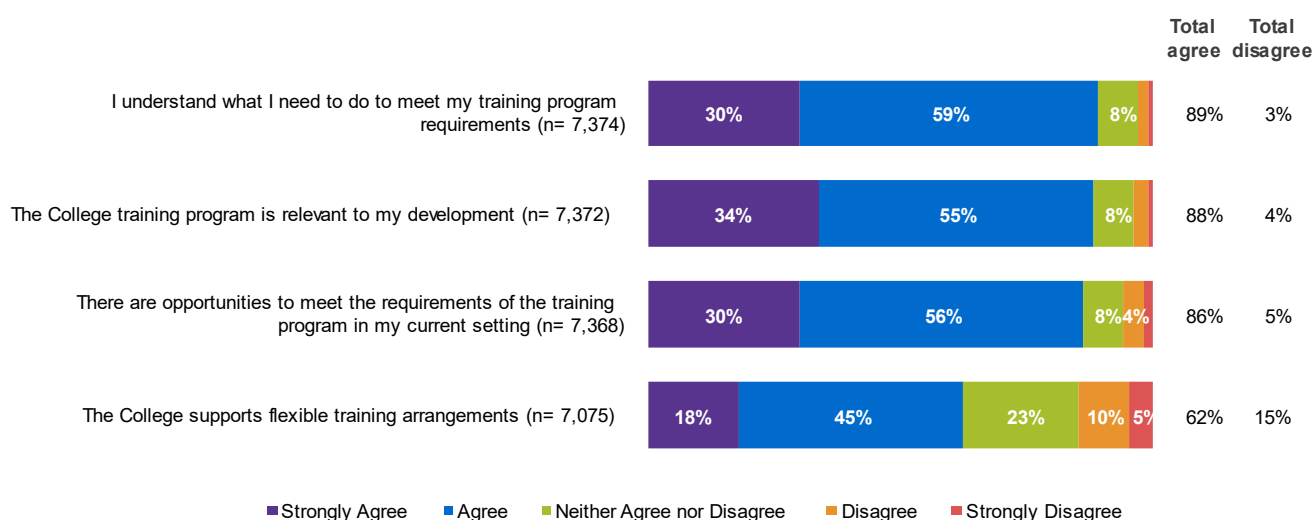
### 4.2.3 Specialist non-GP trainees

#### Q14. Which specialist training program(s) are you doing?



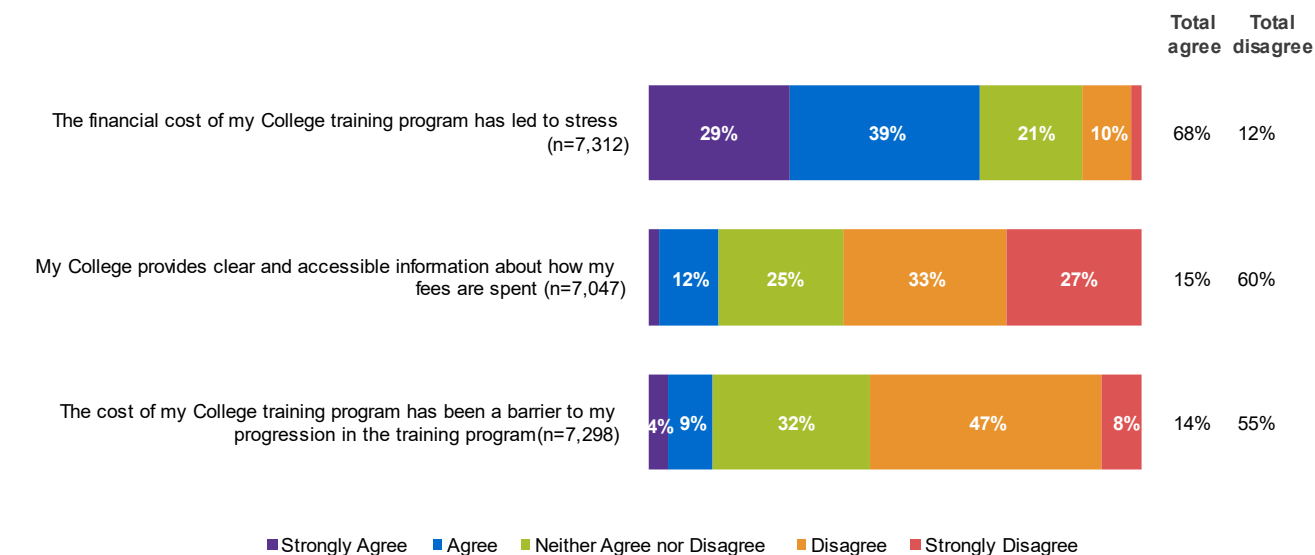
Base: Specialist non-GP trainees

### Q21. Thinking about your [College] training program, to what extent do you agree or disagree with each of the following statements?



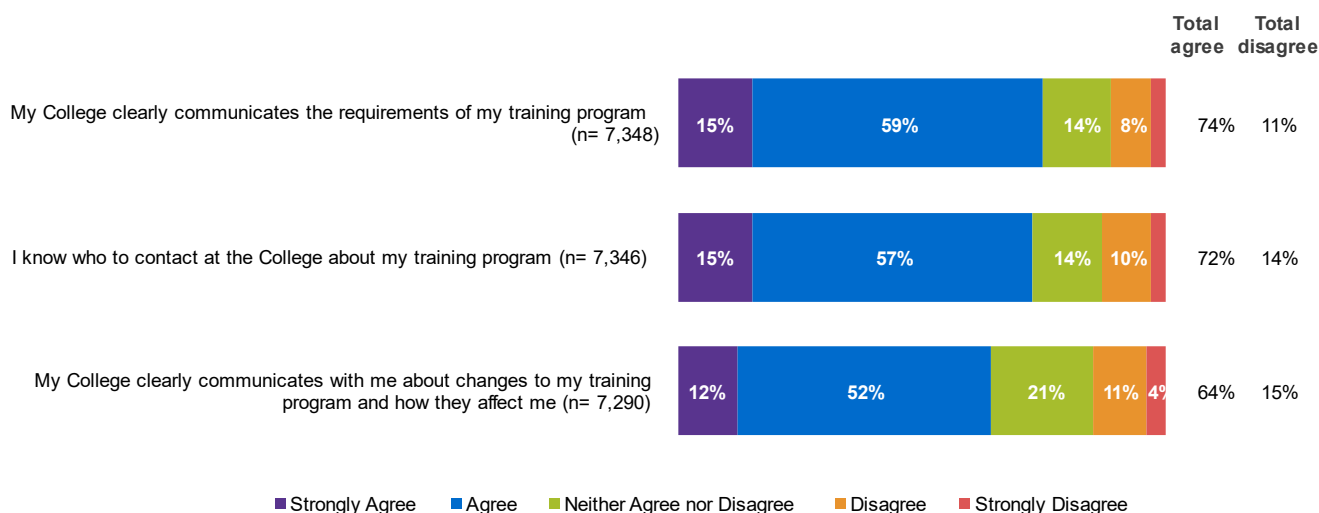
Base: Specialist non-GP trainees. Base size varies according to question | Note: Labels 3% and below removed from chart

### Q21a. Thinking about your [College] training program, to what extent do you agree or disagree with each of the following statements?



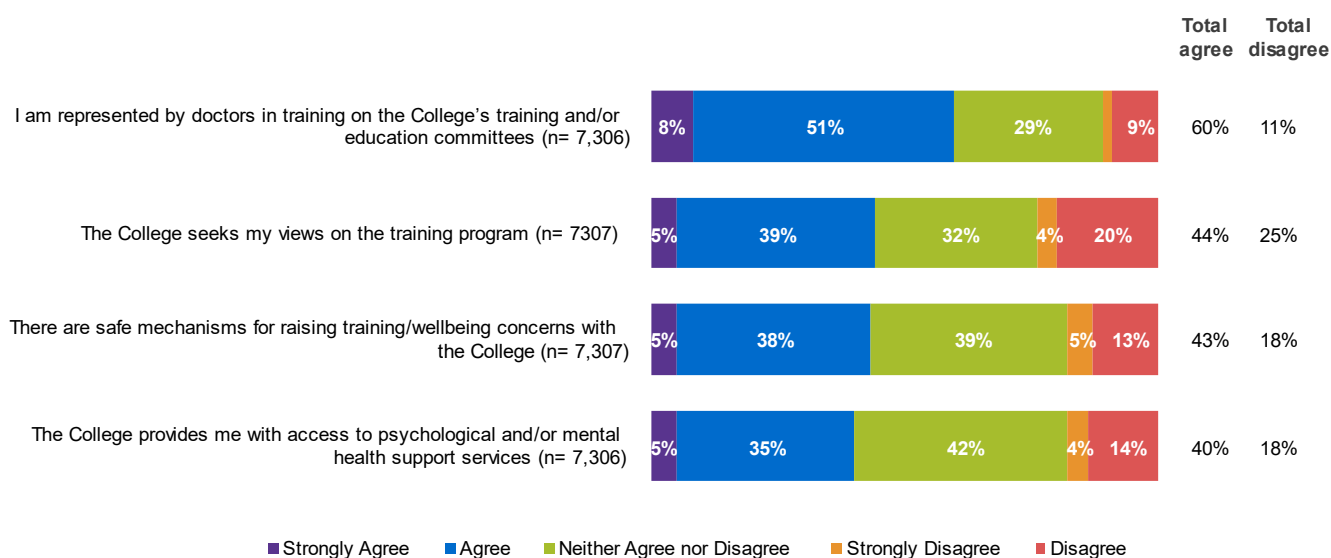
Base: Specialist non-GP trainees. Base size varies according to question | Note: Labels 3% and below removed from chart

## Q22. Thinking about how [College] communicates with you about your training program, to what extent do you agree or disagree with the following statements?



Base: Specialist non-GP trainees. Base size varies according to question | Note: Labels 3% and below removed from chart

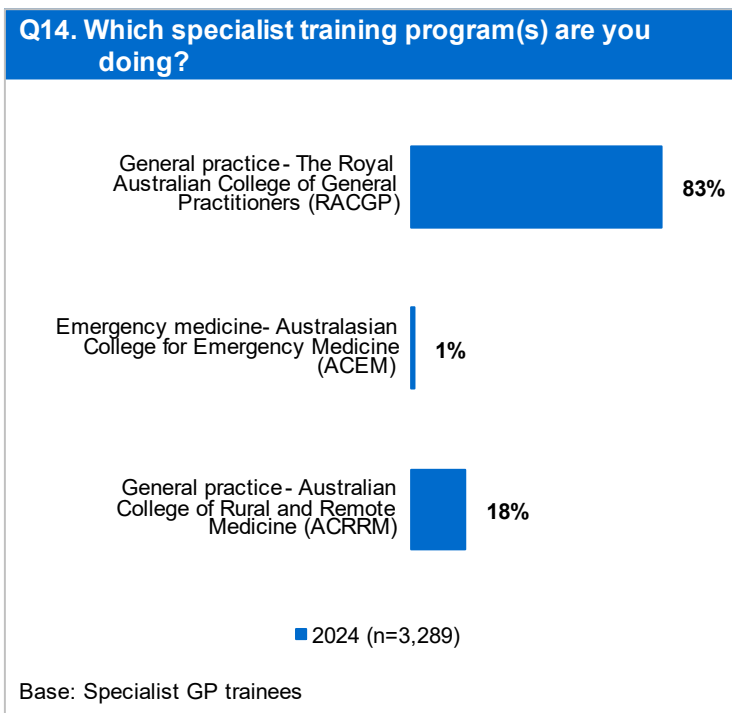
## Q25. Thinking about how [College] engages with you, to what extent do you agree or disagree with the following statements?



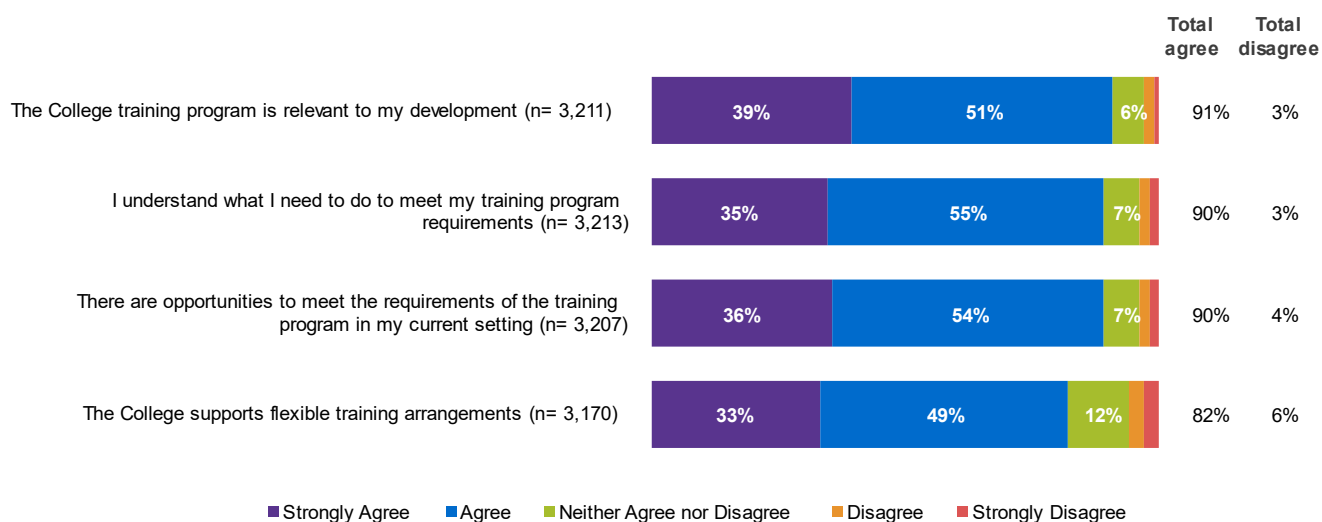
Base: Specialist non-GP trainees. Base size varies according to question | Note: Labels 3% and below removed from chart



## 4.2.4 Specialist GP trainees

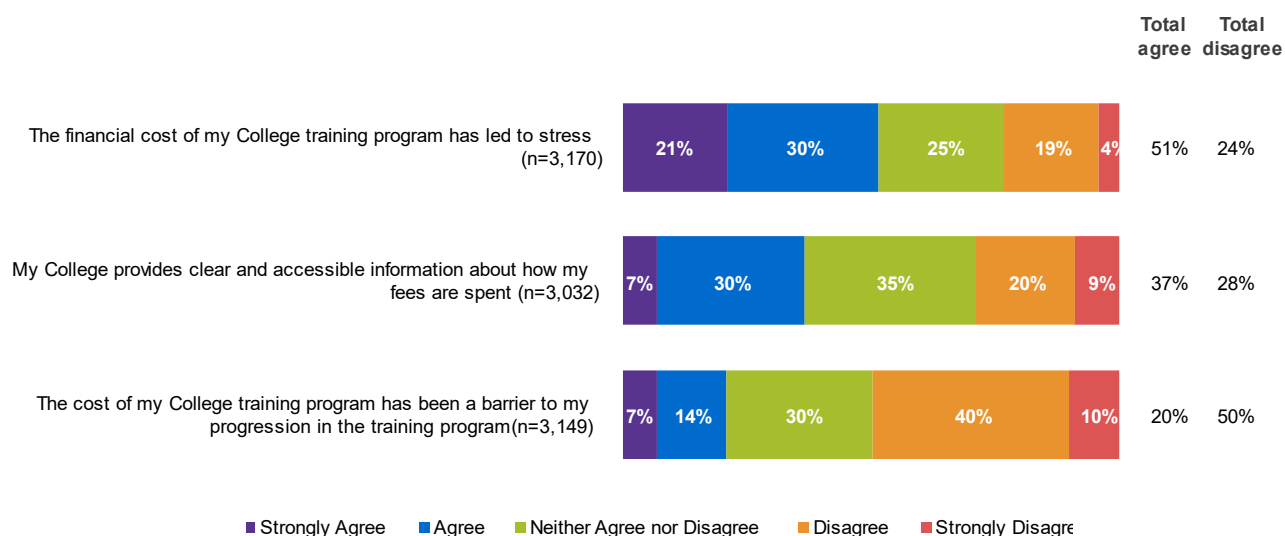


**Q21. Thinking about your [College] training program, to what extent do you agree or disagree with each of the following statements?**



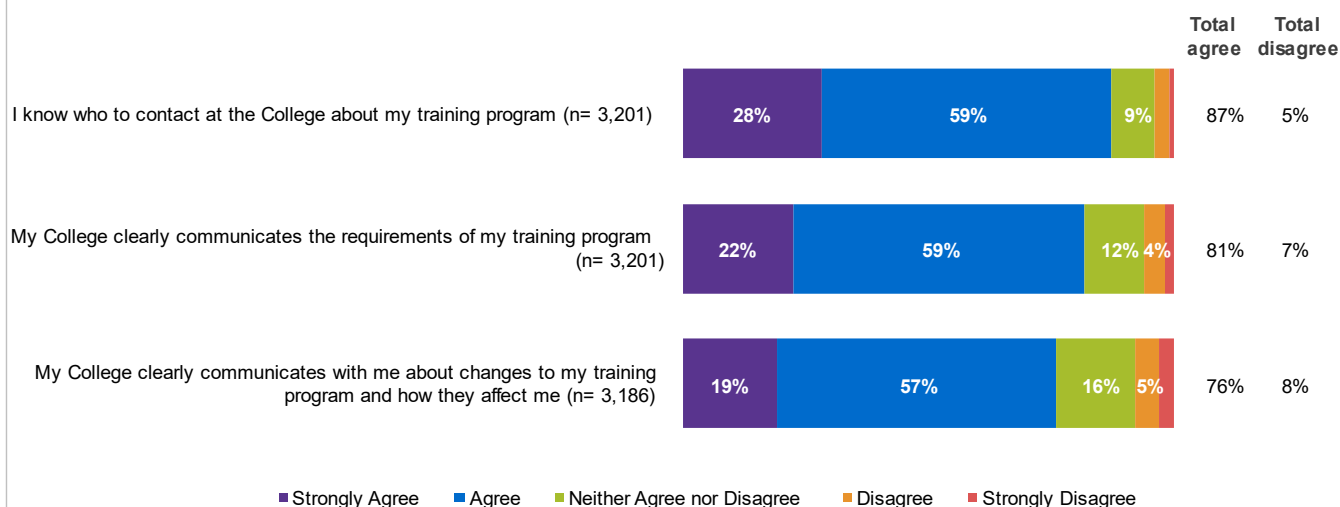
Base: Specialist GP trainees. Base size varies according to question| Note: Labels 3% and below removed from chart

### Q21a. Thinking about your [College] training program, to what extent do you agree or disagree with each of the following statements?



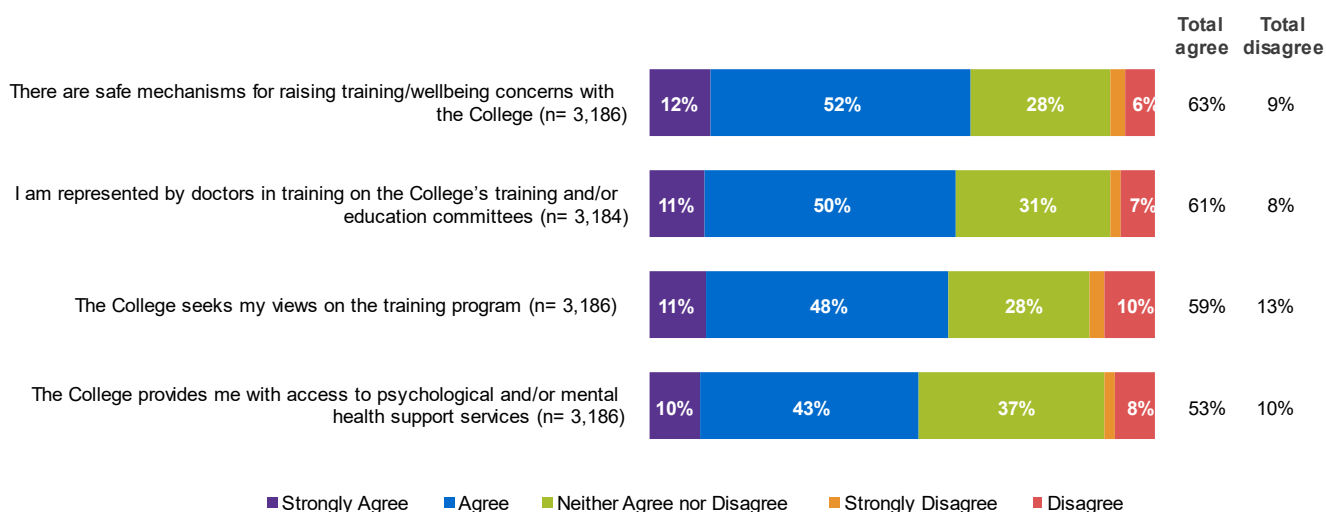
Base: Specialist GP trainees. Base size varies according to question | Note: Labels 3% and below removed from chart

### Q22. Thinking about how [College] communicates with you about your training program, to what extent do you agree or disagree with the following statements?



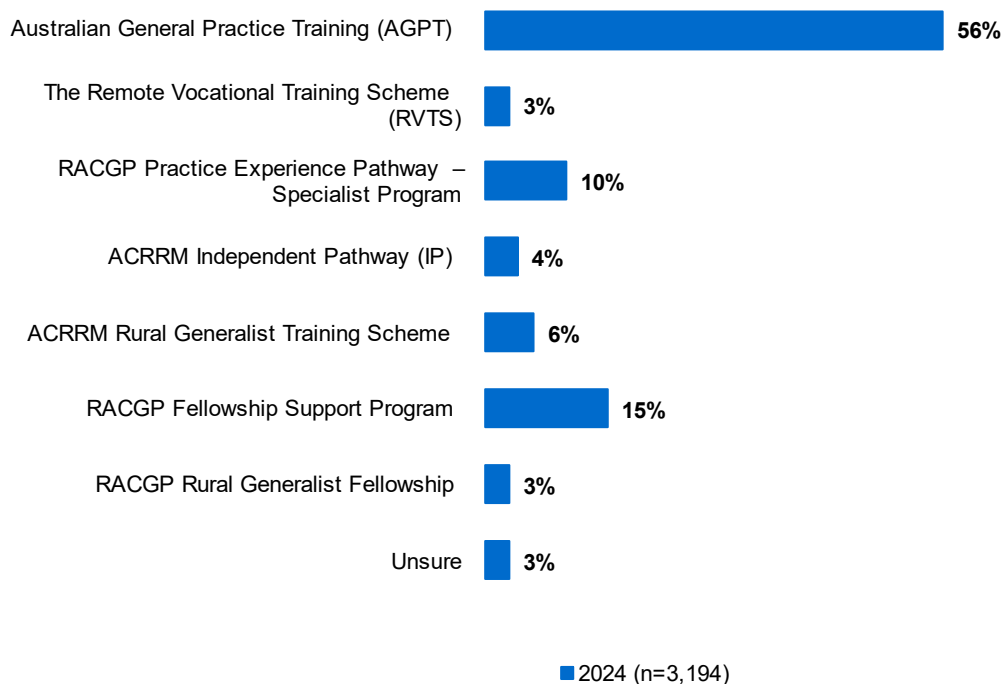
Base: Specialist GP trainees. Base size varies according to question | Note: Labels 3% and below removed from chart

### Q25. Thinking about how [College] engages with you, to what extent do you agree or disagree with the following statements?



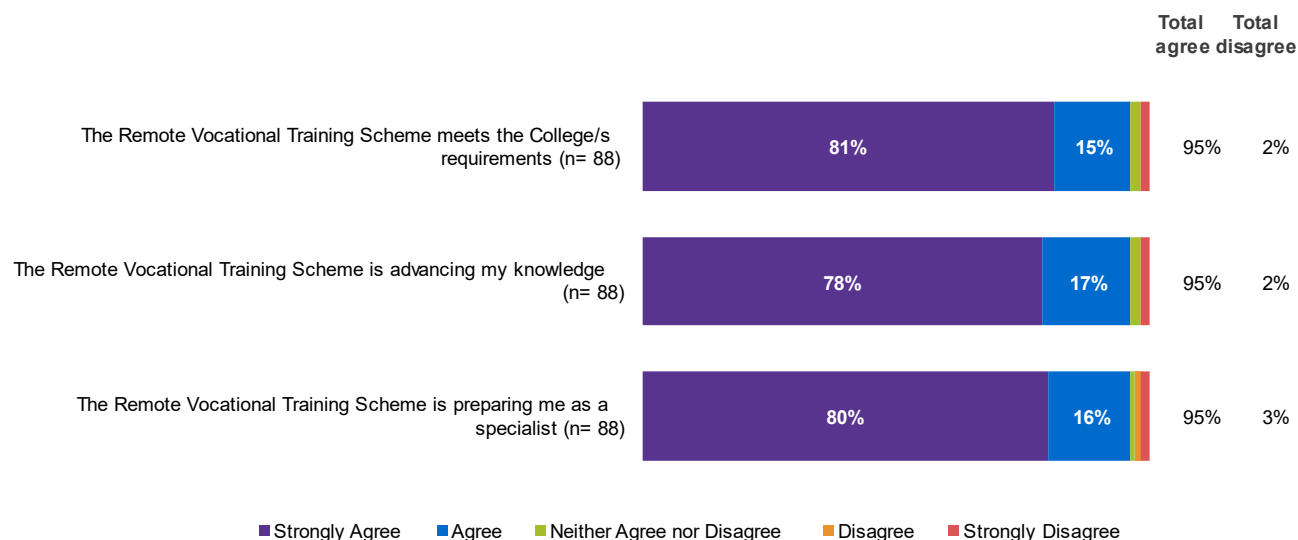
Base: Specialist GP trainees. Base size varies according to question | Note: Labels 3% and below removed from chart

### Q16b. Which training program are you in?



Base: Specialist GP trainees.

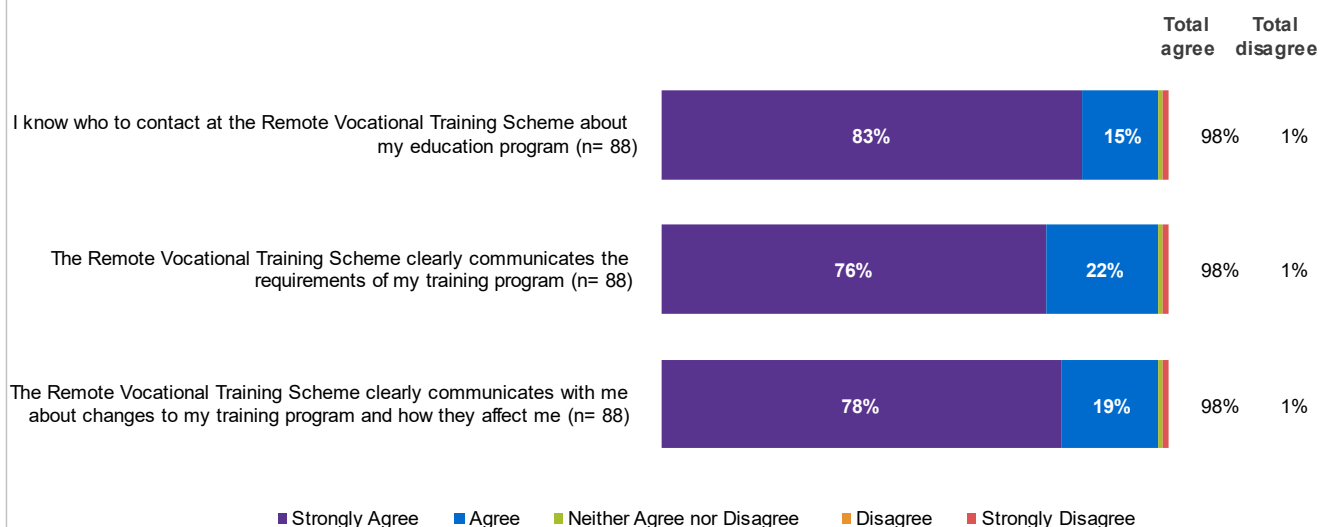
### Q18b. Thinking about your Remote Vocational Training Scheme training program, to what extent do you agree or disagree with each of the following statements?



Base: Specialist GP trainees enrolled in a Remote Vocational Training Scheme . Base size varies according to question

Note: Labels 3% and below removed from chart

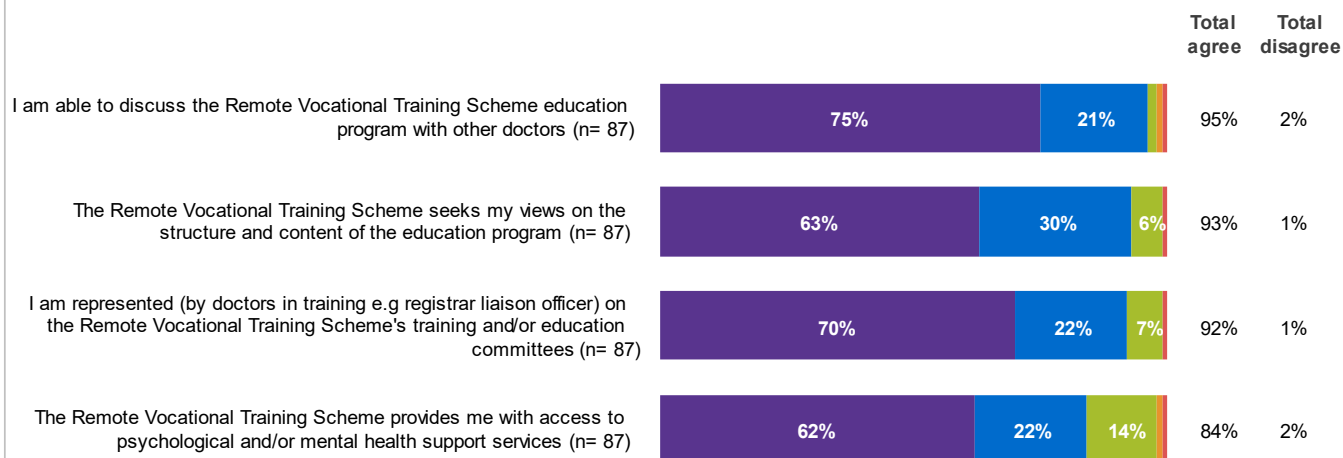
### Q19b. Thinking about your Remote Vocational Training Scheme training program, to what extent do you agree or disagree with each of the following statements?



