



ACCESS TO TRAINING

1. Purpose

- 1.1. The policy describes how the College seeks to ensure that doctors with a disability can access and participate in College programs on the same basis as other doctors.

2. Application and scope

- 2.1. The policy applies to doctors seeking selection into or completing one of the following College programs:
 - 2.1.1. Fellowship Training Program
 - 2.1.2. Specialist Pathway, Rural Experienced Entry to Fellowship
 - 2.1.3. Advanced Specialised Training (AST) outside the Fellowship Training Program

3. Policy

- 3.1. Applicants and doctors in training are encouraged to disclose, to the College, any pre-existing disabilities or disabilities acquired during their participation in the program.
- 3.2. Where a doctor discloses a disability to the College, the College will discuss the disability with the doctor and seek the doctors' views about how they are affected by their disability.
- 3.3. The College will assess whether reasonable adjustments can be made to enable the doctor to participate in:
 - 3.3.1. selection into the program, and/or
 - 3.3.2. education, training and assessment while in the program.
- 3.4. A doctor needs to be able to meet the inherent requirements of the training program and adjustments are provided to assist doctors to achieve the training program requirements. adjustments cannot compromise the integrity of the training program.
- 3.5. Where the disability is significant the College may require a functional assessment to determine if:
 - 3.5.1. the doctor's disability is likely to affect their ability to participate in the training program, and
 - 3.5.2. if reasonable adjustments can be made to enable the doctor to continue to participate in the training program, what adjustments may be required.
- 3.6. If the College determines that a functional assessment is required, the College will:
 - 3.6.1. notify the doctor of its decision
 - 3.6.2. appoint a suitably qualified health professional (the assessor) to undertake the assessment

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- 3.6.3. arrange a mutually convenient time for the doctor to be assessed
- 3.6.4. meet any costs that may be associated with functional assessments
- 3.6.5. ensure a copy of the functional assessment report is provided to the doctor and the College.
- 3.7. After reviewing the report, the College will determine if the doctor:
 - 3.7.1. can commence or continue training on the program and what, if any, appropriate support and reasonable adjustments will be required
 - 3.7.2. has an impairment that may or must be reported to Ahpra; or
 - 3.7.3. needs to be withdrawn from the training program.
- 3.8. In making decisions about reasonable adjustments, the College will consider all the relevant circumstances and interests, including the
 - 3.8.1. doctors' disability
 - 3.8.2. views of the doctor
 - 3.8.3. effect of the reasonable adjustment on the doctor, including the effect on the doctors':
 - 3.8.3.1. level of independence
 - 3.8.3.2. ability to