Base: Specialist GP trainees enrolled in a Remote Vocational Training Scheme . Base size varies according to question

Note: Labels 3% and below removed from chart

**Q20b. Thinking about your Remote Vocational Training Scheme training program, to what extent do you agree or disagree with each of the following statements?**



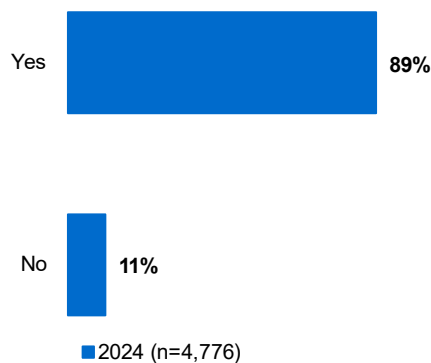
■ Strongly Agree 
 ■ Agree 
 ■ Neither Agree nor Disagree 
 ■ Disagree 
 ■ Strongly Disagree

Base: Specialist GP trainees enrolled in a Remote Vocational Training Scheme . Base size varies according to question

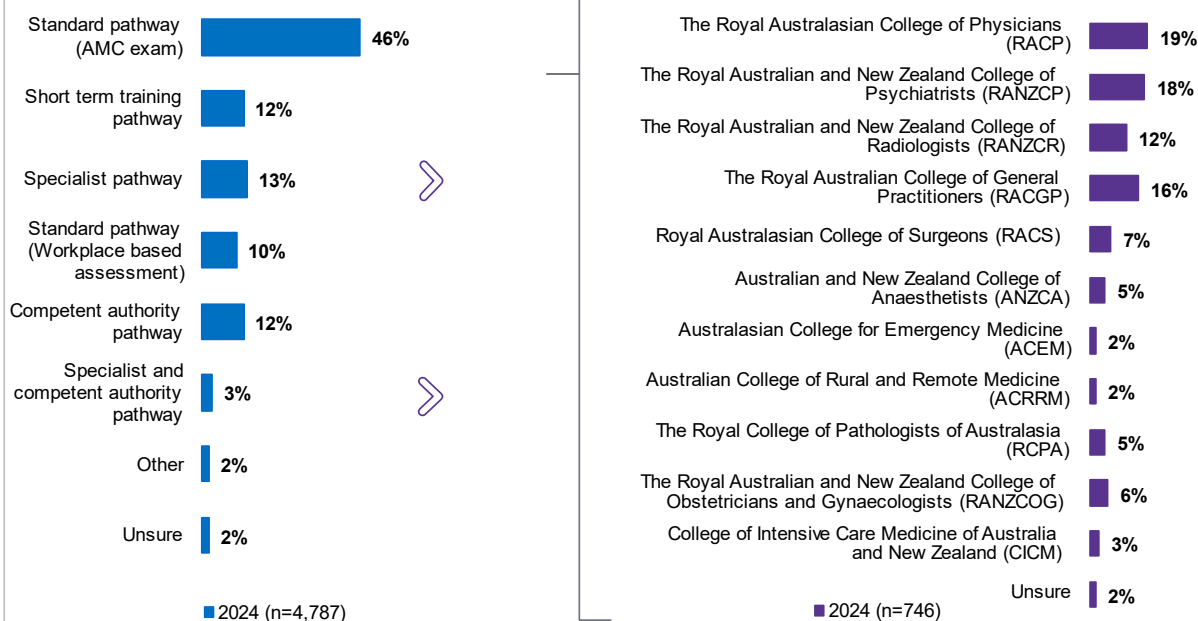
Note: Labels 3% and below removed from chart

## 4.2.5 International medical graduates (IMGs)

**Q12. Do you have a professional development or training plan?**

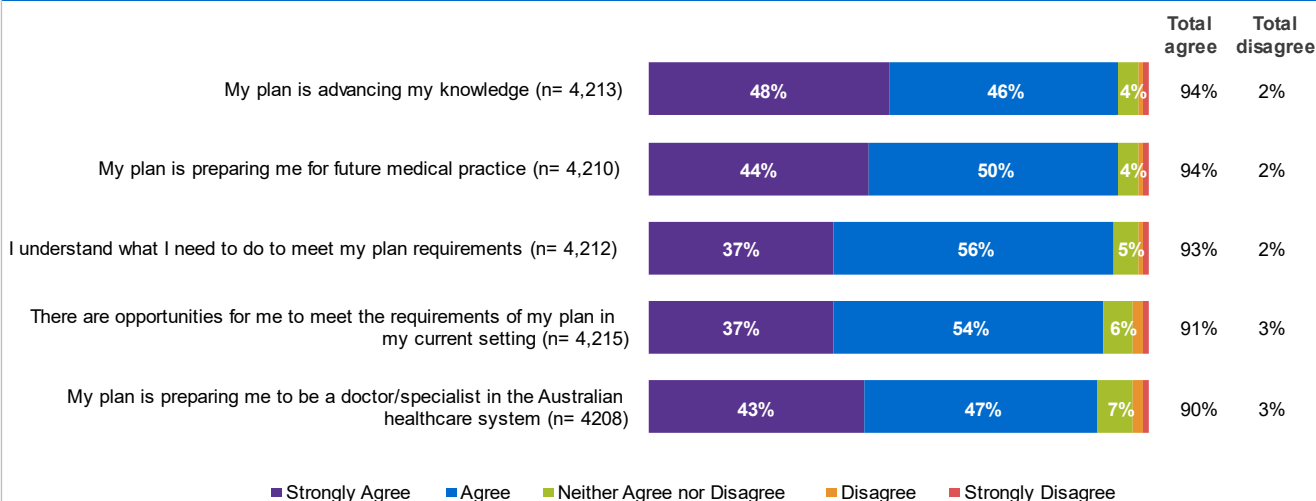


Base: International medical graduates

**Q11a. Which pathway are you in?**
**Q11b. Which college(s) did your specialist pathway assessment?**


Base: International medical graduates .

Base: International medical graduates who selected 'Specialist pathway' or 'Specialist and competent authority pathway' in Q11a. Prefer not to say, responses <1% not shown.

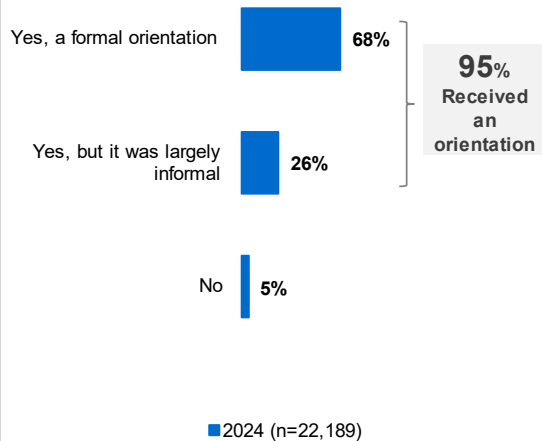
**Q13. Thinking about your professional development or training plan, to what extent do you agree or disagree with the following statements?**


Base: International medical graduates with a professional development or training plan. Base size varies according to question | Note: Labels 3% and below removed from chart

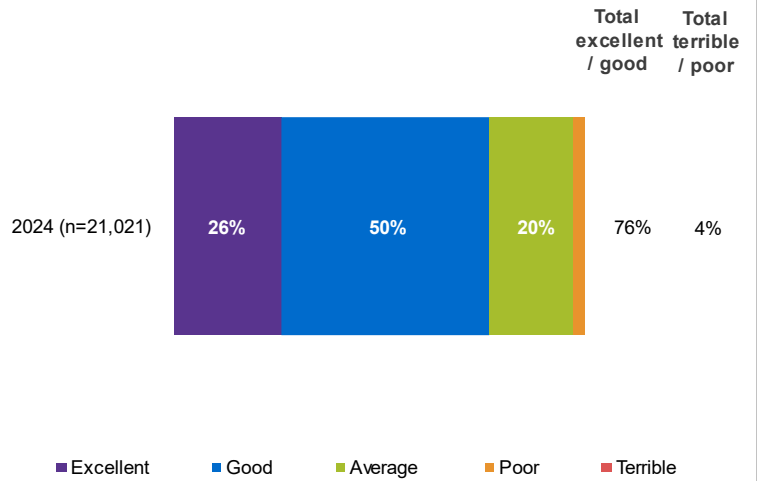
## 4.3 Orientation

### Orientation at the doctor in training's setting

Q27a. Did you receive an orientation to your setting?



Q27b. How would you rate the quality of your orientation?



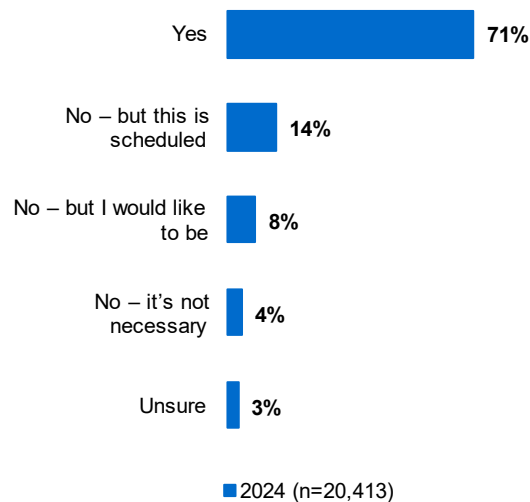
Base: National response

Base: Doctors in training that received an orientation

Note: Labels 3% and below removed from chart

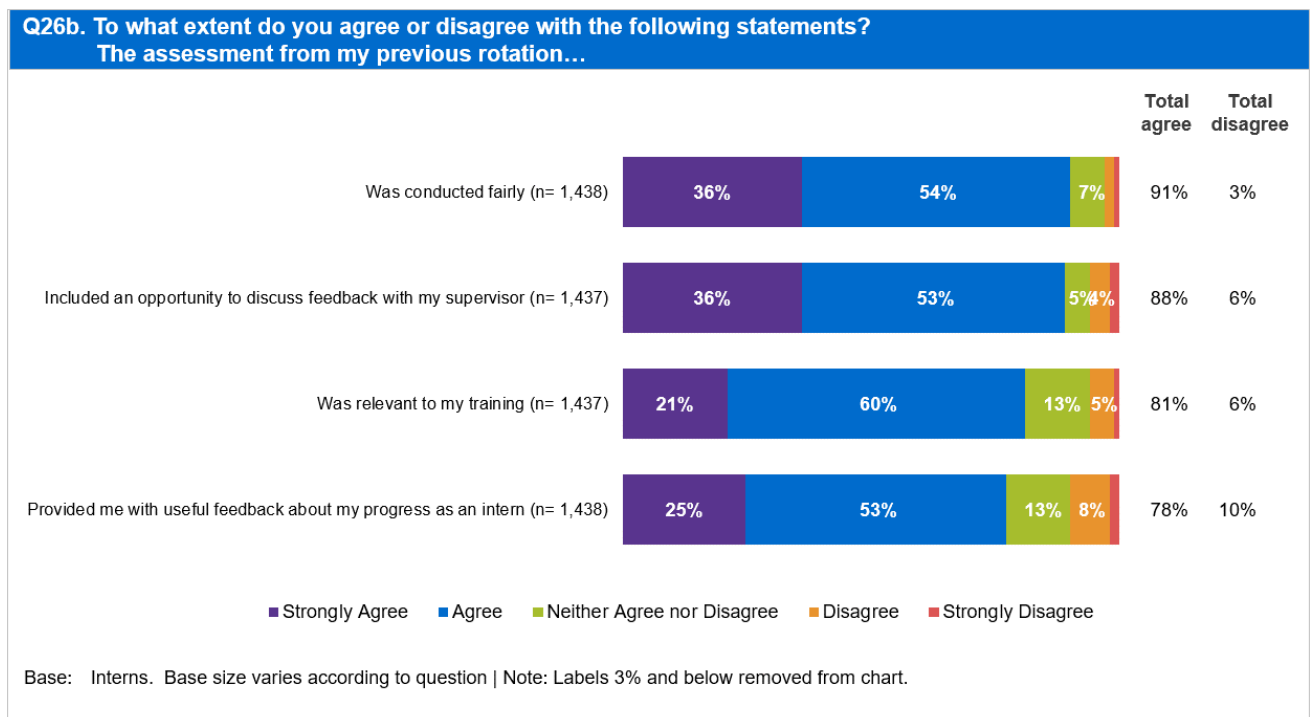
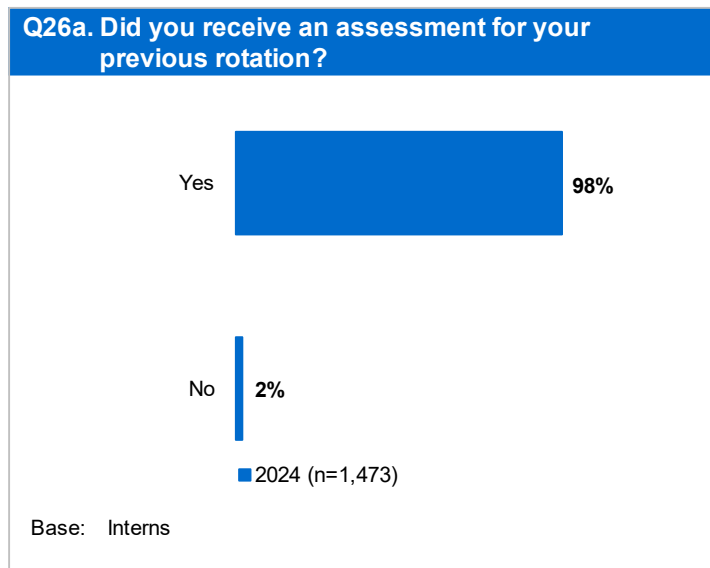
## 4.4 Assessment

### Q32. Has your performance been assessed in your setting?



Base: National response

## 4.4.1 Interns



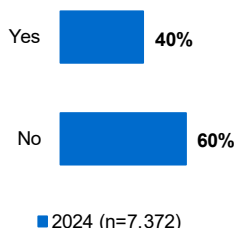


## 4.4.2 Specialist trainees – exams

### 4.4.2.1 Specialist non-GP trainees

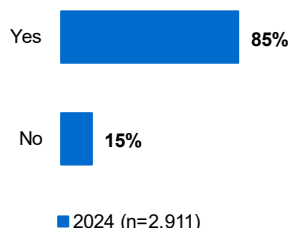
#### College exams: Specialist non-GP trainees

**Specialist non-GP trainees who have sat an exam in the last 12 months...**



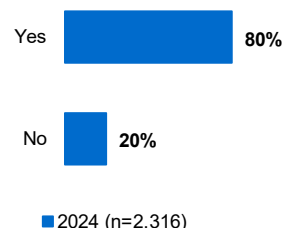
Base: Specialist non-GP trainees  
Q23a. In the last 12 months, have you sat one or more exams from...?

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



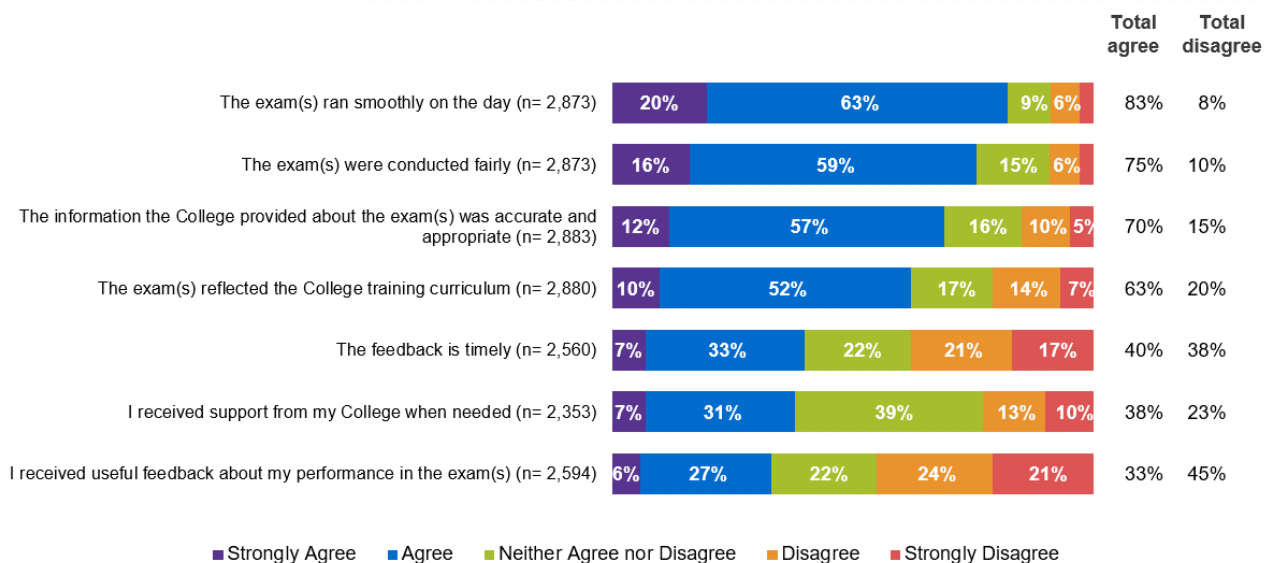
Base: Specialist non-GP trainees  
Q23b. Have you received the results of your most recent exam from...?

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



Base: Specialist non-GP trainees  
Q23c. Did you pass the exam for...?

#### Q24. Thinking about all your [College] exam(s) not just the most recent, to what extent do you agree or disagree with the following statements?

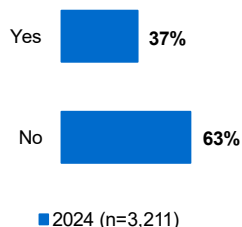


Base: Specialist non-GP trainees. Base size varies according to question

#### 4.4.2.2 Specialist GP trainees

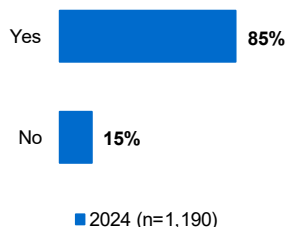
##### College exams: Specialist GP trainees

**Specialist GP trainees who have sat an exam in the last 12 months...**



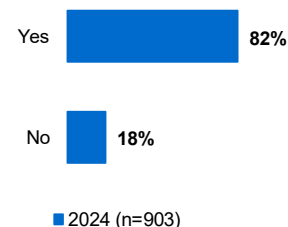
Base: Specialist GP trainees  
Q23a. In the last 12 months, have you sat one or more exams from...?

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



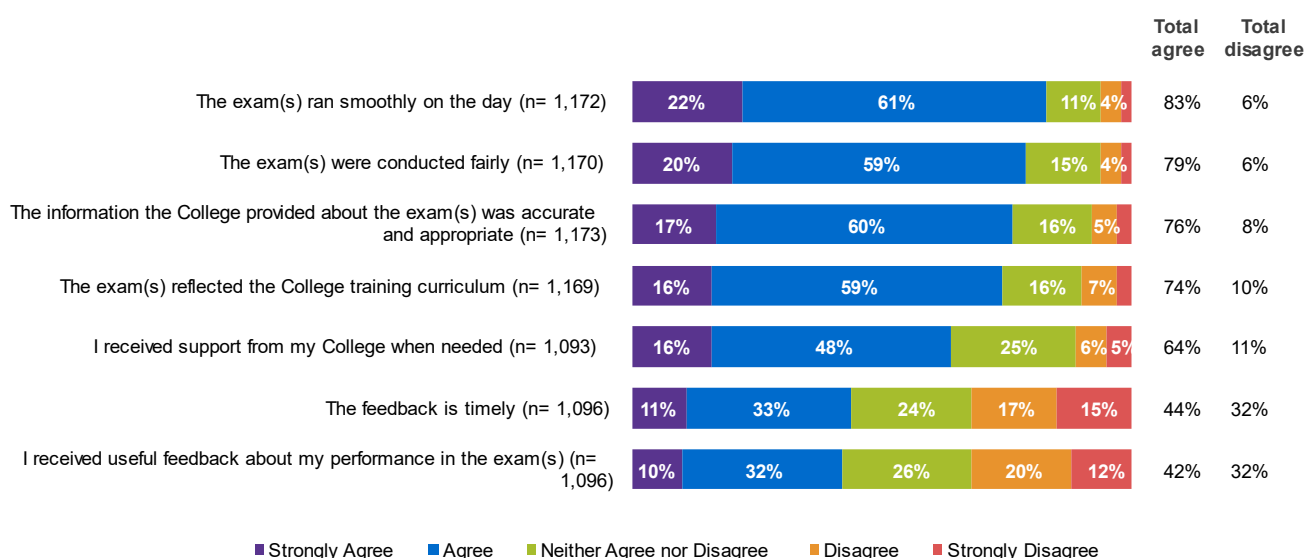
Base: Specialist GP trainees  
Q23b. Have you received the results of your most recent exam from...?

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



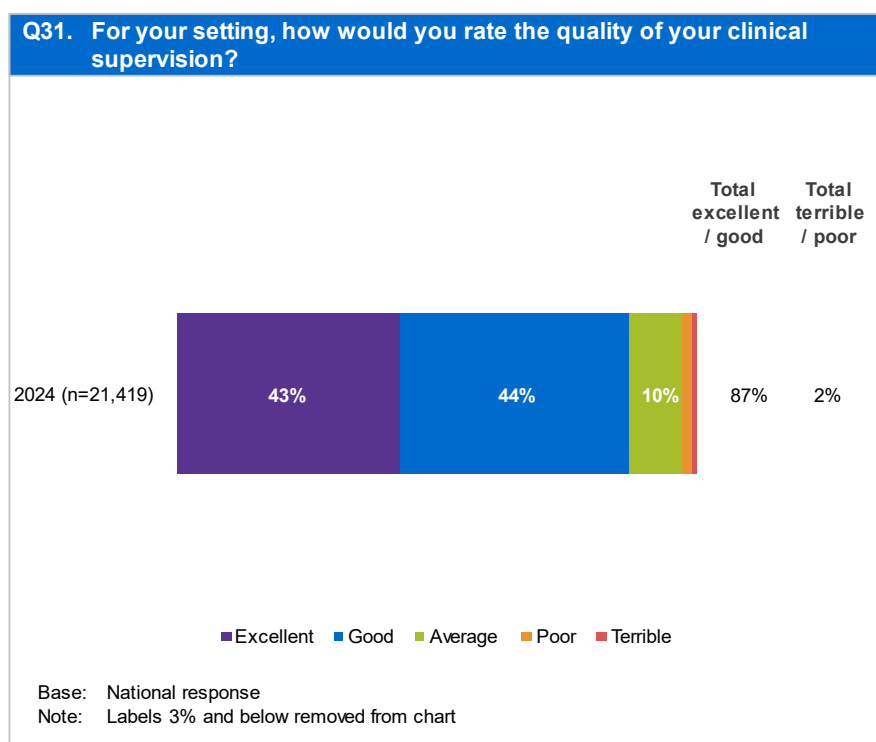
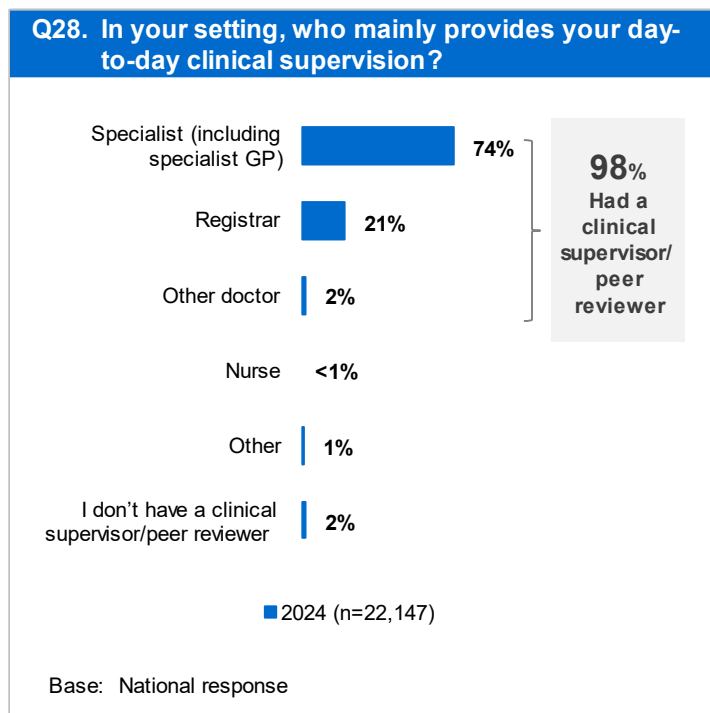
Base: Specialist GP trainees  
Q23c. Did you pass the exam for...?

##### Q24. Thinking about all your [College] exam(s) not just the most recent to what extent do you agree or disagree with the following statements?

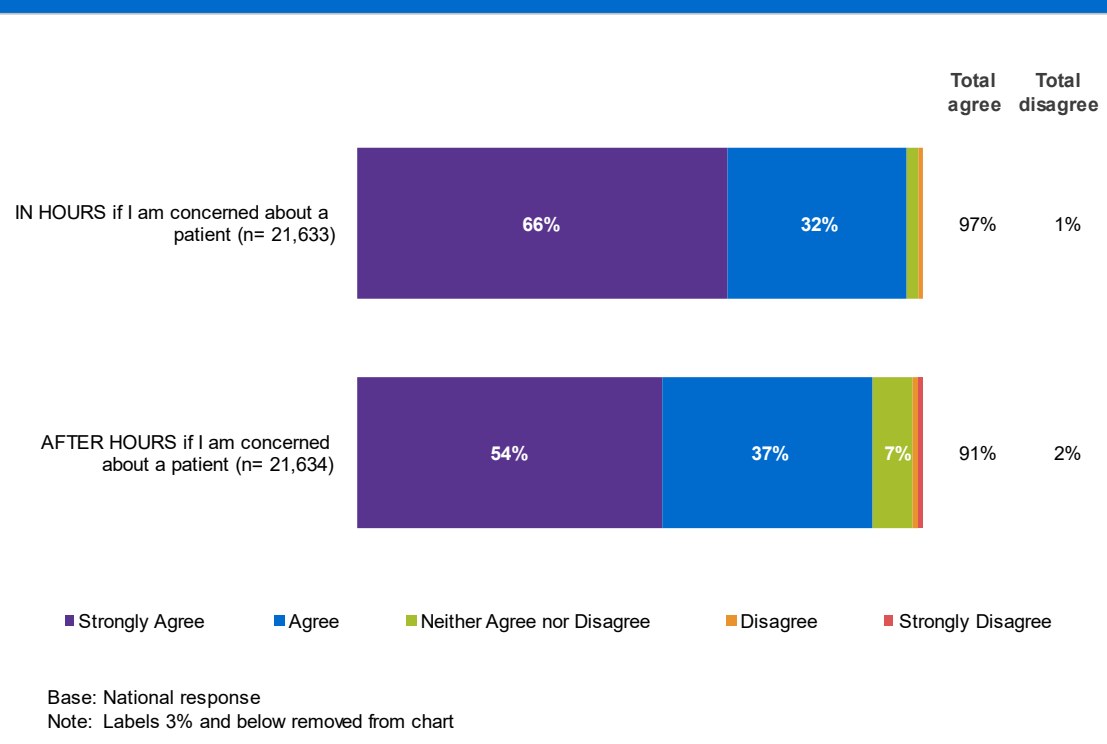


Base: Specialist GP trainees. Base size varies according to question

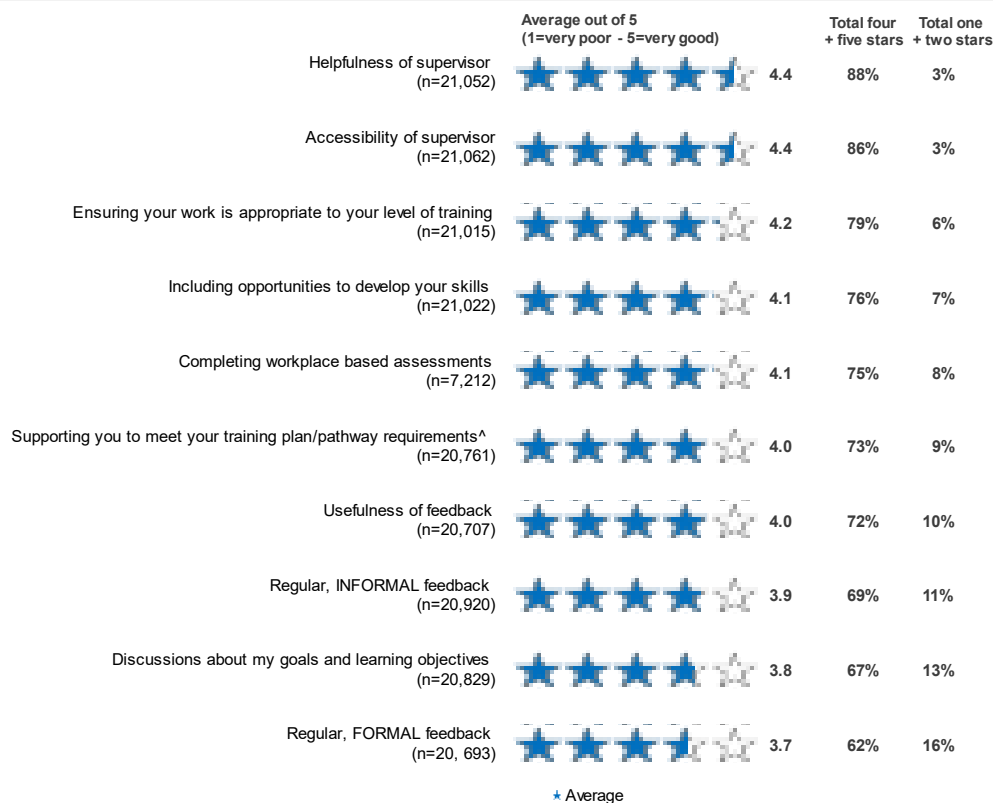
## 4.5 Clinical supervision



**Q29. To what extent do you agree or disagree with the following statements? In my setting, if my clinical supervisor(s) is not available I am able to contact other senior medical staff...**

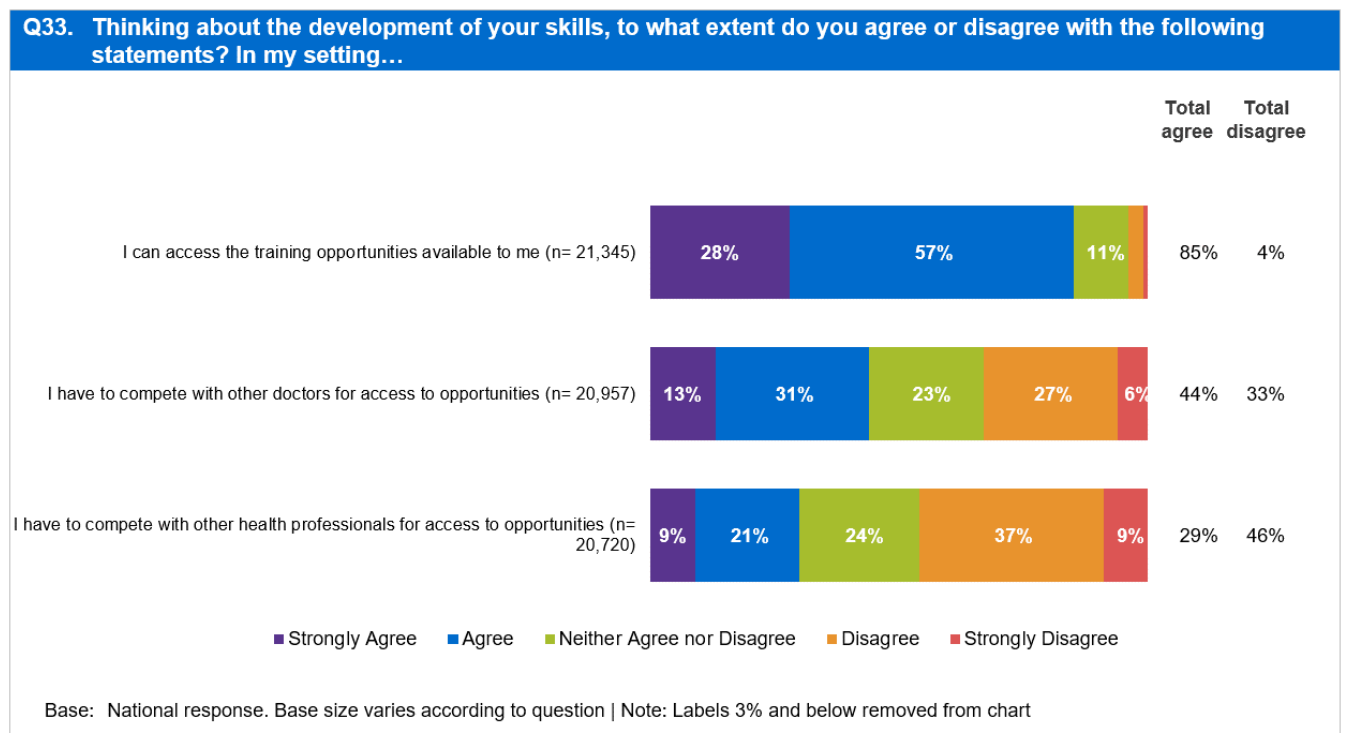
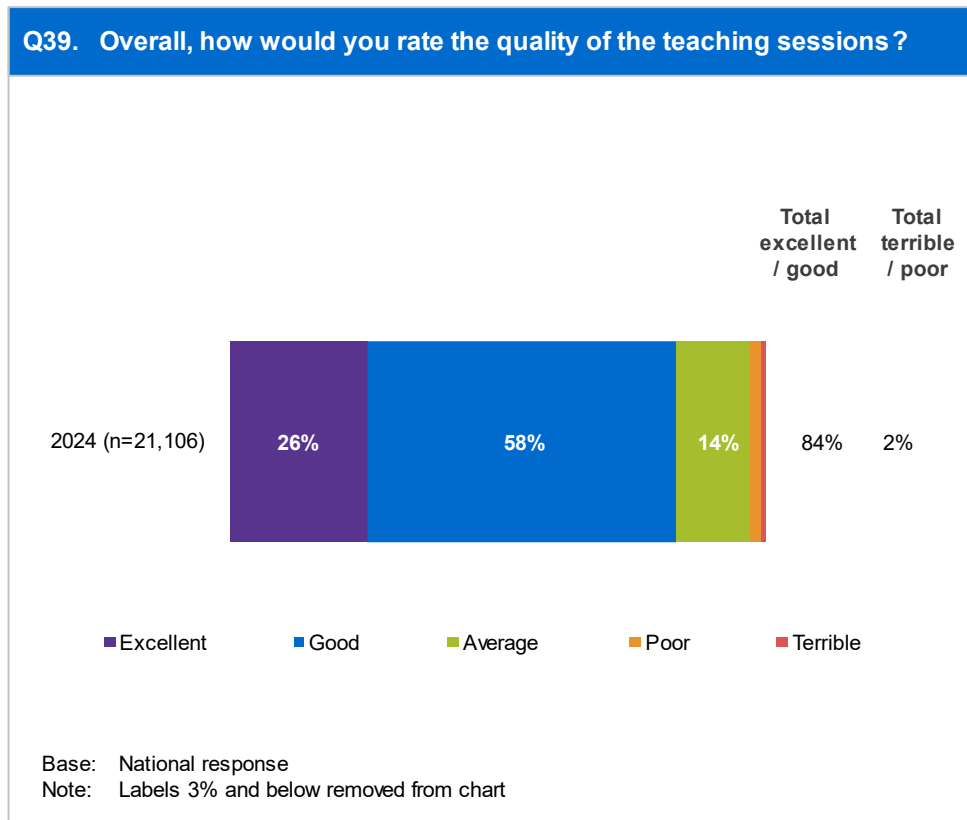


**Q30. In your setting, how would you rate the quality of your overall clinical supervision for ...**

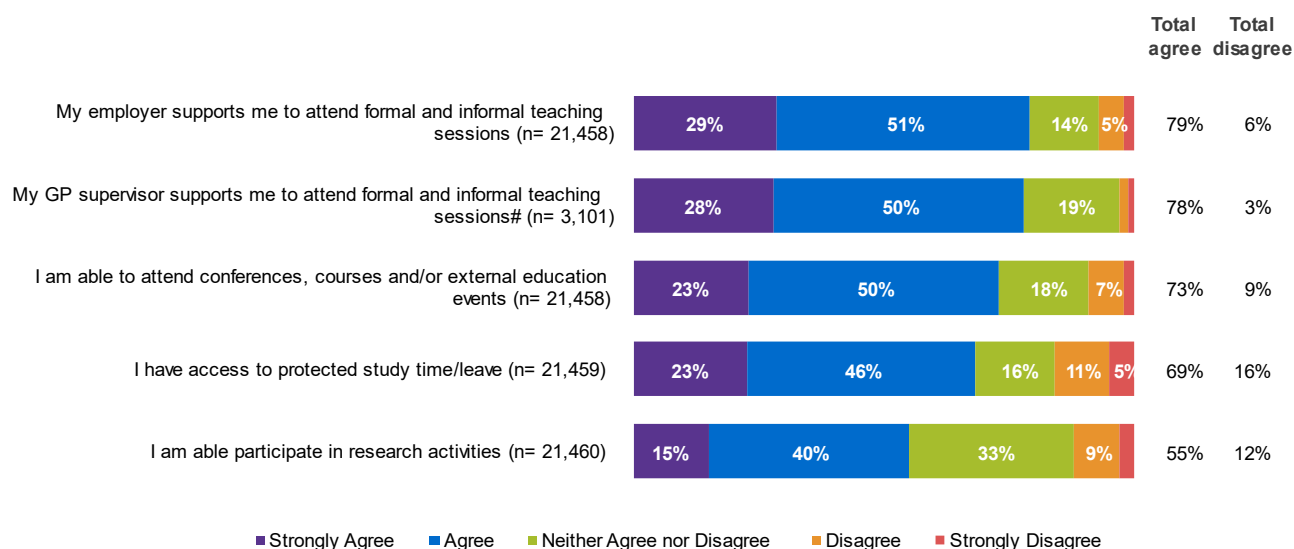


Base: National response | Note: The question marked with a ^ was shown to interns as "Supporting you to meet your intern education program requirements".

## 4.6 Access to teaching



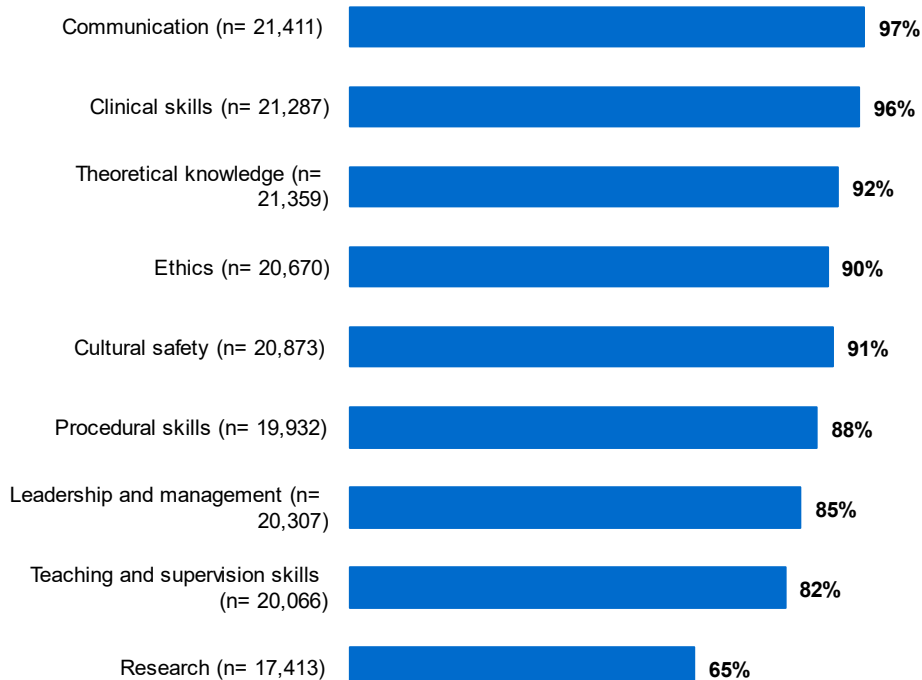
### Q34. Thinking about access to teaching and research in your setting, to what extent do you agree or disagree with the following statements?



Base: National response except # which was asked of Specialist GP trainees. Base size varies according to question | Note: Labels 3% and below removed from chart

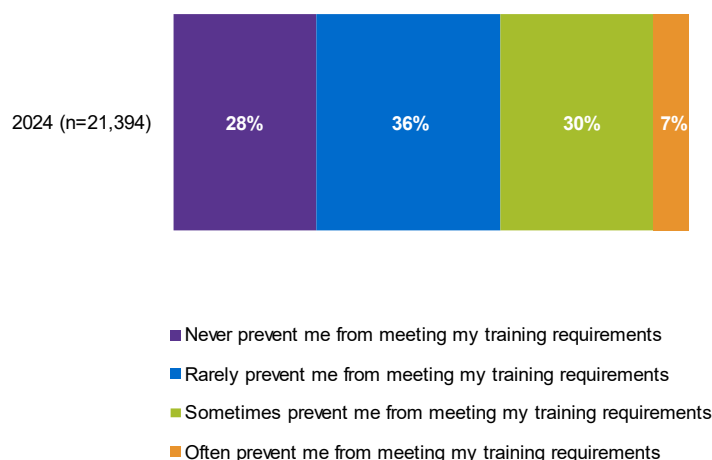
## 4.6.1 Opportunities for development

### Q35. In your setting, do you have sufficient opportunities to develop your...? % Yes



Base: National response, excluding not applicable. Base size varies according to question. 'No' responses not shown

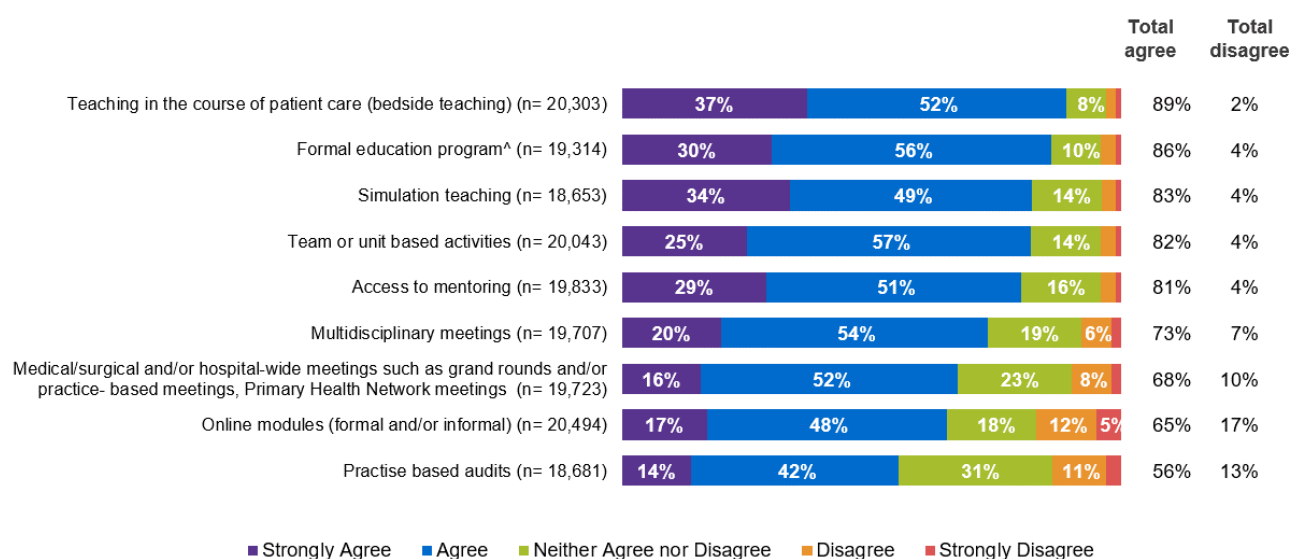
**Q36. Which of the following statements best describe the interaction between your training requirements and the responsibilities of your job? My job responsibilities...**



Base: National response

## 4.6.2 Educational opportunities usefulness

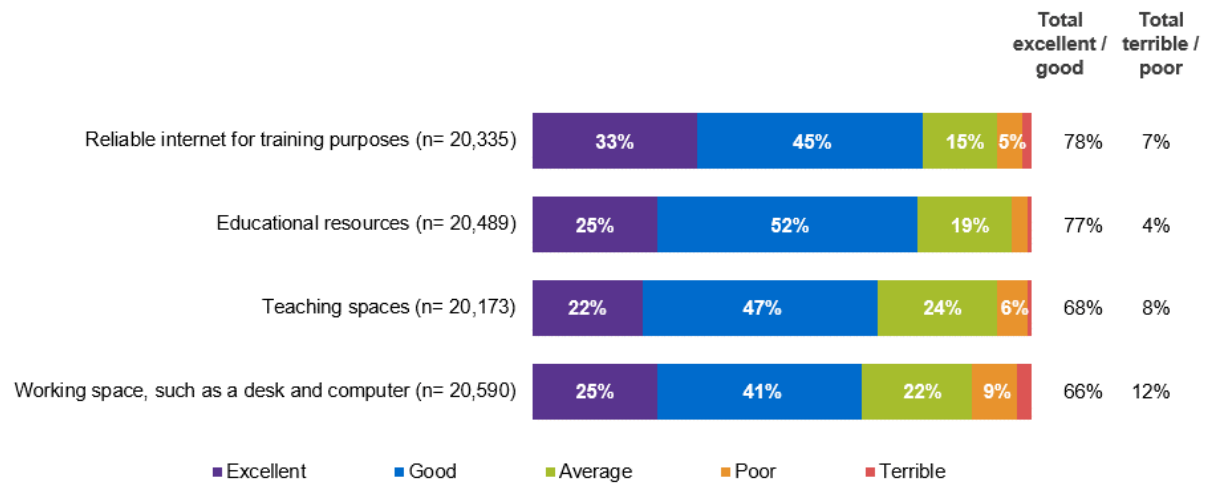
**Q38. To what extent do you agree or disagree that the following educational activities have been useful in your development as a doctor?**



Base: National response. Base size varies according to question | Note: Labels 3% and below removed from chart. The question marked with a <sup>^</sup> was not shown to interns.

## 4.7 Facilities

### Q40. How would you rate the quality of the following in your setting?



Base: National response, excludes not provided. Base size varies according to question | Note: Labels 3% and below removed from chart.

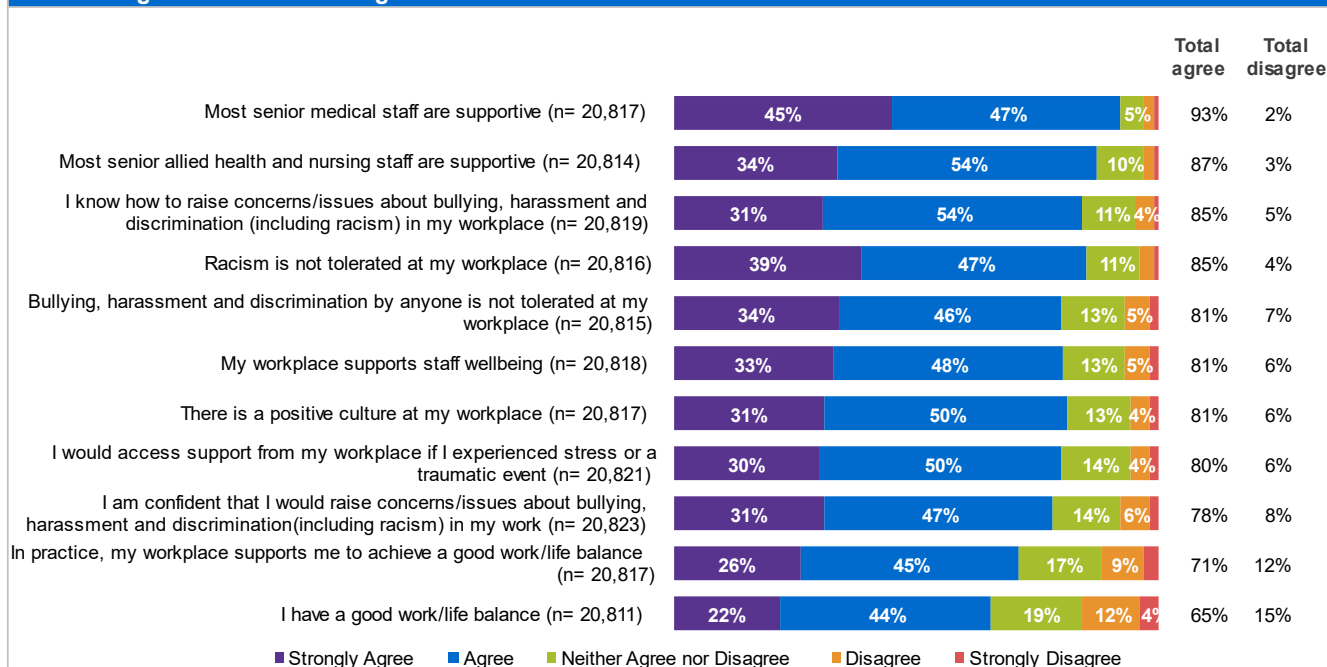


## 4.8

## 4.9 Workplace environment and culture

### 4.9.1 Culture within the trainee's setting

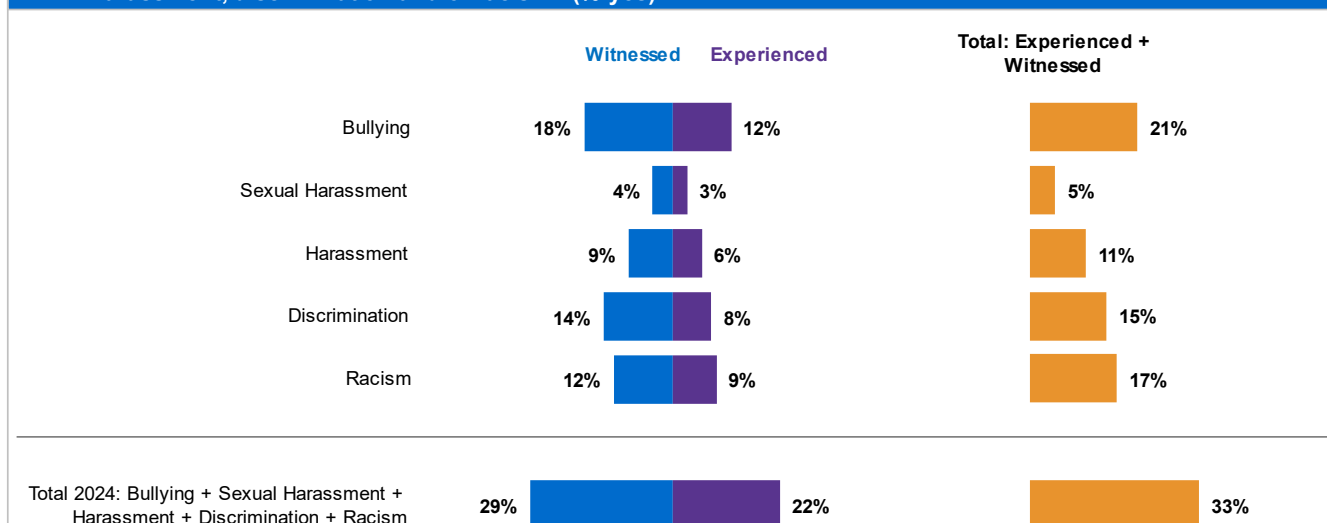
**Q41. Thinking about the workplace environment and culture in your setting, to what extent do you agree or disagree with the following statements?**



Base: National response. Base size varies according to question | Note: Labels 3% and below removed from chart

### 4.9.2 Experienced/witnessed bullying, harassment, discrimination and/or racism

**Q42. Thinking about your workplace, in the past 12 months, have you experienced or witnessed bullying, harassment, discrimination and/or racism? (% yes)**

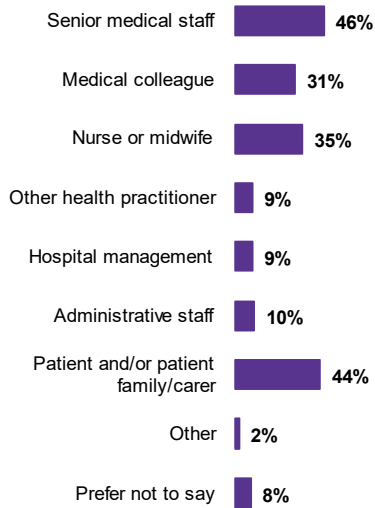


Base: National response ( 2024: Witnessed n=18,998, Experienced n= 18,217)

### 4.9.3 Source of bullying, harassment, discrimination and/or racism

#### Witnessed bullying, harassment, discrimination and/or racism

##### Who was responsible...

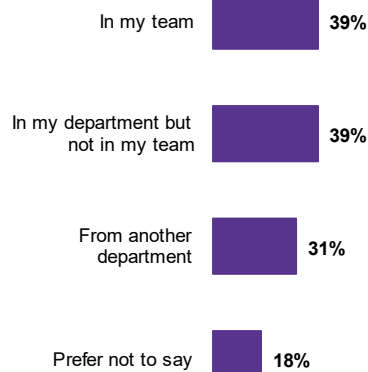


■ 2024 (n=5,288)

Base: Witnessed bullying, sexual harassment, harassment, discrimination and/or racism  
Q42b. Who was responsible for the bullying harassment, discrimination and/or racism that you...?



##### The staff member or colleague was...

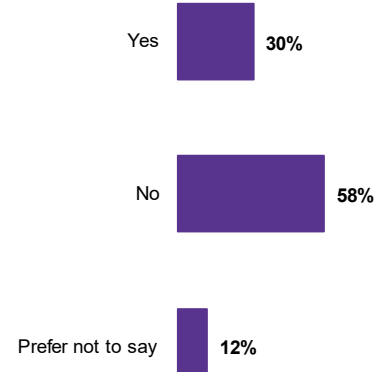


■ 2024 (n=4,021)

Base: Witnessed bullying, sexual harassment, harassment, discrimination and/or racism by a staff member  
Q42c. The person(s) responsible was...



##### The staff member or colleague was my supervisor...

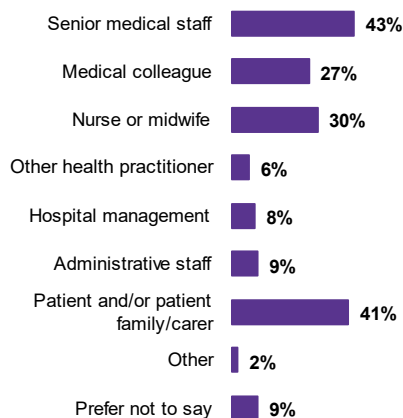


■ 2024 (n=2,631)

Base: Witnessed bullying sexual harassment, harassment, discrimination and/or racism by a staff member in their team or department  
Q42d. Was the person(s) one of your supervisors?

## Experienced bullying, harassment, discrimination and/or racism

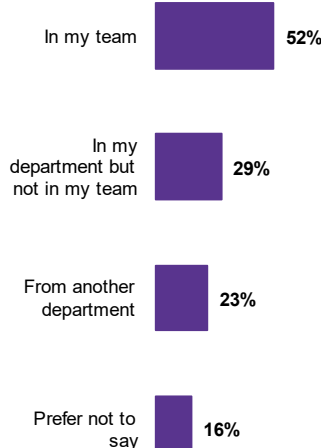
### Who was responsible...



■ 2024 (n=3,835)

Base: Experienced bullying, harassment, discrimination and/or racism  
Q42b. Who was responsible for the bullying, harassment, discrimination and/or racism that you...?

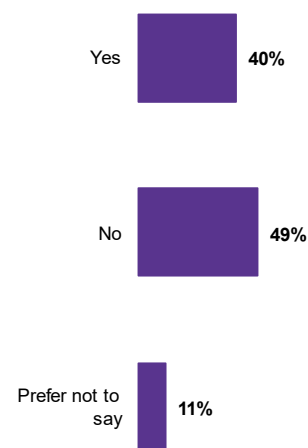
### The staff member or colleague was...



■ 2024 (n=2,865)

Base: Experienced bullying, harassment, discrimination and/or racism by a staff member  
Q42c. The person(s) responsible was...

### The staff member or colleague was my supervisor...



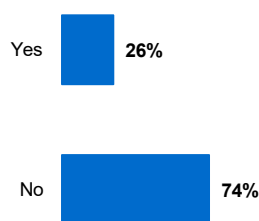
■ 2024 (n=2,040)

Base: Experienced bullying, harassment, discrimination and/or racism by a staff member in their team or department  
Q42d. Was the person(s) one of your supervisors?

## 4.9.4 Reporting bullying, harassment, discrimination and/or racism

## Witnessed bullying, harassment, discrimination and/or racism

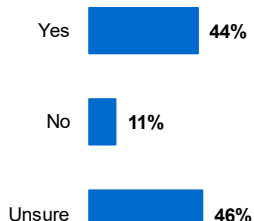
### Have you reported it...



■ 2024 (n=5,248)

Base: Witnessed bullying, sexual harassment, harassment, discrimination and/or racism  
Q42e. Have you reported it?

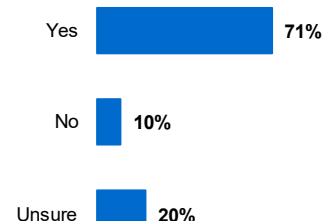
### Has the report been followed up...



■ 2024 (n=1,379)

Base: Reported bullying, sexual harassment, harassment, discrimination and/or racism  
Q42f. Has the report been followed -up?

### Are you satisfied with how the report was followed up?



■ 2024 (n=593)

Base: Reported bullying, sexual harassment, harassment, discrimination and/or racism  
Q42g. Are you satisfied with how the report was followed -up?

## Experienced bullying, harassment, discrimination and/or racism

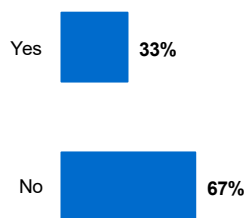
Have you reported it...



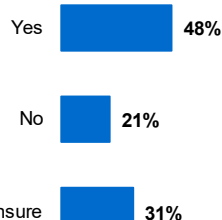
Has the report been followed up...



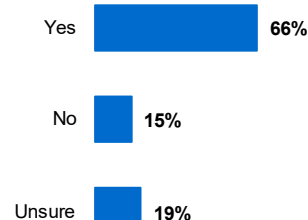
Are you satisfied with how the report was followed up?



■ 2024 (n=3,835)



■ 2024 (n=1,249)



■ 2024 (n=591)

Base: Experienced bullying, sexual harassment, harassment, discrimination and/or racism  
Q42e. Have you reported it?

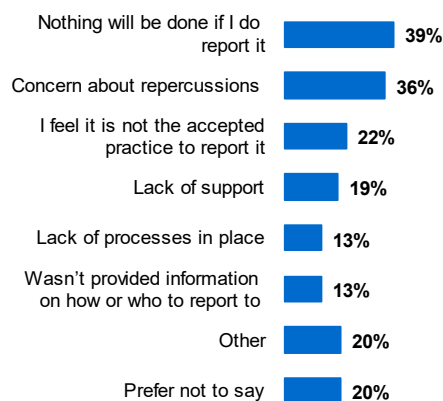
Base: Reported bullying, sexual harassment, harassment, discrimination and/or racism  
Q42f. Has the report been followed -up?

Base: Reported bullying, sexual harassment, harassment, discrimination and/or racism  
Q42g. Are you satisfied with how the report was followed -up?

## 4.9.5 Impact of bullying, harassment, discrimination and/or racism

### Witnessed bullying, harassment, discrimination and/or racism

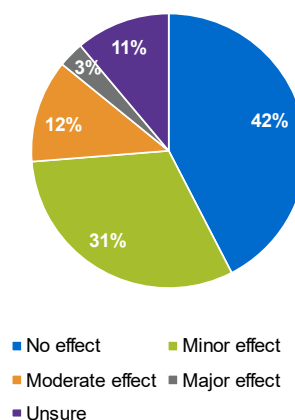
What prevented you from reporting?



■ 2024 (n=3,830)

Base: Witnessed bullying, sexual harassment, harassment discrimination and/or racism and did not report it  
Q42i. What prevented you from reporting?

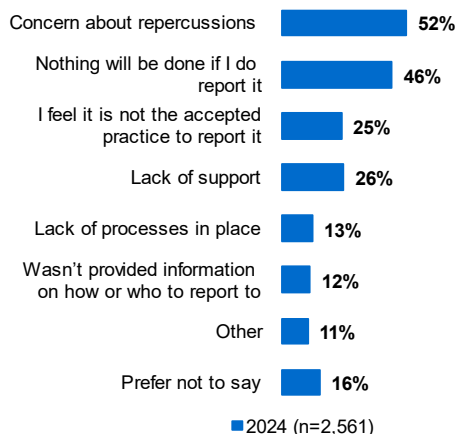
How has the incident adversely affected your medical training?



Base: Witnessed bullying, bullying, sexual harassment, discrimination and/or racism (n=3,921)  
Q42h. How has the incident adversely affected your medical training?

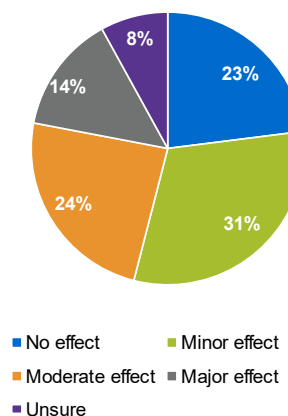
## Experienced bullying, harassment, discrimination and/or racism

### What prevented you from reporting?



Base: Experienced bullying, sexual harassment, harassment, discrimination and/or racism and did not report it  
Q42i. What prevented you from reporting?

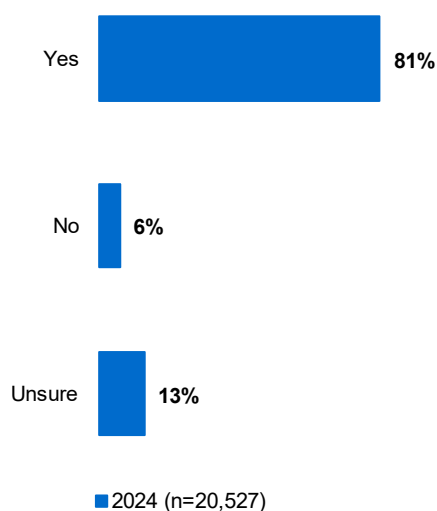
### How has the incident adversely affected your medical training?



Base: Experienced bullying, bullying, sexual harassment, harassment, discrimination and/or racism (n=5,367)  
Q42h. How has the incident adversely affected your medical training?

## 4.9.6 Doctors in training who know how to access support for their mental and physical health

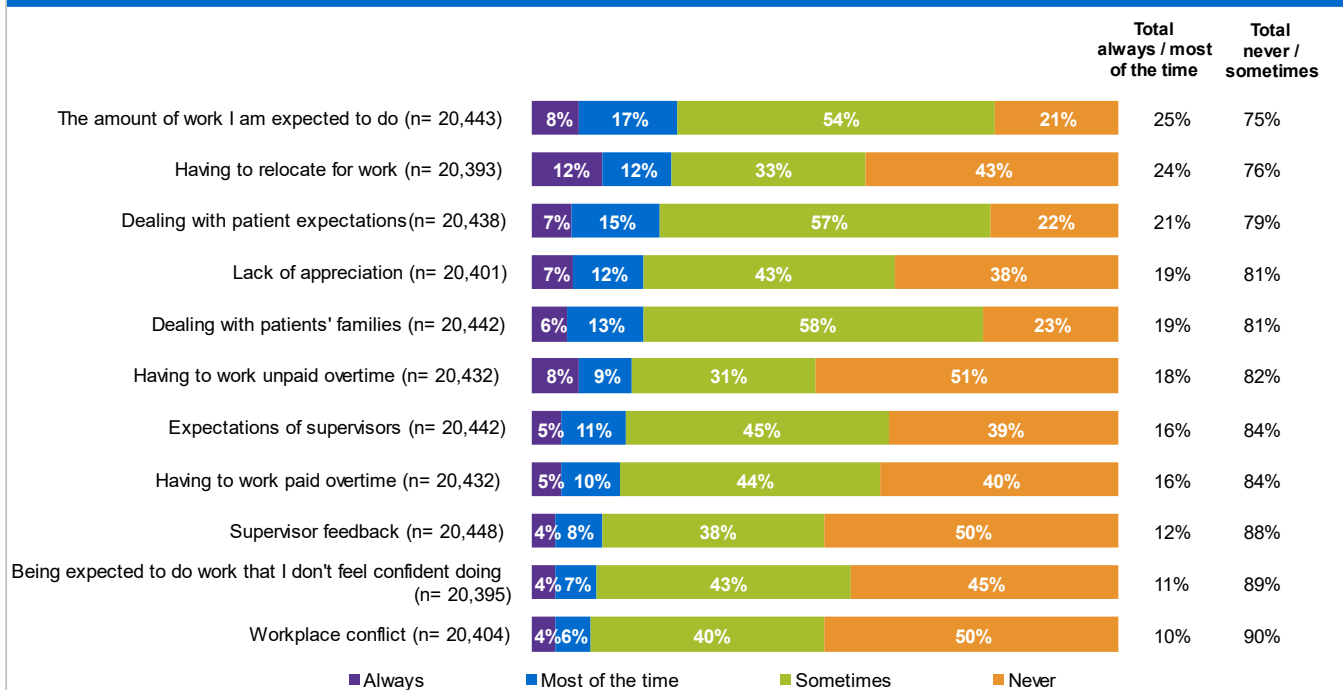
### Q43. If you needed support, do you know how to access support for your health (including for stress and other psychological distress)?



Base: National response

## 4.9.7 Frequency of impacts on wellbeing

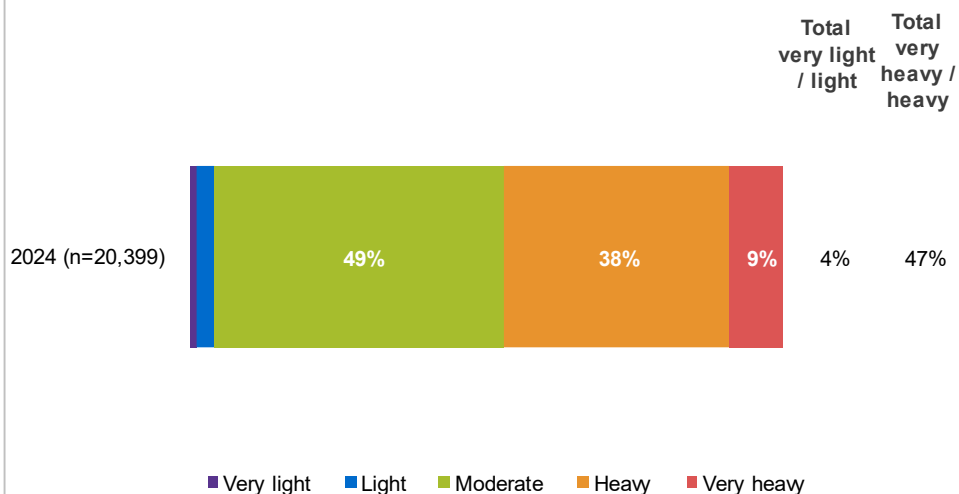
### Q44. How often do the following adversely affect your wellbeing in your setting ?



Base: National response. Base size varies according to question | Note: Labels 3% and below removed from chart

## 4.9.8 Ratings of workload

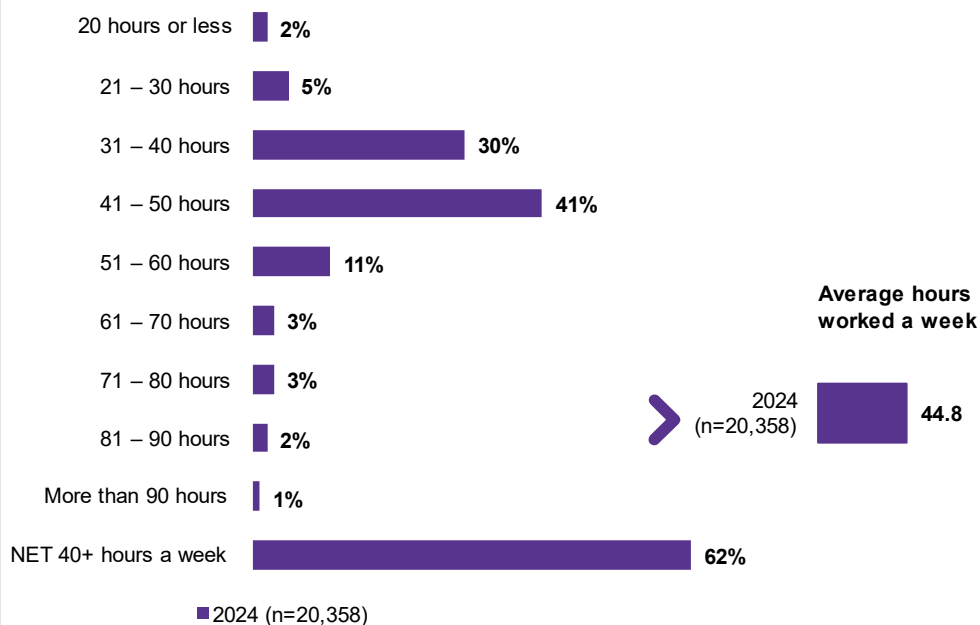
### Q45. How would you rate your workload in your setting?



Base: National response

Note: Labels 3% and below removed from chart

### Q46. On average in the past month, how many hours per week have you worked?

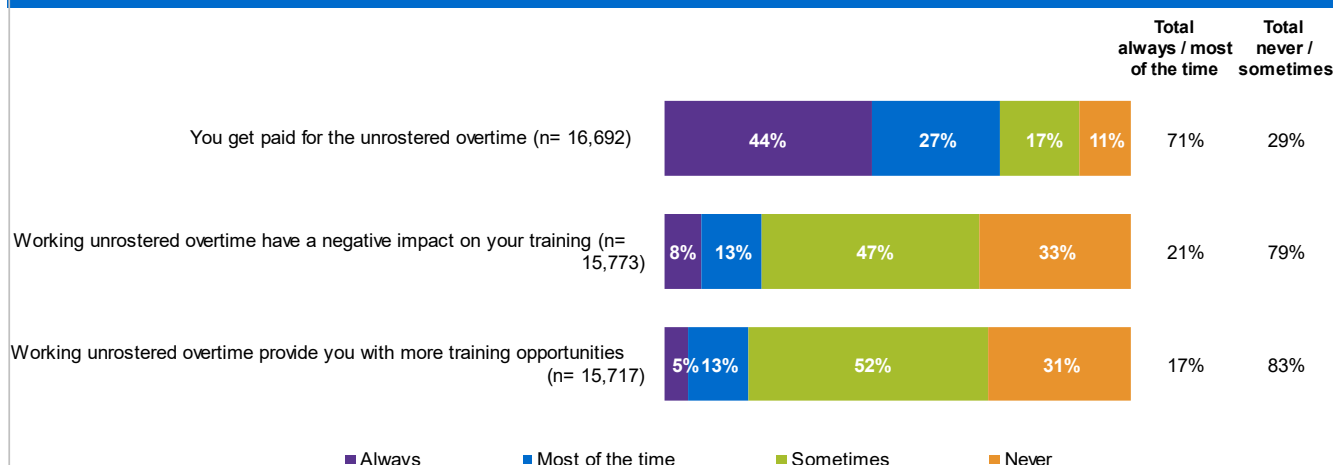


Base: National response

Note: Averages have been calculated using midpoints of the code ranges.

## 4.9.9 Unrostered overtime

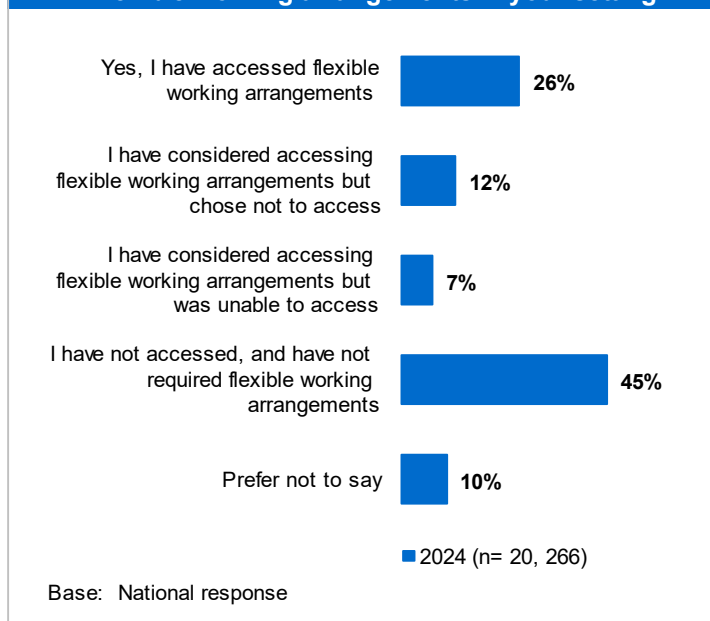
### Q47. For any unrostered overtime you have completed in the past, how often did?



Base: National response . Base size varies according to question

## 4.9.10 Flexible working arrangements

### Q63a. Have you accessed, or considered accessing, flexible working arrangements in your setting?





## Accessed flexible working arrangements

### Flexible arrangements accessed...

Changes in hours of work (for example, reduction in hours worked, changes to start/finish times) **67%**

Changes in patterns of work (for example, working 'split-shifts', job sharing arrangements, or not being rostered on nightshifts) **25%**

Changes in location of work (for example, working from home or working from another location) **9%**

Other **12%**

Prefer not to say **7%**

■ 2024 (n=5,198)

### Did they meet your needs...

Yes, the arrangements I accessed met all of my needs **71%**

The arrangements I accessed met some, but not all, of my needs **23%**

No, the arrangements I accessed did not meet my needs **1%**

Prefer not to say **5%**

■ 2024 (n=5,196)

Base: Accessed flexible working arrangements Q64. What sort of flexible arrangements did you access/would have liked to access?

Base: Accessed flexible working arrangements Q63B. Did the flexible working arrangements you accessed in your setting meet your needs?

## Would like to have access to flexible working arrangements

### Flexible arrangements would have liked to access...

Changes in hours of work (for example, reduction in hours worked, changes to start/finish times) **63%**

Changes in patterns of work (for example, working 'split-shifts', job sharing arrangements, or not ... **46%**

Changes in location of work (for example, working from home or working from another location) **21%**

Other **6%**

Prefer not to say **9%**

■ 2024 (n=3,791)

### Reasons for not accessing/ unable to access...

Flexible working arrangements are not available in my current role or on my current rotation **29%**

Flexible working arrangements were not offered **25%**

I do not feel comfortable asking for flexible working arrangements in my current setting **25%**

I didn't feel I had the option to access flexible working arrangements **23%**

I feel I am not senior enough to access flexible working arrangements **21%**

I didn't have access to information or knowledge to know how to access flexible working arrangements **15%**

The flexible working arrangements offered did not meet my needs **10%**

I am currently employed on a short-term contract, or have other employment terms, which do not allow for flexible working arrangements **9%**

Other **16%**

Prefer not to say **14%**

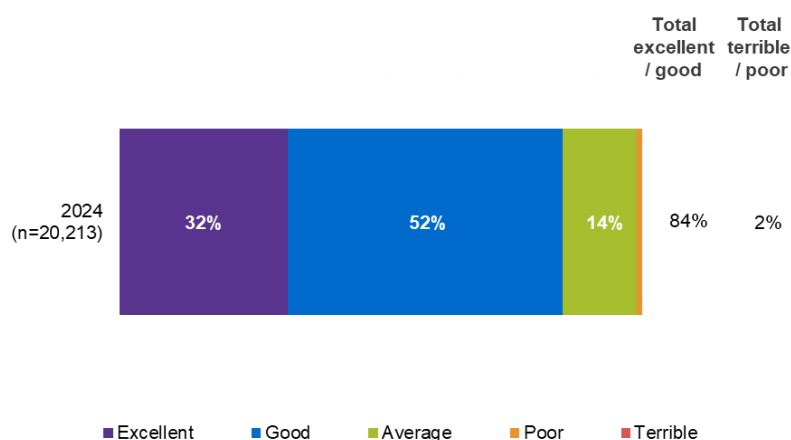
■ 2024 (n=3,780)

Base: Would like to have access to flexible working arrangements Q64. What sort of flexible arrangements did you access/would have liked to access?

Base: Would like to have access to flexible working arrangements Q63C. Why have you chosen not to access, or been unable to access, flexible working arrangements in your setting?

## 4.10 Patient safety

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



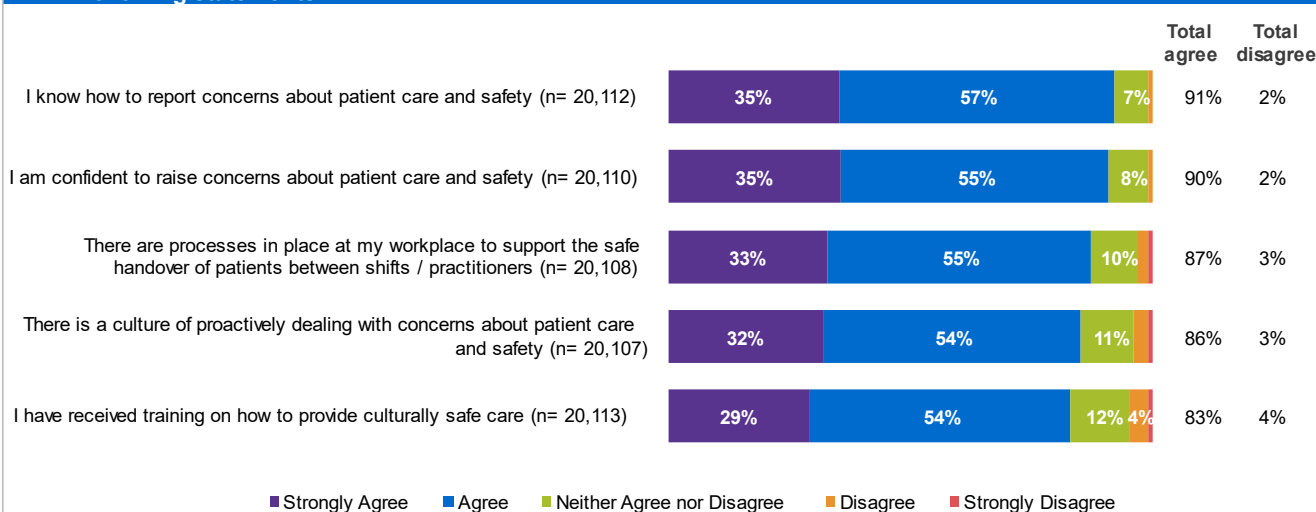
Base: Received training on how to raise concerns about patient safety  
Note: Labels 3% and below removed from chart

**I did not receive training on how to raise concerns about patient safety**

National response: 3%

Base: Total Sample

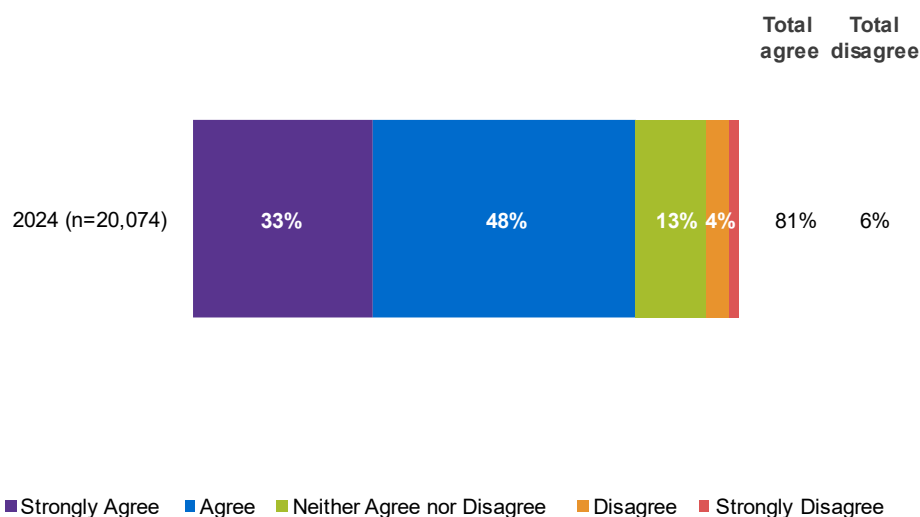
**Q49. Thinking about patient care and safety in your setting, to what extent do you agree or disagree with the following statements?**



Base: National response. Base size varies according to question | Note: Labels 3% and below removed from chart

## 4.11 Overall satisfaction

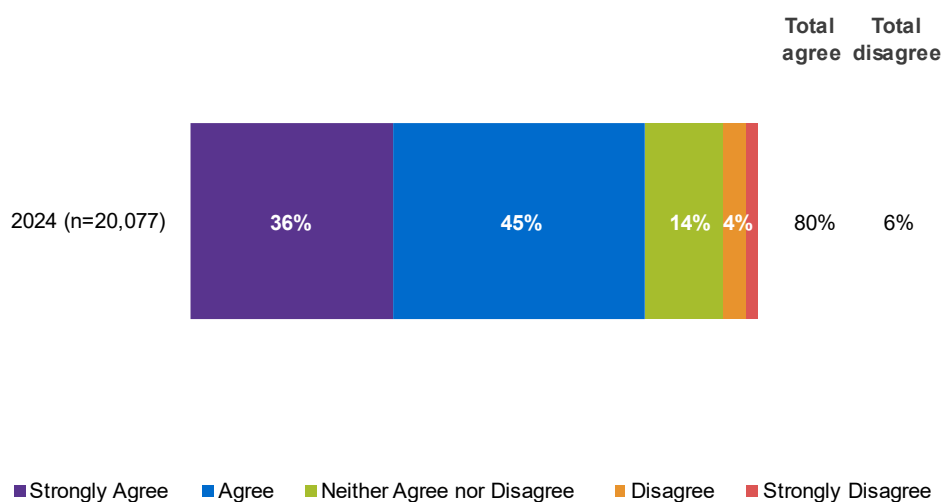
**Q50. Thinking about your setting to what extent do you agree or disagree with the following statements? I would recommend my current training position to other doctors**



Base: National response

Note: Labels 3% and below removed from chart

**Q50. Thinking about your setting to what extent do you agree or disagree with the following statements? I would recommend my current workplace as a place to train**

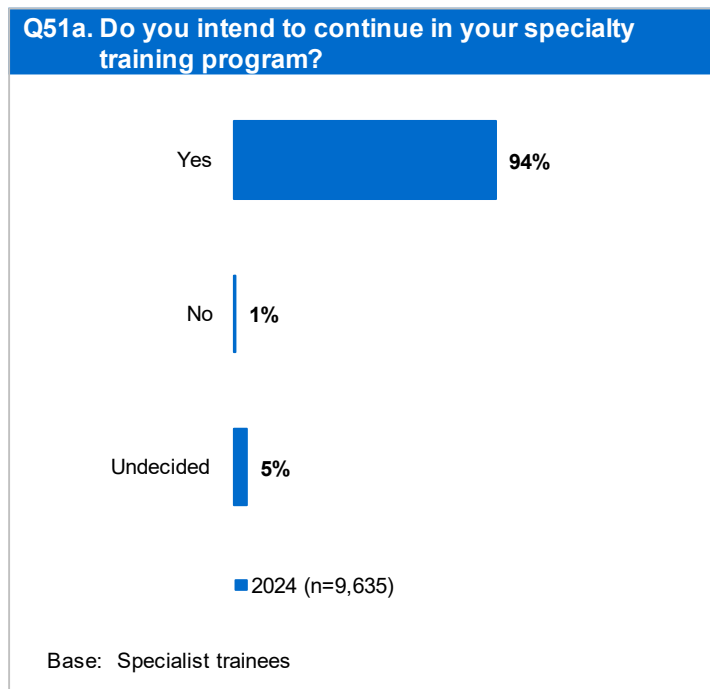


Base: National response

Note: Labels 3% and below removed from chart

## 4.12 Future career intentions

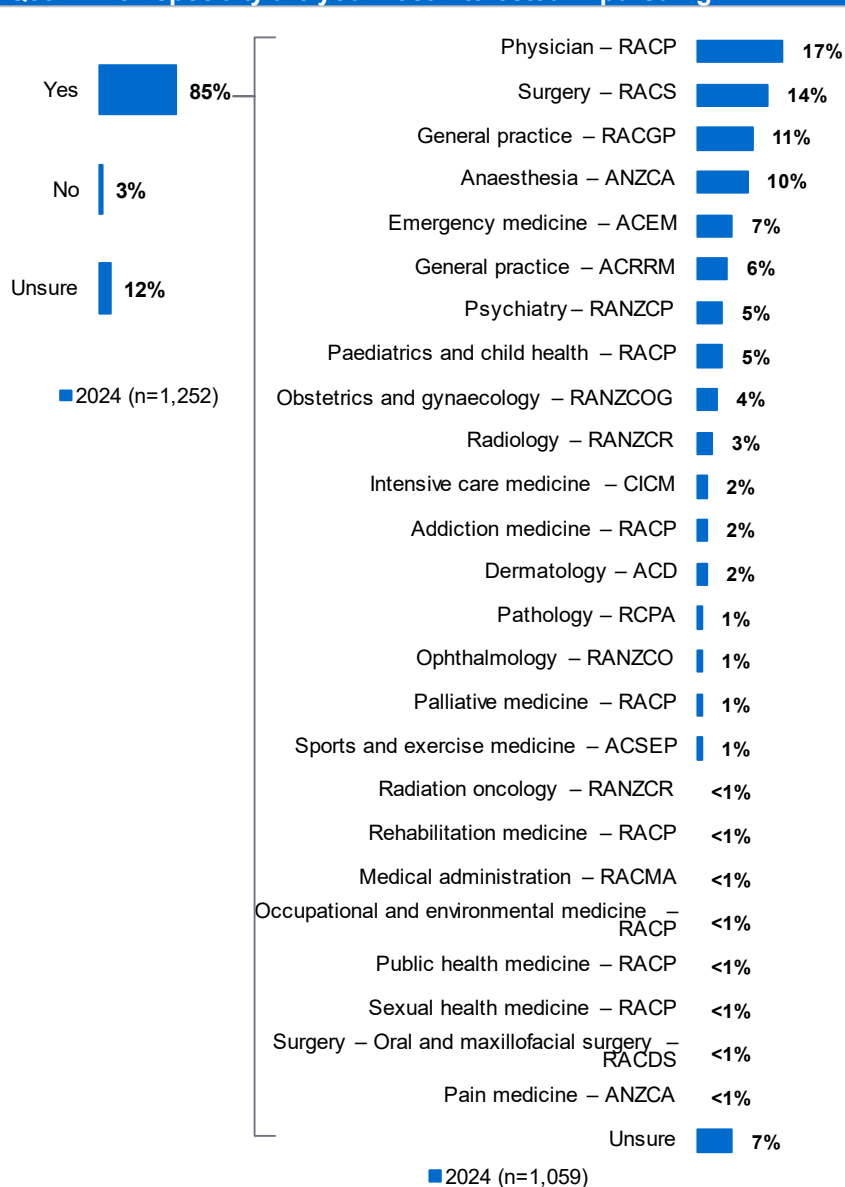
### Specialist trainees



## 4.12.1 Interns – interest in a specialty

**Q52. Do you intend to become a specialist?**

**Q53. Which specialty are you most interested in pursuing?**



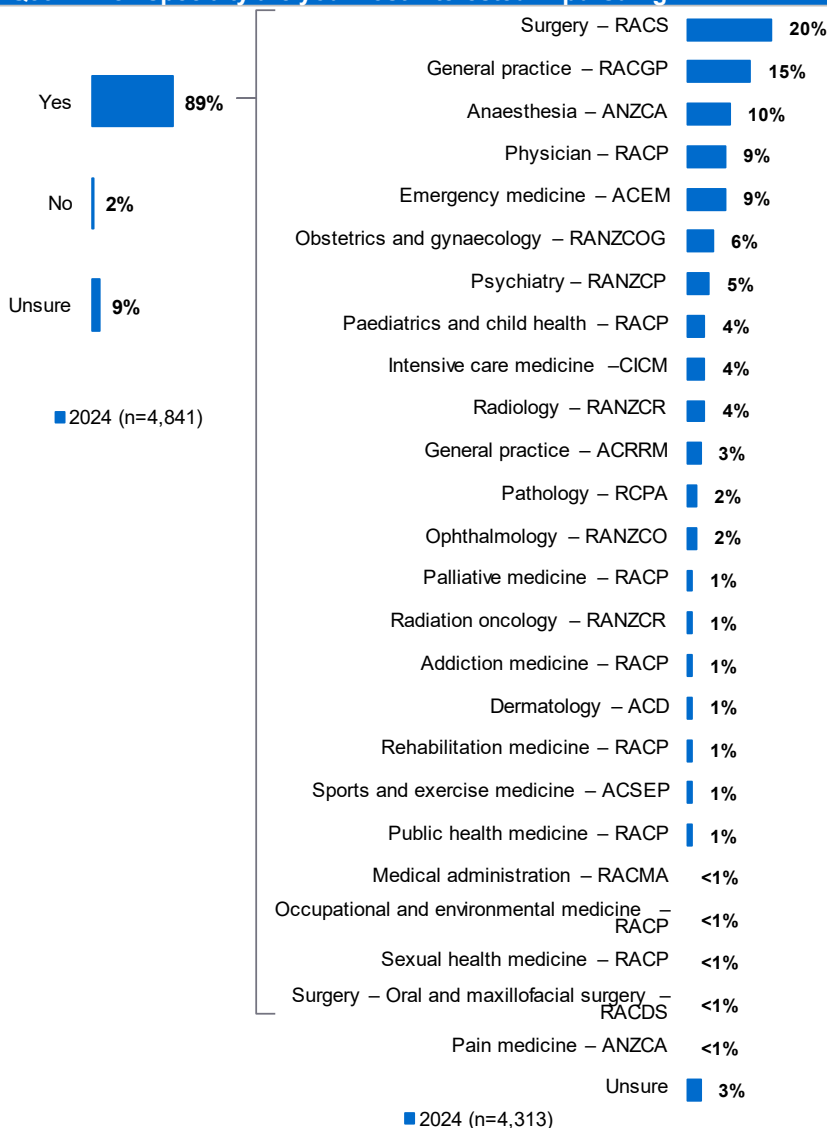
Base: Interns

Base: Interns intending to become a specialist

## 4.12.2 Prevocational and unaccredited trainees – interested in a specialty

**Q52. Do you intend to become a specialist?**

**Q53. Which specialty are you most interested in pursuing?**

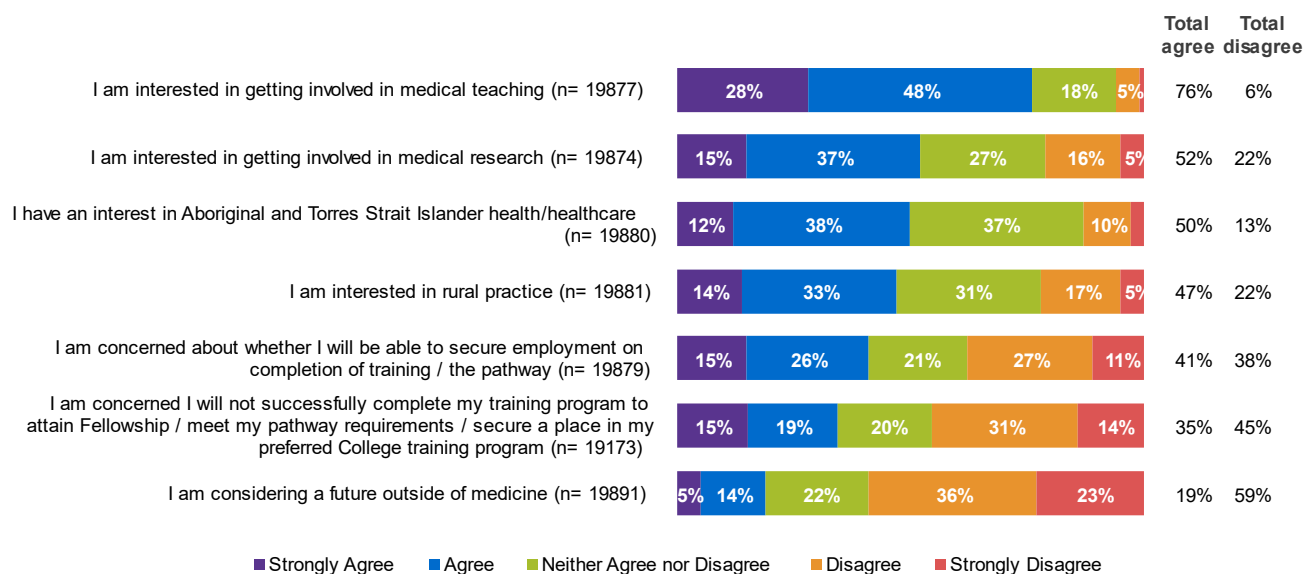


Base: Prevocational and unaccredited trainees

Base: Prevocational and unaccredited trainees intending to become a specialist

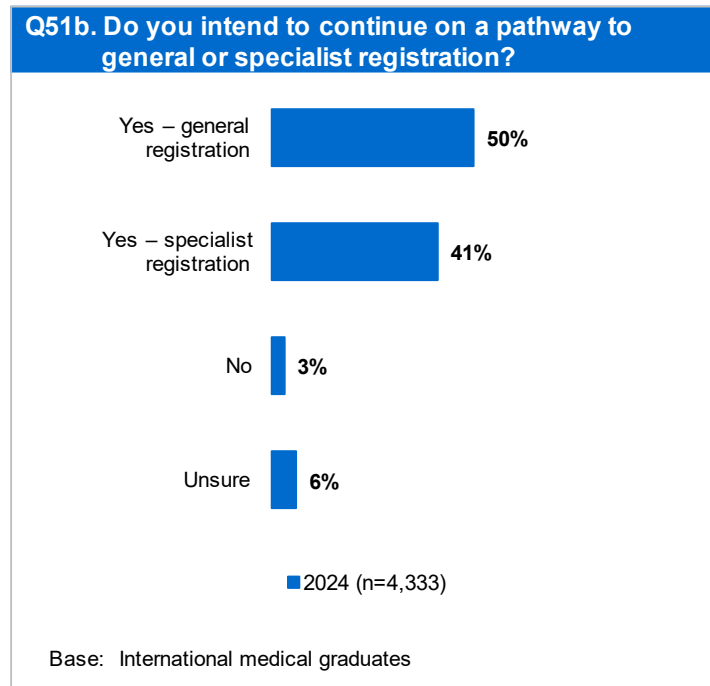
### 4.12.3 Future career intentions

#### Q54. Thinking about your future career, to what extent do you agree or disagree with the following statements?



Base: National response. Base size varies according to question | Note: Labels 3% and below removed from chart

#### 4.12.4 IMGs – intention to continue on a pathway





# Appendix A.

## Detailed methodology



## A1 Detailed participant profile

2024 - survey responses included for analysis						
	TOTAL*	Interns	Prevocational and unaccredited trainees	Specialist non-GP trainees	Specialist GP trainees	IMGs
<b>2024 - TOTAL</b>	<b>23,586</b>	<b>1586</b>	<b>5869</b>	<b>7922</b>	<b>3289</b>	<b>4897</b>
<b>State /Territory</b>						
<b>ACT</b>	528	47	123	209	33	116
<b>NSW</b>	6,534	376	1,574	2,306	1,002	1,276
<b>NT</b>	410	31	115	105	85	74
<b>QLD</b>	4,996	377	1,183	1,641	804	991
<b>SA</b>	1,694	132	411	610	202	339
<b>Tas.</b>	689	44	158	183	114	190
<b>Vic.</b>	6,064	409	1,505	2,154	691	1,305
<b>WA</b>	2,648	170	800	714	358	606
<b>Location</b>						
Metropolitan area	14,822	1,019	4,133	5,992	1,084	2,594
Regional area	6,520	481	1,407	1,541	1,263	1,828
Rural area	1,499	34	117	85	892	371
Do not wish to specify	213	4	55	59	49	46

\*Note: n=273 unknown trainee type partial responses not shown.

## A2 Survey length

The Medical Training Survey (MTS) was designed to take 15 minutes or less to complete. The survey could be completed across multiple sessions and be re-accessed through a unique survey link at a later stage.

On average, the time taken to complete the survey varied according to the number of questions answered and the number of sessions in which the survey was attempted. The table below shows the median time taken for the different survey versions and various levels of completion.

Completion by cohort						
	Total	Interns	Prevocational and unaccredited trainees	Specialist non-GP trainees	Specialist GP trainees	IMGs
Completed* surveys						
<b>Total completes</b>	20,524	1,281	4,924	6,818	3,048	4,453
<b>Average number of sessions per complete<sup>#</sup></b>	1.5	1.9	1.3	1.2	1.3	2.3
<b>Average time taken per complete<sup>#</sup></b>	15.1	15	11.9	13.6	15.9	21.3
Partial* surveys						
<b>Total partials</b>	3,062	315	945	1,104	241	457
<b>Average number of sessions per partial<sup>#</sup></b>	1.5	2	1.2	1.3	1.5	2.5
<b>Average time taken per partial<sup>#</sup></b>	4.3	4.8	3.8	4.5	6.2	6.3

\* See definitions for complete and partial from the previous table. Note: n=273 unknown trainee type partial responses not shown.

<sup>#</sup> To control the impact of outliers, the average computed after deleting the lowest 5% and highest 5% values.

## A3 Cognitive testing

The new survey questions were tested with the intended audience to check understanding of the content areas and the ease with which the new questions could be completed. In total, n=6 cognitive tests were conducted in 2024.

The cognitive tests aimed to:

- ▶ confirm survey content areas with respondents, specifically around new questions on workplace settings, sexual harassment, flexible working arrangements and interns' experiences.
- ▶ flag any content areas not understood by respondents
- ▶ check what participants understood by any terms which could be interpreted ambiguously
- ▶ understand the ease with which the new questions could be completed
- ▶ check if there would be any new barriers that would prevent the survey from being completed.

Doctors in training completed new questions added to the survey via a screen-shared video of the questionnaire under the observation of a moderator and were asked to note any areas of the survey requiring additional clarity. After the survey was completed, the moderator explored and identified potential issues including when the survey needed to be clearer, when trainees paused for thought, potential ambiguity and preferences for methods to complete the survey (including any barriers to complete).

Overall, respondents were positive towards the suggested changes and additions. After the cognitive testing, minor amendments to the survey were adopted by the Steering Committee and Consultative Forum. These were tested internally and by Ahpra before a pilot launch of the survey was conducted.

## A4 Completion rate

There was a total of n=23,859 responses to the 2024 MTS that were eligible for analysis. This figure represents 52.5% of the total number of doctors in training invited to complete the survey (n=46,440), minus any terminated from those invited (n=975) due to the respondent being out of scope.

The number of responses eligible for analysis is made up of doctors in training who completed the survey (passed the 75% point of their respective survey version) or partially completed the survey (answered at least one question but did not complete it). Overall, 87% of responses (n=20,524) eligible for analysis are completed surveys, with the remaining proportion considered as partials.

### A4.1 Partial

The proportion of partially completed surveys comprises 13% of the responses eligible for analysis. The point in which the doctor in training stopped the survey is defined as the 'last question with a response', although as not all questions were compulsory, they may have skipped some questions and answered others later in the survey.

### A4.2 Missing data

In addition to partially completed surveys, a small proportion of data are missing from the dataset due to respondents skipping non-compulsory questions or selecting 'not applicable'.

There were five compulsory questions in the MTS if they applied to the respondent. These questions determined whether the doctor in training was in scope for the purpose of the survey and if so, identified

their cohort when this could not be determined by their answer to the previous question. The five compulsory questions were:

- ▶ Q2. Are you employed:
- ▶ Q3. Are you in a college training program?
- ▶ Q4. In which state or territory is your current term/rotation/placement based?
- ▶ Q8. Do you intend to undertake further postgraduate training in medicine? (only for those who selected 'Career medical officer' to Q7 What is your role in the setting?)
- ▶ Q14. Which specialist training program(s) are you doing?

For all other questions, doctors in training were able to skip the question if they wished. To prevent questions from being skipped by accident, a reminder appeared if the respondent tried to navigate to the next page without answering the question. Overall, very few questions were deliberately skipped by respondents when compared across all data collected across all respondents and questions.

A small number of questions also had 'not applicable' or 'does not apply' response options. These options were made available as the specific question(s) may not apply to all doctor in training participants, but could not be automatically skipped due to the use of a filter. Questions that have a 'not applicable' or 'does not apply' option are:

- ▶ Q5c. (If current term/placement/rotation is primarily in a hospital) Select any additional settings you work in. / (If current term/placement/rotation is not primarily in a hospital) Which settings do you work in?
- ▶ Q9b. If applicable, which subspecialty area are you practising in?
- ▶ Q16b. Which training program are you in?
- ▶ Q22. Thinking about how <College> communicates with you about your training program, to what extent do you 'agree' or 'disagree' with the following statements?
- ▶ Q24. Thinking about all your <College> exam(s) not just the most recent, to what extent do you 'agree' or 'disagree' with the following statements?
- ▶ Q30. In your setting, how would you rate the quality of your overall clinical supervision for...
- ▶ Q33. Thinking about your access to opportunities to develop your skills, to what extent do you agree or disagree with the following statements? In my setting...
- ▶ Q35. Thinking about the development of your knowledge and skills, in your setting do you have sufficient opportunities to develop your...?
- ▶ Q40. How would you rate the quality of the following in your setting?
- ▶ Q47. For any unrostered overtime, you have completed in the past, how often did...?

## A5 Development of the survey tool

The Medical Training Survey (MTS) was developed in two phases: first the content and later fine-tuning through cognitive testing.

### A5.1 Survey content development

To develop the MTS, the Board and Ahpra established two working groups: a Steering Committee, to manage the hands-on work to develop and deliver the survey, and a Consultative Forum, to strengthen the survey with input from doctors in training and other experts. Both groups contributed to the design and development of the MTS. This included revising and updating the questions asked in the survey from year to year. The Steering Committee and Consultative Forum include a representatives of medical organisations, such as doctors in training, specialist colleges, employers and jurisdictions, the Australian Medical Council (AMC), Australian Indigenous Doctors' Association (AIDA) the Australian Medical Association (AMA), postgraduate medical councils, Medical Council of NSW, Doctors' Health Services and the Australian Private Hospitals' Association (APHA). More information about the composition of the working groups is available at [MedicalTrainingSurvey.gov.au](https://MedicalTrainingSurvey.gov.au), in Appendix C and Appendix D.

A series of guiding principles, developed by the Steering Committee and Consultative Forum, shaped the design of the survey, including that it would be:

- ▶ a quality improvement tool
- ▶ safe and confidential for trainees to complete
- ▶ focused on medical training and encourage reflection
- ▶ accessible across platforms and easy to use

Five versions of the survey were developed, with a core set of questions common to each version. The five versions of the survey are relevant to different groups of doctors in training: interns, prevocational and unaccredited trainees, specialist non-GP trainees, specialist GP trainees and IMGs.

EY Sweeney programmed the survey, finalised by the Board and Ahpra, so it could be delivered online. Key design features included:

- ▶ filtering questions and response options based on answers to earlier questions, so only applicable questions were shown
- ▶ use of alternate wording to survey questions or options to use familiar language for different groups of trainees
- ▶ provision of response options such as 'do not wish to specify' or 'prefer not to say' in case participants felt uncomfortable providing responses
- ▶ non-compulsory questions, allowing doctors in training to skip questions
- ▶ use of tool-tips, either through hover or click, for terms requiring additional clarification
- ▶ maintaining the order of response lists, which were designed to be presented logically, and
- ▶ when trainees were enrolled in two colleges, the order of the college questions was randomised so each college had an equal chance of being presented first.

## A5.2 Survey content revision

Between the 2023 and 2024 fieldwork periods, a review of survey questions took place to accommodate the current training environment. As a result of this review, the following questions were amended, added or deleted:

### Amendments

#### *All doctors in training*

- ▶ Intro. Introduction text
  - Intro text under the heading 'Medical Training Survey' has been shortened, while text under the subheading 'How to complete the survey' has been expanded substantially.
- ▶ Q5c. [IF Q5a=1-Hospital] Select any additional settings you work in.  
[IF Q5a=2-Not Hospital] Which settings do you work in?
  - Option 6 'Medical laboratory' added
  - Option 7 'Private practice (exc general practice)' added; Option 7 'Research/university' added
- ▶ Q38. To what extent do you agree or disagree that the following educational activities have been useful in your development as a doctor?
  - Option 9 'Practice-based audits' added
  - Option 5 amended to include 'Primary Health Network meetings'
- ▶ Q41. Thinking about the workplace environment and culture in your setting, to what extent do you agree or disagree with the following statements?
  - Option 12 'Most senior allied health and nursing staff are supportive' added
- ▶ Q42a. Thinking about your workplace, have you experienced and/or witnessed any of the following in the past 12 months?
  - Option 6 'Sexual Harassment' added
  - Option 2 amended to 'Harassment (excluding sexual harassment)'
  - Option 4 amended to 'Discrimination (excluding racism)', with 'age' added to description text.
  - Option 4 also moved to be below Option 3 'Racism'
- ▶ Q42b. Did you report it?
  - Option 5 'Hospital management and administrative staff' split into two separate codes.
- ▶ Q46. On average in the past month, how many hours per week have you worked?
  - Added underline to 'per week', as question has hover text.
- ▶ Q48. In your setting, how would you rate the quality of your training on how to raise concerns about patient safety?
  - Option 6 'I did not receive training' added

#### *Interns, International Medical Graduates and Pre-Vocational trainees*

- ▶ Q13. To what extent do you agree or disagree with the following statements?

- Option 1 'My intern education program is helping me to continue to develop as a doctor' was removed

#### *Specialist GP trainees*

- ▶ Q16b. Which training program are you in?
  - Option 3 amended to 'RACGP Practice Experience Pathway – Specialist Program'

#### *Specialist GP trainees and Specialist Non-GP trainees*

- ▶ Q23a. In the last 12 months, have you sat one or more exams from...?
  - Instruction text amended to '(Please select one response only)'
- ▶ Q25. Thinking about how [College] engages with you, to what extent do you agree or disagree with the following statements?
  - Option 3 'I am able to discuss the College training program with other doctors' was removed

#### *Interns and Pre-Vocational trainees*

- ▶ Q55. Do you identify as...?
  - Option 4 'I use a different term' added

### **Additions**

#### *All doctors in training*

- ▶ Q100. If you or someone you know would like support in relation to anything you may be experiencing at work, please reach out to the Employee Assistance Program (EAP) offered by your training provider or the drs4drs service provided within your state for confidential mental health support. You also may wish to contact the police if you have witnessed or experienced a criminal offence while at work.
  - This is a note for respondents, rather than a question.

#### *Interns*

- ▶ Q11c. Which medical school did you graduate from?
- ▶ Q11d. Thinking about your internship experience so far, to what extent do you agree or disagree with the following statement?

#### *Specialist GP trainees and Specialist Non-GP trainees*

- ▶ Q14a. You indicated that you have trained at the following specialist training program(s) at RACP. For each, please indicate if you are participating in the Basic or Advanced training program.



- Q21a. Thinking about your [INSERT COLLEGE FROM Q14] {Q15} training program, to what extent do you agree or disagree with each of the following statements?

## A6 Data collection processes

The Medical Training Survey (MTS) collected data through responses to an online survey. We received responses from n=24,812 doctors in training, with n=23,589 responses eligible for analysis (i.e. currently training in Australia) between 25 July to the 9 October 2024.

In total, 46,440 doctors in training were invited to participate in the survey. The response rate for the survey was 53.4%, which is the number of online survey responses divided by the number of survey invitations.

### A6.1 Survey fieldwork

There were two methods used to invite doctors in training to participate in the MTS. The Board sent interns and IMGs an email invitation with a unique survey link to the relevant version of the survey.

Other groups of doctors in training – prevocational, unaccredited and specialist trainees - were provided with a unique survey link at the end of the medical registration renewal process. Trainee answers to key survey questions determined which version of the survey they received.

### A6.2 Survey pilot

Data collection for the 2024 MTS began with a survey pilot. On 25 July 2024, a subset of interns and IMGs were sent an email invitation to participate. Pilot data was reviewed to identify any technical issues, including unexpected dropouts. The helpdesk was closely monitored in the event that respondents had unforeseen issues.

### A6.3 Full launch

The full launch of the 2024 MTS aligned with the opening of the medical registration process on 5 August 2024. Doctors answering 'Yes' to the question 'Are you a doctor in training?' were invited to participate in the survey. The remaining interns and IMGs (i.e. those not in the pilot subset), received an email invitation from the Board to complete the survey.

### A6.4 Reminders

To ensure doctors in training had every chance of participating and to maximise the response rate, promotional activities and reminders to complete the survey were issued throughout the survey period. These included:

- personalised email and SMS reminders, sent by Ahpra on behalf of the Board, to doctors in training who had not completed the survey, and
- survey promotion activities such as newsletter articles, social media videos, emails directly from key stakeholders and word of mouth.

### A6.5 Survey eligibility

To be eligible to participate in the survey, respondents had to be:

- a doctor in training including an intern, hospital medical officer, resident medical officer, non-accredited trainee, postgraduate trainee, principal house officer, registrar, specialist trainee, IMG

(with provisional or limited registration) or career medical officer with an intention to undertake further postgraduate training in medicine, and

- ▶ employed full time, part-time or casually for most of their current rotation, and
- ▶ undertaking their current term/rotation/placement in Australia.

In total, n=975 participants were terminated from the survey because they did not meet each of the criteria above, or if they contacted the survey administrators to indicate they were not a doctor in training. Of those who had started the survey, n=22 participants later indicated they were not doctors in training.

Out of scope surveys												
	2024		2023		2022		2021		2020		2019	
	n=	%	n=	%	n=	%	n=	%	n=	%	n=	%
Total terminated after commencing survey	1,039	100%	961	100%	948	100%	933	100%	936	100%	539	100%
<b>Terminated reason</b>												
On extended leave for current rotation	587	56%	544	57%	565	60%	588	63%	565	60%	335	62%
Outside Australia for current rotation	366	35%	348	36%	290	31%	285	31%	309	33%	174	32%
Career medical officers with no intention of undertaking further postgraduate training in medicine	64	6%	48	5%	53	6%	49	5%	55	6%	25	5%
Not a doctor in training (including IMGs who have general registration)	22	2%	21	2%	40	4%	11	1%	7	1%	5	1%

## A6.6 Final sample

The final sample available for analysis for 2024 is shown below, with a comparison with 2019, 2020, 2021, 2022 and 2023.

Sample structure									
	2024				2023	2022	2021	2020	2019
	No of completes <sup>#</sup>	No of partials <sup>^</sup>	Total included in analysis	Maximum margins of error* +/-	Total included in analysis	Total included in analysis	Total included in analysis	Total included in analysis	Total included in analysis
<b>TOTAL</b>	<b>20,524</b>	<b>3,335</b>	<b>23,859</b>	<b>0.6</b>	<b>22,337</b>	<b>22,135</b>	<b>20,671</b>	<b>20,915</b>	<b>9,378</b>
<b>Interns</b>	1,281	315	1,596	2.7	1,321	1,053	1,191	1,360	786
<b>Prevocational and unaccredited trainees</b>	4,924	945	5,869	1.4	5,825	5,799	5,448	5,158	1,953
<b>Specialist non-GP trainees</b>	6,818	1,104	7,922	1.1	8,423	9,251	8,846	9,020	3,510
<b>Specialist GP trainees</b>	3,048	241	3,289	1.7	3,299	3,470	3,128	3,132	1,390
<b>IMGs</b>	4,453	457	4,910	1.4	3,247	2,302	1,926	2,126	1,700
<b>Unknown trainee type<sup>~</sup></b>	N/A	273	273	N/A	222	260	132	119	39

*\*Maximum margins of error shown are based on research findings of 50% at the 95% Confidence Interval. This has been calculated using the number of completes as the base, rather than the total included in analysis.*

*The margin of error indicates the error margin that surrounds results from the sample. For example, if the margin of error is 3.0%, and 50% of doctors in training 'strongly agree' or 'agree' to the statement 'I would recommend my current training position to other doctors', if this survey was repeated, on 19 out of 20 occasions the result would fall between 47.0% and 53.0%.*

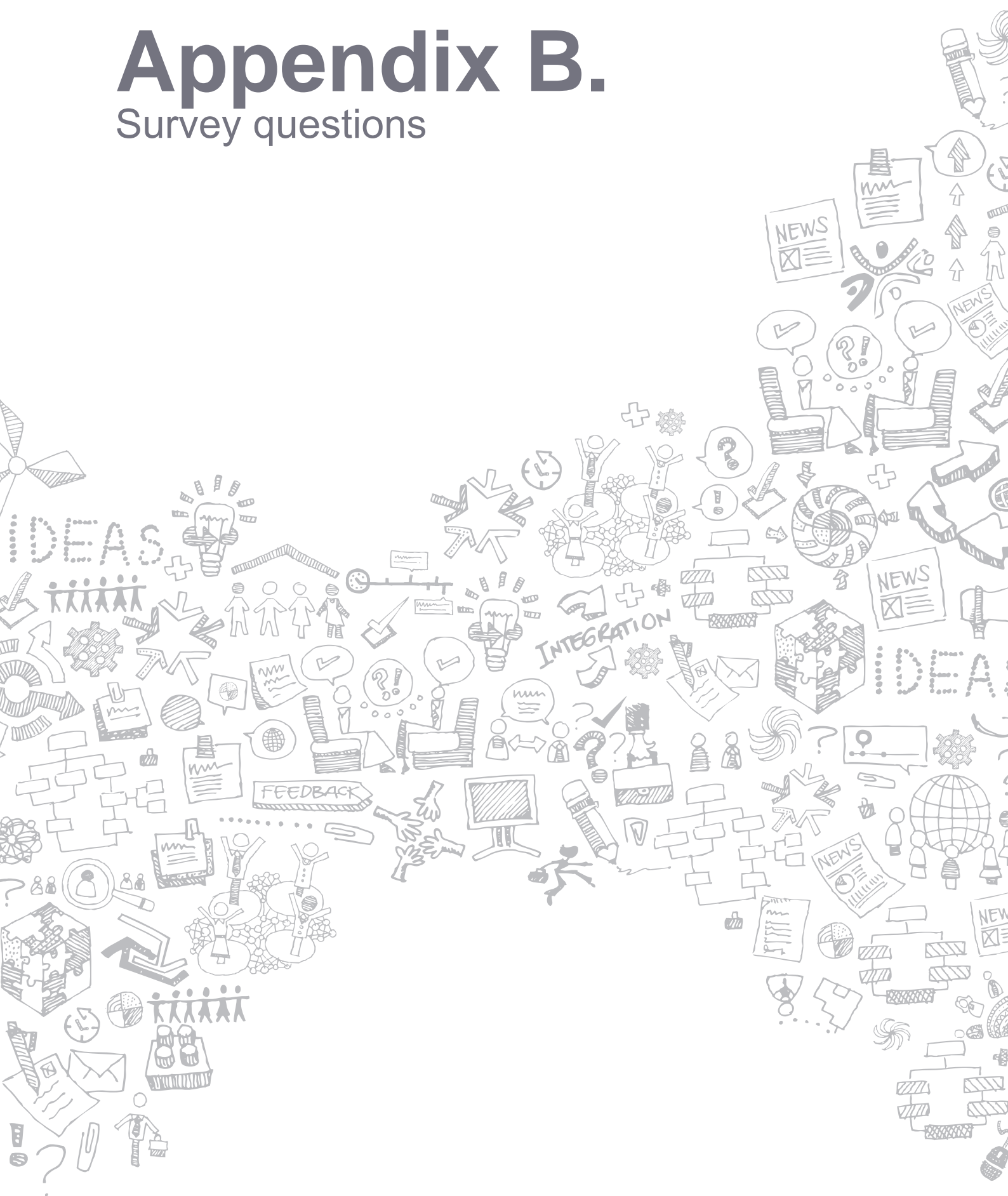
*<sup>#</sup>A completed survey is defined as answering a question on or after the 75% completion mark for the doctor in training's respective survey version:*

*<sup>^</sup> Completed at least one question of the survey but did not progress past the 75% mark to be considered complete.*

*<sup>~</sup> These trainees have not answered the question 'Are you in a college program' to determine the type of trainee they are for the purposes of the survey.*

# Appendix B.

## Survey questions



## B1 Survey questions

There are five versions of the Medical Training Survey (MTS), each tailored to a different group of doctors in training. Most questions are common across the survey versions. A consolidated copy of the survey questions are below. To view copies of the survey questions filtered to each group of doctors, please visit <https://medicaltrainingsurvey.gov.au/Resources/Survey-questions>.



**This is a copy of the [COHORT] questions.**

### Medical Training Survey

Thank you for completing the Medical Training Survey (MTS), which is being conducted for the Medical Board of Australia (MBA) and the Australian Health Practitioner Regulation Agency (Ahpra).

The MTS is being administered by an independent research agency, EY Sweeney, and will take approximately 15 minutes to complete.

#### Survey descriptions

The purpose of the MTS is to collect data from doctors in training to:

- better understand the quality of medical training in Australia;
- identify how best to improve medical training in Australia; and
- recognise and deal with potential issues in medical training that could impact on patient safety, including environment and culture, unacceptable behaviours and poor supervision.

[Click here for more information about participation.](#)

[Click here for more information about the Medical Training Survey.](#)

Please press **NEXT** to continue.

For access to the EY Sweeney Privacy Policy, click here (<https://eysweeney.com.au/privacy-policy>). For any technical problems with this survey please send an e-mail by selecting the link that appears at the bottom of each page.

#### How to complete the survey

Participants can use their mouse to "Click" the relevant circles or boxes to mark their selection with a black dot or a tick.

[REGISTERED MEDICAL PRACTITIONERS] Participants may close the survey down and re-enter at the departure point. To do so, use the link in the confirmation of registration email.

[INTERNS/ INTERNATIONAL MEDICAL GRADUATES ONLY] Participants may close the survey down and re-enter at the point of departure. To do so, use the link in the email invitation.

Once the participant has completed the questions on a page you click the "Next" button to proceed to the next screen.

In order for answers to be sent, the participant must click the "Submit" button at the end of the survey.

For any technical problems with the survey, participants can send an email to the email address that appears at the bottom of each page.

Please press **NEXT** to continue.

## Medical Training Survey

### Survey description

The purpose of the MTS is to collect data from doctors in training to:

- better understand the quality of medical training in Australia;
- identify how best to improve medical training in Australia; and
- recognise and deal with potential issues in medical training that could impact on patient safety, including environment and culture, unacceptable behaviours and poor supervision.

### Your part in the MTS

- Participation in the MTS is voluntary. You may withdraw from participating in the MTS at any time without providing a reason.
- The questions you will be asked relate to your experience of medical training in Australia.
- The extent to which the Medical Board of Australia (**MBA**) can strengthen medical training in Australia depends on well considered feedback. The MBA welcomes this feedback, as there are always opportunities to improve medical training in Australia.
- When completing the MTS, we ask that you do not provide responses with personal information or information that may reasonably identify an individual.
- The MBA and Ahpra acknowledge that participation in the MTS and reflections on medical training might cause discomfort or even distress. For this reason, you may skip questions at any time and proceed to the next question.

### Privacy information

Any information collected in the MTS will be treated confidentially and anonymously, and in accordance with the *Privacy Act 1988 (Cth)* and the Health Practitioner Regulation National Law (**the National Law**). MTS data collected will only be used for the purposes described above.

To maintain confidentiality and anonymity of MTS responses, the MTS is being administered by EY Sweeney, an independent and accredited market research agency. EY Sweeney is independent of Ahpra and the MBA.

EY Sweeney will aggregate the MTS data and disclose it to Ahpra and the MBA in a de-identified report, taking steps to remove any personal information or information that could reasonably re-identify an individual.

MTS data will be collated into jurisdiction specific and/or medical specialty specific reports, however participant anonymity will be maintained in such reports. Only de-identified and aggregated data will be published.

Information participants provide in the MTS will be stored and handled securely. EY Sweeney uses a third party provider to store data in the cloud hosted in Australia. The third-party provider is subject to obligations to store and handle data in accordance with the *Privacy Act 1988 (Cth)* and the National Law.

Ahpra's Privacy Policy explains how participants may access and seek correction of personal information held by Ahpra and the MBA; complain to Ahpra about a breach of their privacy; and how a complaint will be dealt with. For access to Ahpra's Privacy Policy, click here (<https://www.ahpra.gov.au/privacy>).

For access to EY Sweeney's Privacy Policy, click here (<http://eysweeney.com.au/contact-us/privacy-policy>).

### Use and sharing of MTS data

The MBA and Ahpra anticipate using the MTS data to:



- provide organisations with the de-identified MTS result reports, including benchmarking, so they can identify focus areas, develop action plans and improve medical training;
- inform sector-wide strategies and campaigns in response to medical training issues, such as workplace environment and culture, patient safety and poor supervision;
- publicly report on medical training issues; and
- provide stakeholders and the public with data about the quality of medical training. Stakeholders may apply the aggregated MTS data to improve medical training in Australia.

All reporting will endeavour to protect the identity of individual participants. For example:

- EY Sweeney will take steps to de-identify any MTS data that may identify a participant or another individual;
- Reports will only be provided where 10 or more responses have been received;
- EY Sweeney will not provide individual MTS responses to third parties outside of the MBA and Ahpra.

### Data Management

To maintain confidentiality and anonymity of MTS responses, the MTS is being administered by EY Sweeney, an independent and accredited (ISO20252 Market and Social Research Standard) market research agency. EY Sweeney is independent of the MBA and Ahpra.

All MTS data is securely stored in Australia in accordance with The Research Society Code of Professional Behaviour, ISO 20252 – Market and Social Research Standard, Australian Data and Insights Association (ADIA) Privacy (Market and Social Research) Code 2014, Australian Privacy Principles of the *Privacy Act 1988* (Cth) and ISO 27001-2013 (Certificate for Information Security Management accreditation).

EY Sweeney stores data in secure cloud based servers, located in Australia.

### Contact

The Ahpra point of contact for this project is [MTS@ahpra.gov.au](mailto:MTS@ahpra.gov.au).

For any technical problems with this survey, a participant should contact EY Sweeney via phone on 1800 983 160 or via e-mail at [medicaltrainingsurvey@au.ey.com](mailto:medicaltrainingsurvey@au.ey.com) (this email appears as a hyperlink at the bottom of each page of the survey).

Non-technical queries, such as questions regarding the content of the MTS, queries about participant rights or complaints about the manner in which the MTS is being conducted, should be directed to Ahpra via email at [MTS@ahpra.gov.au](mailto:MTS@ahpra.gov.au).

If a participant prefers to direct a complaint to another body, the participant may contact the membership body for market and social research, The Research Society, on (02) 9566 3100 or the participant can visit <https://researchsociety.com.au/>



**READER NOTE:** Respondents do not see codes (numbers) in the questions nor the headings in black boxes. Text in square brackets, or prefaced by **PROGRAMMER NOTE** are instructions to program.

**GENERIC SURVEY ENTRY FOR [INS] AND [IMG].**  
**STATUS SWITCHED FROM [SNT] WITHIN SURVEY.**  
**CREATE HIDDEN VARIABLE FOR COHORT**

S0. PROGRAMMER NOTE: AUDIENCES FOR THIS SURVEY ARE SPLIT INTO 5 COHORTS:	<b>[INS]</b> Interns	<input type="radio"/> 01
	<b>[IMG]</b> International Medical Graduates	<input type="radio"/> 02
	<b>[PVT]</b> Prevocational Trainees	<input type="radio"/> 03
	<b>[SNT]</b> Specialist Non-GP Trainees (Default entry for specialists)	<input type="radio"/> 04
	<b>[SGPT]</b> Specialist GP trainees (assigned based on Q14)	<input type="radio"/> 05

## DEMOGRAPHICS

The questions in this survey focus on your recent experiences as a doctor in training. As this survey is being completed by all doctors in training, please answer the questions in respect to your current situation and stage in your training journey.

<p><b>[IMG, PVT, INS, SNT/SGPT]</b></p> <p>Q1. What is your postgraduate year? Please select one response only.</p> <p>{Q1}</p>	<table border="0"> <tr><td>PGY1</td><td><input type="radio"/> 01</td></tr> <tr><td>PGY2</td><td><input type="radio"/> 02</td></tr> <tr><td>PGY3</td><td><input type="radio"/> 03</td></tr> <tr><td>PGY4</td><td><input type="radio"/> 04</td></tr> <tr><td>PGY5</td><td><input type="radio"/> 05</td></tr> <tr><td>PGY6</td><td><input type="radio"/> 06</td></tr> <tr><td>PGY7</td><td><input type="radio"/> 07</td></tr> <tr><td>PGY8</td><td><input type="radio"/> 08</td></tr> <tr><td>PGY9</td><td><input type="radio"/> 09</td></tr> <tr><td>PGY≥10</td><td><input type="radio"/> 10</td></tr> </table>	PGY1	<input type="radio"/> 01	PGY2	<input type="radio"/> 02	PGY3	<input type="radio"/> 03	PGY4	<input type="radio"/> 04	PGY5	<input type="radio"/> 05	PGY6	<input type="radio"/> 06	PGY7	<input type="radio"/> 07	PGY8	<input type="radio"/> 08	PGY9	<input type="radio"/> 09	PGY≥10	<input type="radio"/> 10
PGY1	<input type="radio"/> 01																				
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PGY8	<input type="radio"/> 08																				
PGY9	<input type="radio"/> 09																				
PGY≥10	<input type="radio"/> 10																				

<p><b>[IMG, PVT, INS, SNT/SGPT]</b></p> <p>Q2. Are you employed: Please select one response only.</p> <p>{Q61}</p>	<table border="0"> <tr><td>Full time</td><td><input type="radio"/> 1</td></tr> <tr><td>Part time</td><td><input type="radio"/> 2</td></tr> <tr><td>Casually</td><td><input type="radio"/> 3</td></tr> <tr><td>On leave for most of your current rotation</td><td><b>TERMINATE 1</b></td></tr> <tr><td></td><td><input type="radio"/> 99</td></tr> </table>	Full time	<input type="radio"/> 1	Part time	<input type="radio"/> 2	Casually	<input type="radio"/> 3	On leave for most of your current rotation	<b>TERMINATE 1</b>		<input type="radio"/> 99
Full time	<input type="radio"/> 1										
Part time	<input type="radio"/> 2										
Casually	<input type="radio"/> 3										
On leave for most of your current rotation	<b>TERMINATE 1</b>										
	<input type="radio"/> 99										

### TERMINATE 1:

Thank you for your interest in completing the Medical Training Survey. At this stage we are only after responses from doctors in training who are not on leave for extended periods – we look forward to receiving your feedback on medical training in future years.

If you would like to contact us regarding this please email [medicaltrainingsurvey@au.ey.com](mailto:medicaltrainingsurvey@au.ey.com)

Should you need to contact the MBA and Ahpra please email [MTS@ahpra.gov.au](mailto:MTS@ahpra.gov.au).

<p><b>[PVT, SNT/SGPT]</b></p> <p>Q3. Are you in a college training program?</p> <p>{Q3}</p>	<table border="0"> <tr> <td>Yes</td> <td><b>[ASSIGN SNT]</b></td> <td><input type="radio"/> 1</td> </tr> <tr> <td>No</td> <td><b>[ASSIGN PVT]</b></td> <td><input type="radio"/> 2</td> </tr> </table>	Yes	<b>[ASSIGN SNT]</b>	<input type="radio"/> 1	No	<b>[ASSIGN PVT]</b>	<input type="radio"/> 2
Yes	<b>[ASSIGN SNT]</b>	<input type="radio"/> 1					
No	<b>[ASSIGN PVT]</b>	<input type="radio"/> 2					

Throughout the survey, we have used the term “setting” to describe the last place or area where you have practised or trained for at least two weeks. This would normally be your current setting, workplace, placement or rotation, or might be your previous setting, if you have only been practising or training in your current setting for less than two weeks.

<p><b>[IMG, PVT, INS, SNT/SGPT]</b></p> <p>Q4. In which state or territory is your current term/rotation/placement based?</p> <p><i>If you have only been practising or training in your current state or territory for less than two weeks, please select the state or territory for your previous setting.</i></p> <p><b>Please select one response only.</b></p> <p>{Q2}</p>	<table border="0"> <tr><td>ACT</td><td><input type="radio"/> 01</td></tr> <tr><td>NSW</td><td><input type="radio"/> 02</td></tr> <tr><td>NT</td><td><input type="radio"/> 03</td></tr> <tr><td>QLD</td><td><input type="radio"/> 04</td></tr> <tr><td>SA</td><td><input type="radio"/> 05</td></tr> <tr><td>Tas.</td><td><input type="radio"/> 06</td></tr> <tr><td>Vic.</td><td><input type="radio"/> 07</td></tr> <tr><td>WA</td><td><input type="radio"/> 08</td></tr> <tr><td>Outside Australia</td><td><b>TERMINATE 2</b> <input type="radio"/> 09</td></tr> </table>	ACT	<input type="radio"/> 01	NSW	<input type="radio"/> 02	NT	<input type="radio"/> 03	QLD	<input type="radio"/> 04	SA	<input type="radio"/> 05	Tas.	<input type="radio"/> 06	Vic.	<input type="radio"/> 07	WA	<input type="radio"/> 08	Outside Australia	<b>TERMINATE 2</b> <input type="radio"/> 09
ACT	<input type="radio"/> 01																		
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Vic.	<input type="radio"/> 07																		
WA	<input type="radio"/> 08																		
Outside Australia	<b>TERMINATE 2</b> <input type="radio"/> 09																		

**TERMINATE 2:**

Thank you for your interest in completing the Medical Training Survey. At this stage we are only after responses from doctors who are in Australia for their current placement – we look forward to receiving your feedback on medical training in future years.

If you would like to contact us regarding this please email [medicaltrainingsurvey@au.ey.com](mailto:medicaltrainingsurvey@au.ey.com)

Should you need to contact the MBA and Ahpra please email [MTS@ahpra.gov.au](mailto:MTS@ahpra.gov.au).

<p><b>[IMG, PVT, INS, SNT/SGPT]</b></p> <p>Q5a. <b>SHOW IF PVT, INS, SNT/SGPT</b></p> <p>Is your current term/rotation/placement predominantly in a hospital?</p> <p><b>SHOW IF IMG</b></p> <p>Is your current position in a hospital?</p> <p><i>If you have only been practising or training in your current term/rotation/position or placement for less than two weeks, please consider your previous setting.</i></p> <p>{Q5a}</p>	<table border="0"> <tr><td>Yes</td><td><input type="radio"/> 1</td></tr> <tr><td>No</td><td><input type="radio"/> 2</td></tr> </table>	Yes	<input type="radio"/> 1	No	<input type="radio"/> 2
Yes	<input type="radio"/> 1				
No	<input type="radio"/> 2				

<p><b>[IMG, PVT, INS, SNT/SGPT]</b></p> <p><b>ASK IF Q5a=1 (Q5a=1)</b></p> <p>Q5b. Which hospital do you work at?</p> <p>If you work at more than one hospital, select where you spend most time.</p> <p><i>If you have only been practising or training in your current hospital for less than two weeks, please consider your previous hospital.</i></p> <p><b>Please type in and select.</b></p> <p>{Q5b}</p>	<p><b>PIPE RESPONSES BY FROM STATE LIST Q4(Q2)</b> <input type="radio"/> 01</p> <p><input type="radio"/> 02</p> <p><input type="radio"/> 03</p> <p><input type="radio"/> 04</p> <p><input type="radio"/> 05</p> <p><input type="radio"/> 06</p> <p>Other <input type="radio"/> 97</p> <p>Do not wish to specify <input type="radio"/> 98</p>
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<p><b>[IMG, PVT, INS, SNT/SGPT]</b></p> <p><b>ASK IF Q5a=1</b> (Q8a)</p> <p>Q5c. Select any additional settings you work in.</p> <p>This question refers to your additional <u>clinical settings/workplace</u>, not your role/rotation/position.</p> <p><b>ASK IF Q5a=2</b> (Q8a)</p> <p>Q5c. Which settings do you work in?</p> <p><b>Please select all that apply</b>  <b>HOVERTEXT FOR 'SETTING'</b>          Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.</p> <p>(Q5c)</p>	<p>Aboriginal and Torres Strait Islander health service <input type="checkbox"/> 01</p> <p>Aged care facility <input type="checkbox"/> 02</p> <p>Community health service <input type="checkbox"/> 03</p> <p>Correctional services <input type="checkbox"/> 04</p> <p>General practice clinic <input type="checkbox"/> 05</p> <p>Medical laboratory <input type="checkbox"/> 06</p> <p>Private practice (exc general practice) <input type="checkbox"/> 07</p> <p>Research/university <input type="checkbox"/> 08</p> <p>Other <input type="checkbox"/> 97</p> <p>Not applicable <input type="radio"/> 98</p>
<p><b>[IMG, PVT, INS, SNT/SGPT]</b></p> <p><b>ASK IF Q5a=2 OR Q5b=97 OR Q5b=98 ELSE PIPE FROM DATABASE</b> (Q8a=2 Q8b=97 98)</p> <p>Q6. Is your current setting in a...?</p> <p><b>Please select one response only.</b>  <b>HOVERTEXT FOR 'SETTING'</b>          Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.</p> <p>(Q62)</p>	<p>Metropolitan area (e.g. capital city – Sydney, Melbourne, Brisbane, Adelaide, Perth, Darwin, Hobart, Canberra) <input type="radio"/> 1</p> <p>Regional area (e.g. within or less than 15km from a town with a population of at least 15,000 that is not a capital city) <input type="radio"/> 2</p> <p>Rural area (e.g. more than 15km from the closest town with a population of at least 15,000) <input type="radio"/> 3</p> <p>Do not wish to specify <input type="radio"/> 99</p>
<p><b>[IMG, PVT, SNT/SGPT]</b></p> <p>Q7. What is your role in the setting?</p> <p><b>Please select one response only.</b></p> <p><b>HOVERTEXT FOR 'SETTING'</b>          Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.</p> <p>(Q4)</p>	<p><b>SHOW IF IMG Intern</b> <input type="radio"/> 1</p> <p>Resident Medical Officer / Hospital Medical Officer <input type="radio"/> 2</p> <p>Principal House Officer <input type="radio"/> 4</p> <p>Career Medical Officer <input type="radio"/> 6</p> <p>Registrar <input type="radio"/> 7</p> <p><b>SHOW IF IMG Specialist</b> <input type="radio"/> 8</p> <p>Unaccredited Registrar <input type="radio"/> 9</p> <p>Other <input type="radio"/> 97</p>
<p><b>[IMG, PVT]</b></p> <p><b>ASK IF Q7=6</b> (Q4=6)</p> <p>Q8. Do you intend to undertake further postgraduate training in medicine?</p> <p>(Q5)</p>	<p>Yes <input type="radio"/> 1</p> <p>No <input type="radio"/> 2</p>

**TERMINATE PVT IF Q8=2** (Q5=2)

	<b>Radiology</b>	<b>[19]</b>
	Diagnostic radiology	<input type="radio"/> 02
	Diagnostic ultrasound	<input type="radio"/> 03
	Nuclear medicine	<input type="radio"/> 04
	Not applicable	<input type="radio"/> 98
	Prefer not to say	<input type="radio"/> 99
	<b>Surgery</b>	<b>[23]</b>
	General surgery	<input type="radio"/> 50
	Orthopaedic surgery	<input type="radio"/> 51
	Cardio-thoracic surgery	<input type="radio"/> 52
	Neurosurgery	<input type="radio"/> 53
	Otolaryngology – head and neck surgery	<input type="radio"/> 54
	Oral and maxillofacial surgery	<input type="radio"/> 55
	Paediatric surgery	<input type="radio"/> 56
	Plastic surgery	<input type="radio"/> 57
	Urology	<input type="radio"/> 58
	Vascular surgery	<input type="radio"/> 59
	Not applicable	<input type="radio"/> 98
	Prefer not to say	<input type="radio"/> 99

### TERMINATE 3:

Thank you for your interest in completing the Medical Training Survey. This survey has been designed for doctors in training, as a Career Medical Officer with no intention to undertake further postgraduate training in medicine the remaining questions in this survey are unlikely to be appropriate for you. We thank you for your time in completing the survey up to this point.

If you would like to contact us regarding this please email [medicaltrainingsurvey@au.ey.com](mailto:medicaltrainingsurvey@au.ey.com).

Should you need to contact the MBA and Ahpra please email [MTS@ahpra.gov.au](mailto:MTS@ahpra.gov.au).

[IMG, PVT, INS, SNT/SGPT]	Addiction medicine <input type="radio"/> 01
Q9a. Which area are you currently practising in?	Anaesthesia <input type="radio"/> 02
<b>Please select one response only.</b>	Dermatology <input type="radio"/> 03
(Q7)	Emergency medicine <input type="radio"/> 04
<i>If you have only been practising or training in your current area for less than two weeks, please select the area for your previous setting.</i>	General practice <input type="radio"/> 05
	Intensive care medicine <input type="radio"/> 06
	Medical administration <input type="radio"/> 07
	Obstetrics and gynaecology <input type="radio"/> 08
	Occupational and environmental medicine <input type="radio"/> 09
	Ophthalmology <input type="radio"/> 10
	Paediatrics and child health (inc. specialties) <input type="radio"/> 11
	Pain medicine <input type="radio"/> 12
	Palliative medicine <input type="radio"/> 13
	Pathology <input type="radio"/> 14
	Physician Adult medicine (inc. specialties) <input type="radio"/> 15
	Psychiatry <input type="radio"/> 16
	Public health medicine <input type="radio"/> 17
	Radiation oncology <input type="radio"/> 18
	Radiology <input type="radio"/> 19
	Rehabilitation medicine <input type="radio"/> 20
	Sexual health medicine <input type="radio"/> 21
	Sport and exercise medicine <input type="radio"/> 22
	Surgery <input type="radio"/> 23
	Other <input type="radio"/> 97

<p><b>[IMG, PVT, INS, SNT/SGPT]</b>  <b>ASK IF Q9a = 4   6   8   11   14   15   19   23</b>  <small>(Q7=4 6 8 11 14 15 19 23)</small></p> <p>Q9b. If applicable, which subspecialty area are you practising in?</p> <p><b>Please select one response only.</b>  <small>(Q7b)</small></p>	<p><b>Emergency Medicine [04]</b></p> <p>Paediatric emergency medicine <input type="radio"/> 12</p> <p>Not applicable <input type="radio"/> 98</p> <p>Prefer not to say <input type="radio"/> 99</p>
	<p><b>Intensive care medicine [06]</b></p> <p>Paediatric intensive care <input type="radio"/> 01</p> <p>Not applicable <input type="radio"/> 98</p> <p>Prefer not to say <input type="radio"/> 99</p>
	<p><b>Obstetrics and gynaecology [08]</b></p> <p>Gynaecological oncology <input type="radio"/> 60</p> <p>Maternal–fetal medicine <input type="radio"/> 61</p> <p>Obstetrics and gynaecological ultrasound <input type="radio"/> 62</p> <p>Reproductive endocrinology and infertility <input type="radio"/> 63</p> <p>Urogynaecology <input type="radio"/> 64</p> <p>Not applicable <input type="radio"/> 98</p> <p>Prefer not to say <input type="radio"/> 99</p>
	<p><b>Paediatrics and child health [11]</b></p> <p>General paediatrics <input type="radio"/> 06</p> <p>Paediatric clinical genetics <input type="radio"/> 07</p> <p>Community child health <input type="radio"/> 08</p> <p>Neonatal and perinatal medicine <input type="radio"/> 09</p> <p>Paediatric cardiology <input type="radio"/> 10</p> <p>Paediatric clinical pharmacology <input type="radio"/> 11</p> <p>Paediatric emergency medicine <input type="radio"/> 12</p> <p>Paediatric endocrinology <input type="radio"/> 13</p> <p>Paediatric gastroenterology and hepatology <input type="radio"/> 14</p> <p>Paediatric haematology <input type="radio"/> 15</p> <p>Paediatric immunology and allergy <input type="radio"/> 16</p> <p>Paediatric infectious diseases <input type="radio"/> 17</p> <p>Paediatric intensive care medicine <input type="radio"/> 18</p> <p>Paediatric medical oncology <input type="radio"/> 19</p> <p>Paediatric nephrology <input type="radio"/> 20</p> <p>Paediatric neurology <input type="radio"/> 21</p> <p>Paediatric nuclear medicine <input type="radio"/> 22</p> <p>Paediatric palliative medicine <input type="radio"/> 23</p> <p>Paediatric rehabilitation medicine <input type="radio"/> 24</p> <p>Paediatric respiratory and sleep medicine <input type="radio"/> 25</p> <p>Paediatric rheumatology <input type="radio"/> 26</p> <p>Not applicable <input type="radio"/> 98</p> <p>Prefer not to say <input type="radio"/> 99</p>



	<b>Pathology</b>	<b>[14]</b>
	General pathology	○ 27
	Anatomical pathology (including cytopathology)	○ 28
	Chemical pathology	○ 29
	Haematology	○ 30
	Immunology	○ 31
	Microbiology	○ 32
	Forensic pathology	○ 33
	Not applicable	○ 98
	Prefer not to say	○ 99
	<b>Physician Adult medicine</b>	<b>[15]</b>
	General medicine	○ 34
	Cardiology	○ 35
	Clinical genetics	○ 36
	Clinical pharmacology	○ 37
	Endocrinology	○ 38
	Gastroenterology and hepatology	○ 39
	Geriatric medicine	○ 40
	Haematology	○ 41
	Immunology and allergy	○ 42
	Infectious diseases	○ 43
	Medical oncology	○ 44
	Nephrology	○ 45
	Neurology	○ 46
	Nuclear medicine	○ 47
	Respiratory and sleep medicine	○ 48
	Rheumatology	○ 49
	Not applicable	○ 98
	Prefer not to say	○ 99



### TRAINING CURRICULUM

<p><b>[IMG]</b></p> <p>Q10. How many years have you held registration in Australia?</p> <p><b>Please select one response only.</b></p> <p>(Q9)</p>	<table> <tr><td>1 or less</td><td><input type="radio"/> 01</td></tr> <tr><td>2</td><td><input type="radio"/> 02</td></tr> <tr><td>3</td><td><input type="radio"/> 03</td></tr> <tr><td>4</td><td><input type="radio"/> 04</td></tr> <tr><td>5</td><td><input type="radio"/> 05</td></tr> <tr><td>6</td><td><input type="radio"/> 06</td></tr> <tr><td>7</td><td><input type="radio"/> 07</td></tr> <tr><td>8</td><td><input type="radio"/> 08</td></tr> <tr><td>9</td><td><input type="radio"/> 09</td></tr> <tr><td>10 or more</td><td><input type="radio"/> 10</td></tr> </table>	1 or less	<input type="radio"/> 01	2	<input type="radio"/> 02	3	<input type="radio"/> 03	4	<input type="radio"/> 04	5	<input type="radio"/> 05	6	<input type="radio"/> 06	7	<input type="radio"/> 07	8	<input type="radio"/> 08	9	<input type="radio"/> 09	10 or more	<input type="radio"/> 10
1 or less	<input type="radio"/> 01																				
2	<input type="radio"/> 02																				
3	<input type="radio"/> 03																				
4	<input type="radio"/> 04																				
5	<input type="radio"/> 05																				
6	<input type="radio"/> 06																				
7	<input type="radio"/> 07																				
8	<input type="radio"/> 08																				
9	<input type="radio"/> 09																				
10 or more	<input type="radio"/> 10																				
<p><b>[IMG]</b></p> <p>Q11a. Which pathway are you in?</p> <p><b>Please select one response only.</b></p> <p>(Q10a)</p>	<table> <tr> <td>Specialist and competent authority pathway</td> <td><input type="radio"/> 01</td> </tr> <tr> <td><b>Go to Q11b</b> (Q10b)</td> <td></td> </tr> <tr> <td>Specialist pathway</td> <td><input type="radio"/> 02</td> </tr> <tr> <td><b>Go to Q11b</b> (Q10b)</td> <td></td> </tr> <tr> <td>Standard pathway (AMC exam)</td> <td><input type="radio"/> 03</td> </tr> <tr> <td>Standard pathway (Workplace based assessment)</td> <td><input type="radio"/> 04</td> </tr> <tr> <td>Competent authority pathway</td> <td><input type="radio"/> 05</td> </tr> <tr> <td>Short term training pathway</td> <td><input type="radio"/> 06</td> </tr> <tr> <td>Other</td> <td><input type="radio"/> 97</td> </tr> <tr> <td>Unsure</td> <td><input type="radio"/> 99</td> </tr> </table>	Specialist and competent authority pathway	<input type="radio"/> 01	<b>Go to Q11b</b> (Q10b)		Specialist pathway	<input type="radio"/> 02	<b>Go to Q11b</b> (Q10b)		Standard pathway (AMC exam)	<input type="radio"/> 03	Standard pathway (Workplace based assessment)	<input type="radio"/> 04	Competent authority pathway	<input type="radio"/> 05	Short term training pathway	<input type="radio"/> 06	Other	<input type="radio"/> 97	Unsure	<input type="radio"/> 99
Specialist and competent authority pathway	<input type="radio"/> 01																				
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Standard pathway (AMC exam)	<input type="radio"/> 03																				
Standard pathway (Workplace based assessment)	<input type="radio"/> 04																				
Competent authority pathway	<input type="radio"/> 05																				
Short term training pathway	<input type="radio"/> 06																				
Other	<input type="radio"/> 97																				
Unsure	<input type="radio"/> 99																				

<p><b>[IMG]</b></p> <p><b>ASK IF Q11a=1 OR 2</b> (Q10a=1 2)</p> <p>Q11b. Which college(s) did your specialist pathway assessment?</p> <p><b>Please select all that apply, up to a maximum of two.</b></p> <p>(Q10b)</p>	<p>Australasian College for Emergency Medicine (<b>ACEM</b>) <input type="checkbox"/> 01</p> <p>The Australasian College of Dermatologists (<b>ACD</b>) <input type="checkbox"/> 02</p> <p>Australasian College of Sport and Exercise Physicians (<b>ACSEP</b>) <input type="checkbox"/> 03</p> <p>Australian and New Zealand College of Anaesthetists (<b>ANZCA</b>) <input type="checkbox"/> 04</p> <p>Australian College of Rural and Remote Medicine (<b>ACRRM</b>) <input type="checkbox"/> 05</p> <p>College of Intensive Care Medicine of Australia and New Zealand (<b>CICM</b>) <input type="checkbox"/> 06</p> <p>Royal Australasian College of Dental Surgeons (<b>RACDS</b>) <input type="checkbox"/> 07</p> <p>The Royal Australasian College of Medical Administrators (<b>RACMA</b>) <input type="checkbox"/> 08</p> <p>The Royal Australasian College of Physicians (<b>RACP</b>) <input type="checkbox"/> 09</p> <p>Royal Australasian College of Surgeons (<b>RACS</b>) <input type="checkbox"/> 10</p> <p>The Royal Australian and New Zealand College of Obstetricians and Gynaecologists (<b>RANZCOG</b>) <input type="checkbox"/> 11</p> <p>The Royal Australian and New Zealand College of Ophthalmologists (<b>RANZCO</b>) <input type="checkbox"/> 12</p> <p>The Royal Australian and New Zealand College of Psychiatrists (<b>RANZCP</b>) <input type="checkbox"/> 13</p> <p>The Royal Australian and New Zealand College of Radiologists (<b>RANZCR</b>) <input type="checkbox"/> 14</p> <p>The Royal Australian College of General Practitioners (<b>RACGP</b>) <input type="checkbox"/> 15</p> <p>The Royal College of Pathologists of Australasia (<b>RCPA</b>) <input type="checkbox"/> 16</p> <p>Prefer not to say <input type="checkbox"/> 97</p> <p>Unsure <input type="radio"/> 99</p>
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<p><b>[INS]</b></p> <p>Q11c Which medical school did you graduate from?</p> <p><b>Please select one response only.</b></p>	<p>Australian National University <input type="radio"/> 01</p> <p>Bond University <input type="radio"/> 02</p> <p>Charles Sturt University <input type="radio"/> 03</p> <p>Curtin University <input type="radio"/> 04</p> <p>Deakin University <input type="radio"/> 05</p> <p>Flinders University <input type="radio"/> 06</p> <p>Griffith University <input type="radio"/> 07</p> <p>James Cook University <input type="radio"/> 08</p> <p>Macquarie University <input type="radio"/> 09</p> <p>Monash University (Australia) <input type="radio"/> 27</p> <p>Monash University (Malaysia) <input type="radio"/> 28</p> <p>The University of Queensland <input type="radio"/> 11</p> <p>The University of Western Australia <input type="radio"/> 13</p> <p>University of Adelaide <input type="radio"/> 14</p>
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	University of Auckland	<input type="radio"/> 15
	University of Melbourne	<input type="radio"/> 16
	University of New South Wales	<input type="radio"/> 17
	University of Newcastle / University of New England	<input type="radio"/> 19
	University of Notre Dame Australia	<input type="radio"/> 20
	University of Otago	<input type="radio"/> 21
	University of Sydney	<input type="radio"/> 22
	University of Tasmania	<input type="radio"/> 23
	University of Wollongong	<input type="radio"/> 24
	Western Sydney University	<input type="radio"/> 25
	Outside of Australia and New Zealand	<input type="radio"/> 26
	Prefer not to say	<input type="radio"/> 97
	Unsure	<input type="radio"/> 99

#### NEW QUESTION 2024 MTS

[INS]

**Q11d** Thinking about your internship experience so far, to what extent do you agree or disagree with the following statement?

Please select one response only.

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Overall I felt my medical school education was sufficient to prepare me to commence the role and responsibilities of an intern	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

[IMG, PVT, INS]

**Q12. SHOW IF INS**

Organisations that employ interns are required to provide them with a formal education program (such as grand rounds and weekly teaching sessions etc) in addition to work-based teaching and learning.

Do you know about your intern education program?

**SHOW IF PVT**

Do you have a professional development or training plan?

**HOVERTEXT FOR 'PROFESSIONAL DEVELOPMENT/TRAINING PLAN'**

Developed by you and your supervisor/peer reviewer for your employer/MBA

Yes **Go to Q13** (Q12) ☐ 1

No **Go to Q14** (Q13) ☐ 2

<p><b>SHOW IF IMG</b> Do you have a professional <u>development or training plan</u>?</p> <p><b>HOVERTEXT FOR 'PROFESSIONAL DEVELOPMENT/TRAINING PLAN'</b> Developed by you and your supervisor/peer reviewer for your employer/college/MBA</p> <p><small>(Q11)</small></p>	
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<p><b>[IMG, PVT, INS]</b> <b>ASK IF Q12=1</b> <small>(Q11=1)</small></p> <p>Q13. <b>SHOW IF INS</b> Thinking about your <b>intern education program</b>, to what extent do you agree or disagree with the following statements?</p> <p><b>SHOW IF IMG, PVT</b> Thinking about your <b>professional development or training plan</b>, to what extent do you agree or disagree with the following statements?</p> <p><b>Please select one response per row.</b></p> <p><small>(Q12)</small></p>					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
2. There are opportunities for me to meet the requirements of my <b>SHOW IF INS</b> intern education program <b>SHOW IF IMG, PVT</b> plan in my current setting	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
3. I understand what I need to do to meet my <b>SHOW IF INS</b> intern education program <b>SHOW IF IMG, PVT</b> plan requirements	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
4. <b>SHOW IF IMG</b> My plan is preparing me to be a doctor/specialist in the Australian healthcare system	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
5. My <b>SHOW IF INS</b> intern education program <b>SHOW IF IMG, PVT</b> plan is preparing me for future medical practice	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
6. My <b>SHOW IF INS</b> intern education program <b>SHOW IF IMG, PVT</b> plan is advancing my knowledge	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

<p><b>[SNT/SGPT]</b></p> <p>Q14. Which specialist training program(s) are you doing?</p> <p>Please select all that apply, up to a maximum of two.</p> <p><b>PROGRAMMER NOTE: CREATE HIDDEN VARIABLE [COLLEGE] FOR PIPING, ROTATE TEXT AFTER THE EM DASH, REMOVE ANY "THE" PREFIXES</b></p> <p>(Q15)</p>	<p>Addiction medicine – The Royal Australasian College of Physicians (<b>RACP</b>) <input type="checkbox"/> 01</p> <p>Anaesthesia – Australian and New Zealand College of Anaesthetists (<b>ANZCA</b>) <input type="checkbox"/> 02</p> <p>Dermatology – The Australasian College of Dermatologists (<b>ACD</b>) <input type="checkbox"/> 03</p> <p>Emergency medicine – Australasian College for Emergency Medicine (<b>ACEM</b>) <input type="checkbox"/> 04</p> <p>General practice – Australian College of Rural and Remote Medicine (<b>ACRRM</b>) <b>ASSIGN SGPT</b> <input type="checkbox"/> 05</p> <p>General practice – The Royal Australian College of General Practitioners (<b>RACGP</b>) <b>ASSIGN SGPT</b> <input type="checkbox"/> 06</p> <p>Intensive care medicine – College of Intensive Care Medicine of Australia and New Zealand (<b>CICM</b>) <input type="checkbox"/> 09</p> <p>Medical administration – The Royal Australasian College of Medical Administrators (<b>RACMA</b>) <input type="checkbox"/> 10</p> <p>Obstetrics and gynaecology – The Royal Australian and New Zealand College of Obstetricians and Gynaecologists (<b>RANZCOG</b>) <input type="checkbox"/> 11</p> <p>Occupational and environmental medicine – The Royal Australasian College of Physicians (<b>RACP</b>) <input type="checkbox"/> 12</p> <p>Ophthalmology – The Royal Australian and New Zealand College of Ophthalmologists (<b>RANZCO</b>) <input type="checkbox"/> 13</p> <p>Paediatrics and child health – The Royal Australasian College of Physicians (<b>RACP</b>) <input type="checkbox"/> 14</p> <p>Pain medicine – Australian and New Zealand College of Anaesthetists (<b>ANZCA</b>) <input type="checkbox"/> 15</p> <p>Palliative medicine – The Royal Australasian College of Physicians (<b>RACP</b>) <input type="checkbox"/> 16</p> <p>Pathology – The Royal College of Pathologists of Australasia (<b>RCPA</b>) <input type="checkbox"/> 17</p> <p>Physician – The Royal Australasian College of Physicians (<b>RACP</b>) <input type="checkbox"/> 18</p> <p>Psychiatry – The Royal Australian and New Zealand College of Psychiatrists (<b>RANZCP</b>) <input type="checkbox"/> 19</p> <p>Public health medicine – The Royal Australasian College of Physicians (<b>RACP</b>) <input type="checkbox"/> 20</p> <p>Radiation oncology – The Royal Australian and New Zealand College of Radiologists (<b>RANZCR</b>) <input type="checkbox"/> 21</p> <p>Radiology – The Royal Australian and New Zealand College of Radiologists (<b>RANZCR</b>) <input type="checkbox"/> 22</p> <p>Rehabilitation medicine – The Royal Australasian College of Physicians (<b>RACP</b>) <input type="checkbox"/> 23</p> <p>Sexual health medicine – The Royal Australasian College of Physicians (<b>RACP</b>) <input type="checkbox"/> 24</p> <p>Sports and exercise medicine – Australasian College of Sport and Exercise Physicians (<b>ACSEP</b>) <input type="checkbox"/> 25</p> <p>Surgery – Royal Australasian College of Surgeons (<b>RACS</b>) <input type="checkbox"/> 26</p> <p>Surgery – Oral and maxillofacial surgery – Royal Australasian College of Dental Surgeons (<b>RACDS</b>) <input type="checkbox"/> 27</p>
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**[SNT/SGPT]**

**ASK IF AT LEAST EITHER OF THE BELOW RACP TRAINING PROGRAMS ARE SELECTED AT Q14 [CODES 14 OR 18]. ONLY SHOW CODE 14 AND/OR CODE 18 AT Q14A IF THEY WERE SELECTED AT Q14.**

Q14a. You indicated that you are training at the following specialist training program(s) at RACP. For each, please indicate if you are participating in the Basic or Advanced training program.

**Please select one response per row.**

		Basic	Advanced
1.	Paediatrics and child health – The Royal Australasian College of Physicians ( <b>RACP</b> )	<input type="radio"/> 1	<input type="radio"/> 2
2.	Physician – The Royal Australasian College of Physicians ( <b>RACP</b> )	<input type="radio"/> 1	<input type="radio"/> 2

**[SGPT, SNT]**

**ASK FOR EACH COLLEGE IN Q14** (Q15X=1)

Q15. How many years have you been in the **[INSERT COLLEGE SELECTED]** training program?

**Please select one response only.**

(Q17)

1 or less	<input type="radio"/> 01
2	<input type="radio"/> 02
3	<input type="radio"/> 03
4	<input type="radio"/> 04
5	<input type="radio"/> 05
6	<input type="radio"/> 06
7	<input type="radio"/> 07
8	<input type="radio"/> 08
9	<input type="radio"/> 09
More than 10	<input type="radio"/> 10
Don't know	<input type="radio"/> 11

**[SGPT]**

Q16b. Which training program are you in?  
**Please select one response only.**

(Q16b)

Australian General Practice Training (AGPT)	<input type="radio"/> 1
The Remote Vocational Training Scheme (RVTS)	<input type="radio"/> 2
RACGP Practice Experience Pathway – Specialist Program	<input type="radio"/> 3
ACRRM Independent Pathway (IP)	<input type="radio"/> 4
ACRRM Rural Generalist Training Scheme	<input type="radio"/> 5
RACGP Fellowship Support Program	<input type="radio"/> 6
Unsure	<input type="radio"/> 96
Not applicable	<input type="radio"/> 97

**[SGPT]**
**ASK IF Q16b=2** (Q16b=2)

Q18b. Thinking about the RVTS training program, to what extent do you agree or disagree with each of the following statements?

**Please select one response per row.**

(Q19b)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. The <b>RVTS</b> education program meets the College/s requirements	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. The <b>RVTS</b> education program is preparing me as a specialist	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
3. The <b>RVTS</b> education program is advancing my knowledge	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

**[SGPT]**
**ASK IF Q16b=2** (Q16b=2)

Q19b. Thinking about how the **RVTS communicates** with you about your training program, to what extent do you agree or disagree with the following statements?

**Please select one response per row.**

(Q21)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. The <b>RVTS</b> clearly communicates the requirements of my training program	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. The <b>RVTS</b> clearly communicates with me about changes to my training program and how they affect me	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
3. I know who to contact at <b>RVTS</b> about my education program	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1



**[SGPT]**  
**ASK IF Q16b=2** (Q16b=2)

Q20b. Thinking about how the **RVTS engages with you**, to what extent do you agree or disagree with the following statements?

**Please select one response per row.**

(Q28)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. The <b>RVTS</b> seeks my views on the structure and content of the education program	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. I am represented (by doctors in training e.g. registrar liaison officer) on <b>RVTS</b> training and/or education committees	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
3. I am able to discuss the <b>RVTS</b> education program with other doctors	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
4. The <b>RVTS</b> provides me with access to psychological and/or mental health support services	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

**PROGRAMMER NOTE: LOOP THIS SECTION FOR ALL SELECTIONS AT Q14 (Q15) EXCEPT IF 'OTHER'. ENSURE COLLEGES HAVE EQUAL ODDS OF BEING FIRST OR SECOND SELECTION**

**[SGPT, SNT]**  
 The following questions relate to **[INSERT COLLEGE FROM Q14]**. (Q18b)

**[SGPT, SNT]**

Q21. Thinking about your **[INSERT COLLEGE FROM Q14]** (Q18b) training program, to what extent do you agree or disagree with each of the following statements?

**Please select one response per row.**

(Q19a)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Unsure
1. The College training program is relevant to my development	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
2. There are opportunities to meet the requirements of the training program in my current setting	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
3. I understand what I need to do to meet my training program requirements	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
4. The College supports flexible training arrangements	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99

**[SGPT, SNT]**

Q21a. Thinking about your **[INSERT COLLEGE FROM Q14]** (Q19) training program, to what extent do you agree or disagree with each of the following statements?



**Please select one response per row.**

(Q21a)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Unsure
1. The financial cost of my College training program has led to stress	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
2. My College provides clear and accessible information about how my fees are spent	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
3. The cost of my College training program has been a barrier to my progression in the training program	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99

**[SGPT, SNT]**

Q22. Thinking about how the **[INSERT COLLEGE FROM Q14]** <sup>(Q15)</sup> communicates with you about your training program, to what extent do you agree or disagree with the following statements?

**Please select one response per row.**

(Q20a)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Does not apply
1. My College clearly communicates the requirements of my training program	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
2. My College clearly communicates with me about changes to my training program and how they affect me	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
3. I know who to contact at the College about my training program	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99

**[SGPT, SNT]**

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

**Please select one response only.**

(Q24a)

	Yes	No
1. PIPE [College]	<input type="radio"/> 1	<input type="radio"/> 2

**ASK IF Q23aX=1** <sup>(Q24ax=1)</sup>

**[SGPT, SNT]**

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

**Please select one response only.**

(Q24c)

	Yes	No
1. PIPE [College]	<input type="radio"/> 1	<input type="radio"/> 2

**ASK IF Q23bX=1** <sup>(Q24cx=1)</sup>

**[SGPT, SNT]**

Q23c. Did you pass the exam for...?  
**Please select one response only.**

[Q25a]

	Yes	No	Prefer not to say
1. <b>PIPE [College]</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 99

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**[SGPT, SNT]**  
**ASK IF Q23a=1** (Q23a)

Q24. Thinking about all your **[INSERT COLLEGE FROM Q14]** (Q15) **exam(s)** not just the most recent, to what extent do you agree or disagree with the following statements?

**Please select one response per row.**

(Q26a)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not applicable
1. The exam(s) reflected the College training curriculum	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
2. The information the College provided about the exam(s) was accurate and appropriate	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
3. The exam(s) ran smoothly on the day	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
4. The exam(s) were conducted fairly	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
5. I received useful feedback about my performance in the exam(s)	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
6. The feedback is timely	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
7. I received support from my College when needed	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99

**[SGPT, SNT]**  
**Q25. Thinking about how the [INSERT COLLEGE FROM Q14] (Q15) engages with you, to what extent do you agree or disagree with the following statements?**

**Please select one response per row.**

(Q27a)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. The College seeks my views on the training program	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. I am represented by doctors in training on the College's training and/or education committees	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
4. The College provides me with access to psychological and/or mental health support services	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
5. There are safe mechanisms for raising training/wellbeing concerns with the College	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

**PROGRAMMER NOTE: SHOW SECOND COLLEGE (IF APPLICABLE) AND END OF LOOP**

## ASSESSMENT

<b>[INS]</b> Q26a. Did you receive an assessment for your previous rotation? (Q23a)	Yes	Go to Q23b (Q26b)	<input type="radio"/> 1
	No	Go to Q29 (Q28)	<input type="radio"/> 2

<b>[INS]</b> <b>ASK IF Q26a=1 (Q23a=1)</b> Q26b. To what extent do you agree or disagree with the following statements? The assessment from my previous rotation... <b>Please select one response per row.</b> (Q23b)					
	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. Was relevant to my training	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. Included an opportunity to discuss feedback with my supervisor	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
3. Provided me with useful feedback about my progress as an intern	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
4. Was conducted fairly	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

## ORIENTATION

In this next section, we would like to know more about your experiences in your workplace. This would normally be your current setting, workplace, placement or rotation, or might be your previous setting, if you have only been practising or training in your current setting for less than two weeks. If you have more than one current setting, please consider the setting where you spend the most time.

<b>[SGPT, IMG, PVT, INS, SNT]</b> Q27a. Did you receive an orientation to your setting? <b>HOVERTEXT FOR 'SETTING'</b> Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training. (Q29a)	Yes, a formal orientation	<input type="radio"/> 1
	Yes, but it was largely informal	<input type="radio"/> 2
	No	Go to Q28 (Q30)
		<input type="radio"/> 3

<b>[SGPT, IMG, PVT, INS, SNT]</b> <b>ASK IF Q27a=1 OR 2 (Q29a=1 2)</b> Q27b. How would you rate the quality of your orientation? <b>Please select one response only.</b> (Q29b)	Excellent	<input type="radio"/> 5
	Good	<input type="radio"/> 4
	Average	<input type="radio"/> 3
	Poor	<input type="radio"/> 2
	Terrible	<input type="radio"/> 1

## CLINICAL SUPERVISION

In this next section, we would like to know more about the supervision you receive in your setting.

[SGPT, IMG, PVT, INS, SNT]

Q28. **SHOW IF SGPT, PVT, INS, SNT**

In your setting, who mainly provides your day-to-day clinical supervision?

**SHOW IF IMG**

In your setting, who mainly provides your day-to-day clinical supervision/peer review?

**Please select one response only.**

**HOVERTEXT FOR 'SETTING'**

Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.

(Q30)

Specialist (including specialist GP) ☐ 1

Registrar ☐ 2

Other doctor ☐ 3

Nurse ☐ 4

Other ☐ 5

**SHOW IF SGPT, PVT, INS, SNT**

I don't have a clinical supervisor **Go to Q32 (Q34)** ☐ 6

**SHOW IF IMG**

I don't have a clinical supervisor/peer reviewer

**Go to Q32 (Q34)** ☐ 7

[SGPT, IMG, PVT, INS, SNT]

**ASK IF Q28=1 TO 5 (Q30=1-5)**

Q29. To what extent do you agree or disagree with the following statements?

**SHOW IF SGPT, PVT, INS, SNT**

In my setting, if my clinical supervisor(s) is not available...

**SHOW IF IMG**

In my setting, if my clinical supervisor(s)/peer reviewer(s) is not available...

**Please select one response per row.**

**HOVERTEXT FOR 'SETTING'**

Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.

(Q31)

		Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1.	I am able to contact other senior medical staff <b>IN HOURS</b> if I am concerned about a patient	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2.	I am able to contact other senior medical staff <b>AFTER HOURS</b> if I am concerned about a patient	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

[SGPT, IMG, PVT, INS, SNT]

ASK IF Q28=1 TO 5 (Q30=1:5)

Q30. We'd now like you to give a rating for the following statements, with 5 stars indicating 'very good' and 1 star indicating 'very poor'.

**SHOW IF SGPT, PVT, INS, SNT**

In your setting, how would you rate the quality of your overall clinical supervision for...

**SHOW IF IMG**

In your setting, how would you rate the quality of your overall clinical supervision/peer review for...

Please select one response per row.

**HOVERTEXT FOR 'SETTING'**

Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.

**PROGRAMMER NOTE: STAR RATINGS** (Q32a)

	1	2	3	4	5	Not applicable
1. Helpfulness of supervisor	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
2. Accessibility of supervisor	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
3. Regular, INFORMAL feedback	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
4. Regular, FORMAL feedback	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
5. Usefulness of feedback	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
6. Discussions about my goals and learning objectives	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
7. <b>SHOW IF SGPT, PVT, IMG, SNT</b> Supporting you to meet your training plan/pathway requirements <b>SHOW IF INS</b> Supporting you to meet your intern education program requirements	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
8. Including opportunities to develop your skills	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
9. Ensuring your work is appropriate to your level of training	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
10. Completing workplace-based assessments	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99

<p><b>[SGPT, IMG, PVT, INS, SNT]</b>  <b>ASK IF Q28=1 TO 5</b> (Q30=1:5)  <b>Q31. SHOW IF SGPT, PVT, INS, SNT</b>          For your setting, how would you rate the quality of your clinical supervision?</p> <p><b>SHOW IF IMG</b>          For your setting, how would you rate the quality of your clinical supervision/peer review?</p> <p><b>Please select one response only.</b>  <b>HOVERTEXT FOR 'SETTING'</b>          Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.</p> <p>{Q33}</p>	<table> <tr><td>Excellent</td><td><input type="radio"/> 5</td></tr> <tr><td>Good</td><td><input type="radio"/> 4</td></tr> <tr><td>Average</td><td><input type="radio"/> 3</td></tr> <tr><td>Poor</td><td><input type="radio"/> 2</td></tr> <tr><td>Terrible</td><td><input type="radio"/> 1</td></tr> </table>	Excellent	<input type="radio"/> 5	Good	<input type="radio"/> 4	Average	<input type="radio"/> 3	Poor	<input type="radio"/> 2	Terrible	<input type="radio"/> 1
Excellent	<input type="radio"/> 5										
Good	<input type="radio"/> 4										
Average	<input type="radio"/> 3										
Poor	<input type="radio"/> 2										
Terrible	<input type="radio"/> 1										
<p><b>[SGPT, IMG, PVT, SNT]</b>  <b>Q32.</b> Has your performance been assessed in your setting?</p> <p><b>HOVERTEXT FOR 'SETTING'</b>          Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.</p> <p>{Q34}</p>	<table> <tr><td>Yes</td><td><input type="radio"/> 1</td></tr> <tr><td>No – but this is scheduled</td><td><input type="radio"/> 2</td></tr> <tr><td>No – but I would like to be</td><td><input type="radio"/> 3</td></tr> <tr><td>No – it's not necessary</td><td><input type="radio"/> 4</td></tr> <tr><td>Unsure</td><td><input type="radio"/> 5</td></tr> </table>	Yes	<input type="radio"/> 1	No – but this is scheduled	<input type="radio"/> 2	No – but I would like to be	<input type="radio"/> 3	No – it's not necessary	<input type="radio"/> 4	Unsure	<input type="radio"/> 5
Yes	<input type="radio"/> 1										
No – but this is scheduled	<input type="radio"/> 2										
No – but I would like to be	<input type="radio"/> 3										
No – it's not necessary	<input type="radio"/> 4										
Unsure	<input type="radio"/> 5										



## ACCESS TO TEACHING

[SGPT, IMG, PVT, INS, SNT]

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

Please select one response per row.

**HOVERTEXT FOR 'SETTING'**

Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.

(Q22)

	Yes	No	Not applicable
1. Theoretical knowledge	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
2. Clinical skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
3. Procedural skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
4. Teaching and supervision skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
5. Ethics	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
6. Leadership and management	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
7. Communication	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
8. Cultural safety	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3
9. Research	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3

[SGPT, IMG, PVT, INS, SNT]

Q33. Thinking about your access to opportunities to **develop your skills**, to what extent do you agree or disagree with the following statements?

In my setting...

Please select one response per row.

**HOVERTEXT FOR 'SETTING'**

Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.

(Q35)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not applicable
1. I can access the training opportunities available to me	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
2. I have to compete with <b>other doctors</b> for access to opportunities	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
3. I have to compete with <b>other health professionals</b> for access to opportunities	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99



[SGPT, IMG, PVT, INS, SNT]

Q34. Thinking about **access to teaching and research** in your setting, to what extent do you agree or disagree with the following statements?

**Please select one response per row.**

**HOVERTEXT FOR 'SETTING'**

Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.

(Q36)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. I have access to protected study time/leave	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. I am able to attend conferences, courses and/or external education events	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
3. <b>SHOW IF SGPT</b> My GP supervisor supports me to attend formal and informal teaching sessions	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
4. My employer supports me to attend formal and informal teaching sessions	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
5. I am able to participate in research activities	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

[SGPT, IMG, PVT, INS, SNT]

Q36. Which of the following statements best describe the interaction between your training requirements and the responsibilities of your job?

My job responsibilities...

**Please select one response only.**

(Q37)

**Never** prevent me from meeting my training requirements ☐ 1

**Rarely** prevent me from meeting my training requirements ☐ 2

**Sometimes** prevent me from meeting my training requirements ☐ 3

**Often** prevent me from meeting my training requirements ☐ 4

[SGPT, IMG, PVT, INS, SNT]

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

Please select one response per row.

(Q14)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Not available
1. <b>SHOW IF SGPT, IMG, PVT, SNT</b> Formal education program	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
2. Online modules (formal and/or informal)	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
3. Teaching in the course of patient care (bedside teaching)	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
4. <u>Team or unit based activities</u> <b>HOVERTEXT</b> Such as mortality and morbidity audits (M&Ms), other quality assurance activities, case presentations and seminars, journal club, radiology and pathology meetings	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
9. Practice-based audits	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
5. Medical/surgical and/or hospital-wide meetings such as grand rounds and/or practice-based meetings, Primary Health Network meetings	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
6. Multidisciplinary meetings	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
7. Simulation teaching	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
8. Access to mentoring	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99

[SGPT, IMG, PVT, INS, SNT]

Q39. Overall, how would you rate the quality of the teaching sessions?

Please select one response only.

(Q38)

Excellent	<input type="radio"/> 5
Good	<input type="radio"/> 4
Average	<input type="radio"/> 3
Poor	<input type="radio"/> 2
Terrible	<input type="radio"/> 1

## WORKPLACE ENVIRONMENT AND CULTURE

[SGPT, IMG, PVT, INS, SNT]

Q40. How would you rate the quality of the following in your setting?

### HOVERTEXT FOR 'SETTING'

Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.

Please select one response per row.

(Q39)

	Excellent	Good	Average	Poor	Terrible	Not provided	Not applicable
1. Reliable internet for training purposes	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 98	<input type="radio"/> 99
2. Educational resources	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 98	<input type="radio"/> 99
3. Working space, such as a desk and computer	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 98	<input type="radio"/> 99
4. Teaching spaces	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 98	<input type="radio"/> 99

[SGPT, IMG, PVT, INS, SNT]

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

### HOVERTEXT FOR 'SETTING'

Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.

Please select one response per row.

(Q40)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. Most senior medical staff are supportive	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. My workplace supports staff wellbeing	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
12. Most senior allied health and nursing staff are supportive	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
3. In practice, my workplace supports me to achieve a good work/life balance	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
4. There is a positive culture at my workplace	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
5. I have a good work/life balance	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
6. <u>Bullying, harassment and discrimination</u> by anyone is not tolerated at my workplace	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
7. <u>Racism</u> is not tolerated at my workplace	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
8. I <b>know how</b> to raise concerns/issues about bullying, harassment and discrimination (including racism) in my workplace	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
9. I <b>am confident</b> that I would raise concerns/issues about bullying,	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

harassment and discrimination (including racism) in my workplace	
10. I could access support from my workplace if I experienced stress or a traumatic event	<input type="radio"/> 5 <input type="radio"/> 4 <input type="radio"/> 3 <input type="radio"/> 2 <input type="radio"/> 1

[SGPT, IMG, PVT, INS, SNT]

Q42a. Thinking about your workplace, have you experienced and/or witnessed any of the following in the **past 12 months**?  
Please select all that apply per column.

**PROGRAMMER NOTE: REFERENCE TO BE LOCATED AT BOTTOM OF QUESTION**

±-Australian Human Rights Commission (AHRC) (2014) *Workplace discrimination, harassment and bullying*.  
[www.humanrights.gov.au/employers/good-practice-good-business-factsheets/workplace-discrimination-harassment-and-bullying](http://www.humanrights.gov.au/employers/good-practice-good-business-factsheets/workplace-discrimination-harassment-and-bullying)  
 \*\* Racial Discrimination Act <https://humanrights.gov.au/quick-guide/12083>

(Q41A\_2)

	1) Experienced	2) Witnessed
<b>1. Bullying</b> <i>The Fair Work Amendment Act 2013 defines workplace bullying as repeated unreasonable behaviour by an individual towards a worker which creates a risk to health and safety.*</i>	<input type="checkbox"/> 1	<input type="checkbox"/> 1
<b>6. Sexual harassment</b> <i>(Sexual harassment is unwelcome conduct of a sexual nature which makes a person feel offended, humiliated and/or intimidated, where the possibility of that reaction could be reasonably anticipated in the circumstances)</i>	<input type="checkbox"/> 6	<input type="checkbox"/> 6
<b>2. Harassment (excluding sexual harassment)</b> <i>Harassment is behaviour which victimises, humiliates, insults, intimidates or threatens an individual or group due to the person's characteristics, like their race, religion, gender or sexual orientation.</i>	<input type="checkbox"/> 2	<input type="checkbox"/> 2
<b>4. Racism</b> <i>Racial discrimination is when a person is treated less favourably, or not given the same opportunities, as others in a similar situation, because of their race, the country where they were born, their ethnic origin or their skin colour.**</i>	<input type="checkbox"/> 5	<input type="checkbox"/> 5
<b>3. Discrimination (excluding racism)</b> <i>Discrimination includes adverse actions or being treated less favourably because of a person's characteristics, like their religion, gender, age or sexual orientation.</i>	<input type="checkbox"/> 3	<input type="checkbox"/> 3
<b>98. None of these</b>	<input type="radio"/> 98	<input type="radio"/> 98

**SHOW BELOW Q42A.**

If you or someone you know would like support in relation to anything you may be experiencing at work, please reach out to the Employee Assistance Program (EAP) offered by your training provider or the drs4drs service provided within your state for confidential mental health support. You also may wish to contact the police if you have witnessed or experienced a criminal offence while at work.

[SGPT, IMG, PVT, INS, SNT]

**SHOW IF Q42a.1=1|2|3|5|6 OR Q42a.2=1|2|3|5|6** (Q41B\_2)

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

**Please select all that apply.**

(NEW)

	1) Experienced	2) Witnessed
1. Senior medical staff (e.g. consultants, specialists)	<input type="checkbox"/> 1	<input type="checkbox"/> 1
2. Medical colleague (e.g. registrar or other doctors in training)	<input type="checkbox"/> 2	<input type="checkbox"/> 2
3. Nurse or midwife	<input type="checkbox"/> 3	<input type="checkbox"/> 3
4. Other health practitioner	<input type="checkbox"/> 4	<input type="checkbox"/> 4
5. Hospital management	<input type="checkbox"/> 5	<input type="checkbox"/> 5
6. Administrative staff	<input type="checkbox"/> 8	<input type="checkbox"/> 8
7. Patient and/or patient family/carer	<input type="checkbox"/> 6	<input type="checkbox"/> 6
8. Other	<input type="checkbox"/> 7	<input type="checkbox"/> 7
99. Prefer not to say	<input type="radio"/> 99	<input type="radio"/> 99

[SGPT, IMG, PVT, INS, SNT]

**SHOW IF Q42b.1=1|2|3|4|5|6|7 OR Q42b.2=1|2|3|4|5|6|7** (Q41B\_2)

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

**Please select all that apply.**

(Q41C\_2)

	1) Experienced	2) Witnessed
1. In my team	<input type="checkbox"/> 1	<input type="checkbox"/> 1
2. In my department but not in my team	<input type="checkbox"/> 2	<input type="checkbox"/> 2
3. From another department	<input type="checkbox"/> 3	<input type="checkbox"/> 3
99. Prefer not to say	<input type="radio"/> 99	<input type="radio"/> 99

[SGPT, IMG, PVT, INS, SNT]

**SHOW IF Q42c.1=1|2| or Q42c.2=1|2|** (Q41C\_2)

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

**Please select one response** (Q41D\_2)

	1) Experienced	2) Witnessed
1. Yes	<input type="radio"/> 1	<input type="radio"/> 1
2. No	<input type="radio"/> 2	<input type="radio"/> 2
3. Prefer not to say	<input type="radio"/> 99	<input type="radio"/> 99

**[SGPT, IMG, PVT, INS, SNT]**  
**SHOW IF Q42a.1=1|2|3|5|6 OR Q42a.2=1|2|3|5|6** (Q41A\_2)

Q42e. Have you reported it?  
**Please select one response** (Q41E\_2)

	1) Experienced	2) Witnessed
1. Yes	<input type="radio"/> 1	<input type="radio"/> 1
2. No	<input type="radio"/> 2	<input type="radio"/> 2

**[SGPT, IMG, PVT, INS, SNT]**  
**SHOW IF Q42e.1=2 OR Q42e.2=2** (Q41E\_2)

Q42i. What prevented you from reporting?  
**Please select all that apply.** (NEW)

	1) Experienced	2) Witnessed
1. Lack of processes in place	<input type="checkbox"/> 1	<input type="checkbox"/> 1
2. Wasn't provided information on how or who to report to	<input type="checkbox"/> 2	<input type="checkbox"/> 2
3. Concern about repercussions	<input type="checkbox"/> 3	<input type="checkbox"/> 3
4. Lack of support	<input type="checkbox"/> 4	<input type="checkbox"/> 4
5. Nothing will be done if I do report it	<input type="checkbox"/> 5	<input type="checkbox"/> 5
6. I feel it is not the accepted practice to report it	<input type="checkbox"/> 6	<input type="checkbox"/> 6
7. Other	<input type="checkbox"/> 7	<input type="checkbox"/> 7
98. Prefer not to say	<input type="radio"/> 99	<input type="radio"/> 99

**[SGPT, IMG, PVT, INS, SNT]**  
**SHOW IF Q42e.1=1 OR Q42e.2=1** (Q41E\_2)

Q42f. Has the report been followed-up?  
**Please select one response** (Q41F\_2)

	1) Experienced	2) Witnessed
1. Yes	<input type="radio"/> 1	<input type="radio"/> 1
2. No	<input type="radio"/> 2	<input type="radio"/> 2
3. Unsure	<input type="radio"/> 3	<input type="radio"/> 3

**[SGPT, IMG, PVT, INS, SNT]**  
**SHOW IF Q42xf.1=1 OR Q42xf.2=1** (NEW)

Q42xg. Are you satisfied with how the report was followed-up?  
**Please select one response** (NEW)

	1) Experienced	2) Witnessed
1. Yes	<input type="radio"/> 1	<input type="radio"/> 1
2. No	<input type="radio"/> 2	<input type="radio"/> 2
3. Unsure	<input type="radio"/> 3	<input type="radio"/> 3



[SGPT, IMG, PVT, INS, SNT]

SHOW IF Q42a.1=1|2|3|5|6 OR Q42a.2=1|2|3|5|6

Q42xh. How has the incident adversely affected your medical training?

Please select one response (NEW)

	1) Experienced	2) Witnessed
1. No effect	<input type="radio"/> 1	<input type="radio"/> 1
2. Minor effect	<input type="radio"/> 2	<input type="radio"/> 2
3. Moderate effect	<input type="radio"/> 3	<input type="radio"/> 3
4. Major effect	<input type="radio"/> 4	<input type="radio"/> 4
5. Unsure	<input type="radio"/> 5	<input type="radio"/> 5

[SGPT, IMG, PVT, INS, SNT]

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

(Q42)

Yes	<input type="radio"/> 1
No	<input type="radio"/> 2
Unsure	<input type="radio"/> 3

SHOW BELOW Q43: If you need to access support for your health, contact your GP or visit [www.drs4drs.com.au](http://www.drs4drs.com.au) for information on services in your area.



[SGPT, IMG, PVT, INS, SNT]

Q44. How often do the following adversely affect your wellbeing in your setting?

**HOVERTEXT FOR 'SETTING'**  
Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.

Please select one response per row. PROGRAMMER NOTE: SPLIT ACROSS TWO SCREENS

(Q43)

	Always	Most of the time	Sometimes	Never
1. The amount of work I am expected to do	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. Having to work <b>paid</b> overtime	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
3. Having to work <b>unpaid</b> overtime	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
4. Dealing with patient expectations	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
5. Dealing with patients' families	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
6. Expectations of supervisors <b>SHOW IF IMG</b> Expectations of supervisors/peer reviewer	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
7. Supervisor feedback <b>SHOW IF IMG</b> Supervisors/peer reviewer feedback	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
8. Having to relocate for work	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
9. Being expected to do work that I don't feel confident doing	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
11. Lack of appreciation	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
12. Workplace conflict	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

[SGPT, IMG, PVT, INS, SNT]

Q45. How would you rate your workload in your setting?

Please select one response only.

**HOVERTEXT FOR 'SETTING'**  
Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.

(Q44)

Very light	<input type="radio"/> 1
Light	<input type="radio"/> 2
Moderate	<input type="radio"/> 3
Heavy	<input type="radio"/> 4
Very heavy	<input type="radio"/> 5

[SGPT, IMG, PVT, INS, SNT]

Q46. On average in the past month, how many hours per week have you worked?

**HOVERTEXT FOR 'PER WEEK'**  
This includes rostered, unrostered, claimed and unclaimed overtime and recall – this does not include undisturbed on-call

20 hours or less	<input type="radio"/> 1
21 – 30 hours	<input type="radio"/> 2
31 – 40 hours	<input type="radio"/> 3
41 – 50 hours	<input type="radio"/> 4
51 – 60 hours	<input type="radio"/> 5
61 – 70 hours	<input type="radio"/> 6

(Q45)	<b>Please select one response only.</b>	71 – 80 hours	<input type="radio"/> 7
		81 – 90 hours	<input type="radio"/> 8
		More than 90 hours	<input type="radio"/> 9

[SGPT, IMG, PVT, INS, SNT]

Q47. For any unrostered overtime you have completed in the past, how often did...?  
Please select one response per row.

(Q46)

	Always	Most of the time	Sometimes	Never	Not Applicable
1. You get paid for the unrostered overtime	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
2. Working unrostered overtime have a negative impact on your training	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99
3. Working unrostered overtime provide you with more training opportunities	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	<input type="radio"/> 99

[SGPT, IMG, PVT, INS, SNT]

Q63a. Have you accessed, or considered accessing, flexible working arrangements in your setting?

*Flexible working arrangements could include changes in hours of work, in patterns of work, in locations of work, or other changes to standard working arrangements agreed to by yourself and your employer.*

**HOVERTEXT FOR 'SETTING'**

Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.

**Please select one response only.**

- Yes, I have accessed flexible working arrangements ☐ 1
- I have considered accessing flexible working arrangements but chose not to access ☐ 2
- I have considered accessing flexible working arrangements but was unable to access ☐ 3
- I have not accessed, and have not required flexible working arrangements ☐ 4
- Prefer not to say ☐ 99

<p><b>[SGPT, IMG, PVT, INS, SNT]</b> <b>ASK IF Q63a=1, 2 OR 3</b></p> <p>Q64. <b>SHOW IF Q63a=1</b> What sort of flexible arrangements did you access?</p> <p><b>SHOW IF Q63a=2 OR 3</b> What sort of flexible arrangements would you have liked to access?</p> <p><b>HOVERTEXT FOR 'FLEXIBLE WORKING ARRANGEMENTS'</b> Flexible working arrangements could include changes in hours of work, in patterns of work, in locations of work, or other changes to standard working arrangements agreed to by yourself and your employer.</p> <p><b>Please select all that apply.</b></p>	<p>Changes in hours of work (for example, reduction in hours worked, changes to start/finish times) <input type="checkbox"/> 1</p> <p>Changes in patterns of work (for example, working 'split-shifts', job sharing arrangements, or not being rostered on nightshifts) <input type="checkbox"/> 2</p> <p>Changes in location of work (for example, working from home or working from another location) <input type="checkbox"/> 3</p> <p>Other <input type="checkbox"/> 4</p> <p>Prefer not to say <input type="radio"/> 99</p>
<p><b>[SGPT, IMG, PVT, INS, SNT]</b> <b>ASK IF Q63a=1</b></p> <p>Q63b. Did the flexible working arrangements you accessed in your setting meet your needs?</p> <p><b>HOVERTEXT FOR 'FLEXIBLE WORKING ARRANGEMENTS'</b> Flexible working arrangements could include changes in hours of work, in patterns of work, in locations of work, or other changes to standard working arrangements agreed to by yourself and your employer.</p> <p><b>HOVERTEXT FOR 'SETTING'</b> Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.</p> <p><b>Please select one response only.</b></p>	<p>Yes, the arrangements I accessed met all of my needs <input type="radio"/> 1</p> <p>The arrangements I accessed met some, but not all, of my needs <input type="radio"/> 2</p> <p>No, the arrangements I accessed did not meet my needs <input type="radio"/> 3</p> <p>Prefer not to say <input type="radio"/> 99</p>

[SGPT, IMG, PVT, INS, SNT]

ASK IF Q63a=2 OR 3

Q63c. Why have you chosen not to access, or been unable to access, flexible working arrangements in your setting?

**HOVERTEXT FOR 'FLEXIBLE WORKING ARRANGEMENTS'**

Flexible working arrangements could include changes in hours of work, in patterns of work, in locations of work, or other changes to standard working arrangements agreed to by yourself and your employer.

**HOVERTEXT FOR 'SETTING'**

Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.

Please select all that apply.

- Flexible working arrangements were not offered ☐ 1
- The flexible working arrangements offered did not meet my needs ☐ 2
- Flexible working arrangements are not available in my current role or on my current rotation ☐ 3
- I do not feel comfortable asking for flexible working arrangements in my current setting ☐ 4
- I feel I am not senior enough to access flexible working arrangements ☐ 5
- I am currently employed on a short-term contract, or have other employment terms, which do not allow for flexible working arrangements ☐ 6
- I didn't have access to information or knowledge to know how to access flexible working arrangements ☐ 7
- I didn't feel I had the option to access flexible working arrangements ☐ 8
- Other ☐ 9
- Prefer not to say ☐ 99

## PATIENT SAFETY

[SGPT, IMG, PVT, INS, SNT]

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

Please select one response only.

### HOVERTEXT FOR 'SETTING'

Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.

(Q49)

- |                            |                         |
|----------------------------|-------------------------|
| Excellent                  | <input type="radio"/> 5 |
| Good                       | <input type="radio"/> 4 |
| Average                    | <input type="radio"/> 3 |
| Poor                       | <input type="radio"/> 2 |
| Terrible                   | <input type="radio"/> 1 |
| I did not receive training | <input type="radio"/> 6 |

[SGPT, IMG, PVT, INS, SNT]

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

Please select one response per row.

### HOVERTEXT FOR 'SETTING'

Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.

(Q50)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. I know how to report concerns about patient care and safety	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. There is a culture of proactively dealing with concerns about patient care and safety	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
3. I am confident to raise concerns about patient care and safety	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
4. There are processes in place at my workplace to support the safe handover of patients between shifts / practitioners	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
5. I have received training on how to provide culturally safe care	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

## OVERALL SATISFACTION

[SGPT, IMG, PVT, INS, SNT]

Q50. Thinking about your setting, to what extent do you agree or disagree with the following statements?  
Please select one response per row.

### HOVERTEXT FOR 'SETTING'

Setting is the current or most recent workplace, placement or rotation where at least 2 weeks have been completed as part of your training.

(Q52)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. I would recommend my <b>current training position</b> to other doctors	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. I would recommend my <b>current workplace</b> as a place to train	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1

## FUTURE CAREER INTENTIONS

In this next section, we would like to know about your future training and career intentions.

[SGPT, SNT]

Q51a. Do you intend to continue in your specialty training program?

(Q53a)

Yes	<input type="radio"/> 1
No	<input type="radio"/> 2
Undecided	<input type="radio"/> 3

[IMG]

Q51b. Do you intend to continue on a pathway to general or specialist registration?  
Please select one response only.

(Q53b)

Yes – general registration	<b>Go to Q54</b> (Q56)	<input type="radio"/> 1
Yes – specialist registration	<b>Go to Q54</b> (Q56)	<input type="radio"/> 2
No	<b>Go to Q62a</b> (Q62a)	<input type="radio"/> 3
Unsure	<b>Go to Q54</b> (Q56)	<input type="radio"/> 4

[PVT, INS]

Q52. Do you intend to become a specialist?

(Q54)

Yes	<b>Go to Q53</b> (Q55)	<input type="radio"/> 1
No	<b>Go to Q54</b> (Q56)	<input type="radio"/> 2
Unsure	<b>Go to Q54</b> (Q56)	<input type="radio"/> 3

[PVT, INS]

ASK IF Q52=1 (Q54=1)

Q53. Which specialty are you most interested in pursuing?  
Please select one response only.

(Q55)

Addiction medicine – The Royal Australasian College of Physicians ( <b>RACP</b> )	<input type="radio"/> 01
Anaesthesia – Australian and New Zealand College of Anaesthetists ( <b>ANZCA</b> )	<input type="radio"/> 02
Dermatology – Australasian College of Dermatologists ( <b>ACD</b> )	<input type="radio"/> 03
Emergency medicine – Australasian College for Emergency Medicine ( <b>ACEM</b> )	<input type="radio"/> 04
General practice – Australian College of Rural and Remote Medicine ( <b>ACRRM</b> )	<input type="radio"/> 05



	General practice – The Royal Australian College of General Practitioners ( <b>RACGP</b> )	○ 06
	Intensive care medicine – College of Intensive Care Medicine of Australia and New Zealand ( <b>CICM</b> )	○ 09
	Medical administration – The Royal Australasian College of Medical Administrators ( <b>RACMA</b> )	○ 10
	Obstetrics and gynaecology – The Royal Australian and New Zealand College of Obstetricians and Gynaecologists ( <b>RANZCOG</b> )	○ 11
	Occupational and environmental – The Royal Australasian College of Physicians ( <b>RACP</b> )	○ 12
	Ophthalmology – The Royal Australian and New Zealand College of Ophthalmologists ( <b>RANZCO</b> )	○ 13
	Paediatrics and child health – The Royal Australasian College of Physicians ( <b>RACP</b> )	○ 14
	Pain medicine – Australian and New Zealand College of Anaesthetists ( <b>ANZCA</b> )	○ 15
	Palliative medicine – The Royal Australasian College of Physicians ( <b>RACP</b> )	○ 16
	Pathology – The Royal College of Pathologists of Australasia ( <b>RCPA</b> )	○ 17
	Physician – The Royal Australasian College of Physicians ( <b>RACP</b> )	○ 18
	Psychiatry – The Royal Australian and New Zealand College of Psychiatrists ( <b>RANZCP</b> )	○ 19
	Public health medicine – The Royal Australasian College of Physicians ( <b>RACP</b> )	○ 20
	Radiation oncology – The Royal Australian and New Zealand College of Radiologists ( <b>RANZCR</b> )	○ 21
	Radiology – The Royal Australian and New Zealand College of Radiologists ( <b>RANZCR</b> )	○ 22
	Rehabilitation medicine – The Royal Australasian College of Physicians ( <b>RACP</b> )	○ 23
	Sexual health medicine – The Royal Australasian College of Physicians ( <b>RACP</b> )	○ 24
	Sports and exercise medicine – Australasian College of Sport and Exercise Physicians ( <b>ACSEP</b> )	○ 25
	Surgery – Royal Australasian College of Surgeons ( <b>RACS</b> )	○ 26
	Surgery – Oral and maxillofacial surgery – Royal Australasian College of Dental Surgeons ( <b>RACDS</b> )	○ 27
	Unsure	○ 97

**[SGPT, IMG, PVT, INS, SNT]**  
**IMG SKIP IF Q51b=3** (Q53b=3)

Q54. Thinking about your future career, to what extent do you agree or disagree with the following statements?  
**Please select one response per row.**

(Q56)

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. I have an interest in Aboriginal and Torres Strait Islander health/healthcare	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
2. I am interested in rural practice	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
3. I am interested in getting involved in medical research	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
4. I am interested in getting involved in medical teaching	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
5. <b>SHOW IF SGPT OR SNT</b> I am concerned I will not successfully complete my training program to attain Fellowship <b>SHOW IF PVT OR INS AND Q52=1</b> (Q54=1) I am concerned about being able to secure a place in my preferred College training program <b>SHOW IF IMG</b> I am concerned I will not successfully meet my pathway requirements	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
6. I am concerned about whether I will be able to secure employment on completion of training <b>SHOW IF IMG</b> I am concerned about whether I will be able to secure employment on completing of the pathway	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
7. I am considering a future outside of medicine	<input type="radio"/> 5	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1



## ABOUT YOU

Finally, we would like to ask some questions about you. These questions are used in analysis to group responses given by doctors in training with a similar profile.

<p><b>[SGPT, IMG, PVT, INS, SNT]</b></p> <p>Q55. Do you identify as...? <b>Please select one response only.</b></p> <p><i>Gender refers to current gender, which may be different to sex recorded at birth and may be different to what is indicated on legal documents</i></p> <p>(Q57)</p>	<p>Man or male <input type="radio"/> 1</p> <p>Woman or female <input type="radio"/> 2</p> <p>Non-binary <input type="radio"/> 3</p> <p>I use a different term <input type="radio"/> 4</p> <p>Prefer not to say <input type="radio"/> 99</p>
<p><b>[SGPT, IMG, PVT, INS, SNT]</b></p> <p>Q56. What is your age? <b>Please select one response only.</b></p> <p>(Q58)</p>	<p>20 to 24 <input type="radio"/> 1</p> <p>25 to 29 <input type="radio"/> 2</p> <p>30 to 34 <input type="radio"/> 3</p> <p>35 to 39 <input type="radio"/> 4</p> <p>40 to 45 <input type="radio"/> 5</p> <p>45+ <input type="radio"/> 6</p> <p>Prefer not to say <input type="radio"/> 99</p>
<p><b>[SGPT, IMG, PVT, INS, SNT]</b></p> <p>Q57. Do you identify as an Australian Aboriginal and/or Torres Strait Islander person? <b>Please select one response only.</b></p> <p>(Q59)</p>	<p>Yes – Aboriginal <input type="radio"/> 1</p> <p>Yes – Torres Strait Islander <input type="radio"/> 2</p> <p>Yes – Both Aboriginal and Torres Strait Islander <input type="radio"/> 3</p> <p>No <input type="radio"/> 4</p> <p>Prefer not to say <input type="radio"/> 99</p>
<p><b>[SGPT, IMG, PVT, INS, SNT]</b></p> <p>Q60. Do you identify as a person with a disability?  <i>Please note, the definition of disability includes sensory, intellectual, neuro-diverse, physical and mental illness – where the disability is permanent or is likely to be permanent.</i> <b>Please select one response only.</b></p> <p>(Q65)</p>	<p>Yes <input type="radio"/> 1</p> <p>No <input type="radio"/> 2</p> <p>Prefer not to say <input type="radio"/> 99</p>

<p><b>[SGPT, IMG, PVT, INS, SNT]</b></p> <p>Q61. During your usual work week, do you spend time providing unpaid care, help, or assistance for family members or others?</p> <p><b>Please select all that apply.</b></p> <p><small>(Q66)</small></p>	<p>Yes – Sole parenting responsibilities <input type="checkbox"/> 1</p> <p>Yes – Co-parenting responsibilities <input type="checkbox"/> 2</p> <p>Yes – Primary caregiving responsibilities (for adult(s)) <input type="checkbox"/> 3</p> <p>Yes – Shared caregiving responsibilities (for adult(s)) <input type="checkbox"/> 4</p> <p>No <input type="radio"/> 5</p> <p>Prefer not to say <input type="radio"/> 99</p>
<p><b>[SGPT, PVT, INS, SNT]</b></p> <p>Q58a. Did you complete your primary medical degree in Australia or New Zealand?</p> <p><b>Please select one response only.</b></p> <p><small>(Q6a)</small></p>	<p>Yes - Australia <input type="radio"/> 1</p> <p>Yes - New Zealand <input type="radio"/> 2</p> <p>No - Elsewhere <input type="radio"/> 3</p>
<p><b>[SGPT, IMG, PVT, INS, SNT]</b></p> <p><b>ASK IF Q58a=3 (Q6a=3) OR IMG</b></p> <p>Q59b. In which country did you complete your primary medical degree?</p> <p><b>Please type in and select.</b></p> <p><small>(Q6b)</small></p>	<div style="border: 1px solid black; height: 30px; width: 100%;"></div> <p><b>PROGRAMMER NOTE: ADD AUTOCOMPLETE DROP DOWN</b></p>

**THAT IS THE END OF THE SURVEY – THANK YOU**

The survey has been conducted on behalf of the Medical Board of Australia and Ahpra

As a market and social research company, we comply with the requirements of the Privacy Act.

Should you need to contact Ahpra please call them on 1300 419 495.

# Medical Training Survey Steering Committee terms of reference and membership

# Medical Training Survey Steering Committee terms of reference and membership



## C1 Medical Training Survey Steering Committee terms of reference and membership



### Terms of reference

#### Medical Training Survey Steering Committee

##### Context

The Medical Board of Australia (the Board) and the Australian Health Practitioner Regulation Agency (Ahpra) have publicly committed to leading the delivery of an annual Medical Training Survey (MTS).

The MTS is a national, profession-wide survey of all doctors in training in Australia. It is a confidential way to get national, comparative, profession-wide data to strengthen medical training in Australia. All doctors in training are invited to participate in the survey about their recent training experience.

Findings from the survey assist the Board, Ahpra and other relevant stakeholders to:

- better understand the quality of medical training in Australia
- identify how best to improve medical training in Australia, and
- recognise and deal with potential issues in medical training that could impact on patient safety, including environment and culture, unacceptable behaviours and poor supervision.

##### Purpose of the Steering Committee

The Board has established the MTS Steering Committee to support the MTS project. The Steering Committee provides oversight of the contents and delivery of the MTS, collection, analysis and publication of the survey data. This includes, but is not limited to, providing advice and recommendations on project processes, stakeholder engagement, publication of findings and if necessary, the procurement of future external providers to administer the MTS.

##### Terms of Reference

The Steering Committee will:

1. review and provide feedback on the MTS project plan as necessary
2. provide regular advice, where required, to the Board on the progress of the MTS project
3. oversight the MTS project through its annual life cycle from question approval through to publication of results. This includes providing input into the survey tool and recommending taking action if there are delays in delivering elements of the project
4. support the project team to manage the risks associated with the project by providing guidance and advice. The Project Manager will alert the Committee of any known risks that are likely to impact on the delivery of project and/or the reputation of the Board and Ahpra. The Committee will regularly review the risk register and recommend possible mitigation strategies
5. support the project team by providing timely advice on issues that arise in relation to the survey
6. if necessary, inform the request for tender for the contractor who will administer the survey. This includes providing advice on the scope of the services to be contracted for and evaluating

submissions and quotes. Member/s of the Steering Committee may also be asked to participate in the selection process.

7. provide advice and recommendations to the project team on stakeholder engagement strategy and communications, including on publishing and disseminating the MTS findings
8. consult with the MTS Consultative Forum when necessary
9. provide guidance and feedback on the reporting of the results of the survey – static reports and interactive dashboard, and
10. be alerted and deal with any concerns that arise from the running of survey and/or the results of the survey.

## **Membership**

The Steering Committee is appointed by the Medical Board of Australia and includes:

### **Chair**

Member of the Medical Board of Australia

### **Members**

- At least one additional member of the Board
- A member of a State or Territory Board
- Executive Officer, Medical
- MTS Project Manager
- Two senior Ahpra staff to represent Regulatory Operations and Information Technology
- Communications Advisor for the Medical Board
- One nominee of the Australian Medical Council
- One nominee of the jurisdictions
- Two nominees of the doctors in training (a nominee of the Australian Medical Association Council of Doctors in Training and a nominee of College Trainee Committee)

### **Secretariat services**

Secretariat will be provided by Strategy and Policy, Medical.

## Meetings and procedures

### Frequency of meetings

The Steering Committee will be scheduled as required but are expected to be monthly to two-monthly. The Steering Committee can meet more frequently if necessary.

Meetings can be:

- face-to-face
- via videoconference
- via teleconference

### Procedures for meetings

The Chair is to preside at a meeting of the Steering Committee. In the absence of the Chair, one of the other members of the Board will preside at the meeting.

Materials will be provided to members at least two working days prior to day of the meeting, noting that the purpose of the Committee is to make timely decisions to avoid project delays.

A brief report of the meeting will be drafted and circulated to members.

### Quorum

A quorum of the Committee is five members.

## Reporting

The Steering Committee will report to the Board and Ahpra.

## Payment and expenses

The doctor in training will be paid an honorarium for their attendance and related expenses.

Members of the Board will be paid in accordance with the Board members' manual.

Other members will not be paid to attend meetings but travel and accommodation will be funded by the Board and arranged by Ahpra.

## Timeframe

The Board will review the role of the Steering Committee and its membership as required.

<b>Name of document</b>	Medical Training Survey Steering Committee Terms of Reference
<b>Version</b>	Version 6
<b>Reviewed</b>	April 2024
Approved	24 April 2024
Next review	As required but within 2 years of approval

### Medical Board of Australia Medical Training Survey Steering Committee

Terms of reference | April 2024



## Membership

### MBA Medical Training Survey Steering Committee

#### Members

##### Chair

Associate Professor Stephen Adelstein, Medical Board of Australia

##### Members

Dr Jo Burnand, Jurisdiction Advisory Committee

Dr Sanjay Hettige, Australian Medical Association Council of Doctors in Training

Dr Charles Jenkinson, Australian Medical Association Trainee Chairs Forum

Dr Joanne Katsoris, Australian Health Practitioner Regulation Agency

Ms Saoirse McDonough, Australian Health Practitioner Regulation Agency

Ms Nicole Newton, Communications Advisor

Dr Brooke Sheldon, Medical Board of Australia

Ms Bernadette Thomson, Australian Health Practitioner Regulation Agency

Ms Kirsty White, Australian Medical Council

Ms Michelle Wright, Medical Board of Australia

##### Secretariat

Ms Brie Woods, Australian Health Practitioner Regulation Agency

#### Medical Board of Australia Medical Training Survey Steering Committee

Membership | October 2024 | Confirmed



# Medical Training Survey Consultative Forum terms of reference and membership

# Consultative Forum terms of reference and membership





## D1 Medical Training Survey Consultative Forum terms of reference and membership



### Terms of reference

#### Medical Training Survey Consultative Forum

##### Context

The Medical Board of Australia (the Board) and the Australian Health Practitioner Regulation Agency (Ahpra) have publicly committed to leading the delivery of an annual Medical Training Survey (MTS).

The MTS is a national, profession-wide survey of all doctors in training in Australia. It is a confidential way to get national, comparative, profession-wide data to strengthen medical training in Australia. All doctors in training are invited to participate in the survey about their recent training experience.

Findings from the survey will assist the Board, Ahpra and other relevant stakeholders to:

- better understand the quality of medical training in Australia
- identify how best to improve medical training in Australia, and
- recognise and deal with potential issues in medical training that could impact on patient safety, including environment and culture, unacceptable behaviours and poor supervision.

##### Purpose of the Consultative Forum

The Board has established the MTS Consultative Forum to support the MTS project by providing advice and guidance on matters related to the survey and will also act as a consultative forum, providing stakeholder feedback to the Board and communicating with their stakeholders on matters related to the MTS.

Including, but not limited to:

- the survey questions
- stakeholder engagement strategy (including advice and guidance on increasing uptake and usage of results)
- real-life examples of how the results are being used by stakeholders, and
- how to manage adverse results that indicate systemic issues.

The MTS Consultative Forum is also a consultative forum. The members represent most relevant stakeholder groups and it is expected that they will provide feedback to the Board via the Consultative

Forum from stakeholders and will communicate with their stakeholders on matters related to the MTS, including on how to increase the response rate and disseminate results.

## Terms of Reference

The Consultative Forum will:

1. provide advice on:
  - a. survey content
  - b. survey design (including how the questions are presented in the online survey tool)
  - c. presentation of the data in the static reports and on the interactive online data dashboard
  - d. the dissemination and publication of the MTS findings, and
  - e. how to manage adverse results and serious concerns that have arisen from the MTS.
2. provide advice and recommendations to the Steering Committee and project team on the stakeholder engagement and communications strategy. This will include having an active role in the promotion of the survey to doctors in training
3. support and promote the dissemination the MTS findings to key stakeholders, and
4. encourage the use of results by stakeholders

## Membership

The Consultative Forum is appointed by the Medical Board of Australia and includes:

### Chair

- Chair of the MTS Steering Committee (who is a member of the Board)

### Members

At least two additional members of the Steering Committee, one of whom must be a Board member

- A community member that is not a member of the National or State or Territory Boards or Committees

The Board will seek nominations from the following representative organisations:

- One nominee of the Australian Medical Council
- Two nominees of the jurisdictions
- One nominee of the Australian Medical Association
- Three doctors in training, including a nominee of the Australian Medical Association Council of Doctors in Training, a nominee from a College Trainee Committee and a nominee of the Australasian Junior Medical Officers' Committee
- One nominee of the Confederation of Postgraduate Medical Education Councils
- Two nominees of the Council of Presidents of Medical Colleges
- One nominee of the Medical Deans Australia and New Zealand
- A representative from a private sector employer
- One nominee of the Australian Indigenous Doctors' Association
- A nominee of the Doctors' Health Services Pty Ltd (DrHS)
- A Director of Clinical Training (or similar position) with expertise in the supervision of doctors in training.

The Board can appoint additional members to the Consultative Forum as required.

### Secretariat services

Secretariat will be provided by Strategy and Policy, Medical

## Meetings and procedures

### Frequency of meetings

The Consultative Forum will be scheduled as required but are expected to be quarterly over the next year of the project. The requirement for meetings will be determined as the project progresses.

Meetings can be:

- face-to-face
- via videoconference
- via teleconference

### Procedures for meetings

The Chair is to preside at a meeting of the Consultative Forum. In the absence of the Chair, the other Board member on the Steering Committee will preside at the meeting.

Materials will be provided to members at least five working days prior to day of the meeting.

A brief report of the meeting will be drafted and circulated to members

## Reporting

The Consultative Forum will report to the Board via the Chair of the Steering Committee.

## Payment and expenses

The doctors in training and external community member will be paid an honorarium for their attendance and related expenses.

Members of the Board will be paid in accordance with the Board members' manual.

Other members will not be paid to attend meetings but travel and accommodation will be funded by the Board and arranged by Ahpra and funded by the Board.

## Timeframe

The Board will review the role of the Consultative Forum and its membership as required.

Name of document	Medical Training Survey Consultative Forum Terms of Reference
Version	Version 6
Reviewed	January 2024
Approved	February 2024
Next review	As required but within 2 years of approval

**Medical Board of Australia Medical Training Survey Consultative Forum**

Terms of reference | February 2024



## Membership

### Consultative Forum Membership

#### Chair

Associate Professor Stephen Adelstein, (Chair) Medical Board of Australia

#### Members

Dr Claire Blizzard, Medical Council of NSW

Ms Donna Burns, Australian Indigenous Doctors' Association

Dr Michael Bonning, Australian Medical Association

Professor Stuart Carney, Medical Deans Australia and New Zealand

Dr Hayden Cain, Australian Medical Association Council of Doctors in Training

Dr Ava Carter, Confederation of Postgraduate Medical Education Council

Ms Megan Crawford, Jurisdiction Advisory Committee

Ms Sally Cross, Australian Medical Association

Dr Tony Hayek, Australian Private Hospital Association

Associate Professor Louis Irving, Australasian Directors of Clinical Training Committee

Dr Joanne Katsoris, Australian Health Practitioner Regulation Agency

Associate Professor Vinay Lakra, Council of Presidents of Medical Colleges

Dr Elizabeth Moore, Council of Presidents of Medical Colleges

Ms Nicole Newton, Communications Advisor

Ms Kelli Porter, Australian Health Practitioner Regulation Agency Community Advisory Council

Dr Bhavi Ravindran, Doctors Health Services

Dr Ameer Shehab, Australian Medical Association Council of Doctors' in Training

Dr Harry Smallbone, Australasian Junior Medical Officers' Committee

Dr Greg Sweetman, Jurisdiction Advisory Committee

Dr Hannah Szwezyk, Australian Medical Association Council of Doctors' in Training

Ms Theanne Walters, Australian Medical Council

Ms Michelle Wright, Medical Board of Australia

Mr Allen Xiao, Australian Medical Students' Association

Dr John Zorbas, Medical Board of Australia

## Secretariat

Ms Brie Woods, Australian Health Practitioner Regulation Agency

Membership | October 2024 | Confirmed

Visit [MedicalTrainingSurvey.gov.au](https://MedicalTrainingSurvey.gov.au) to explore the results further by using the interactive data dashboard

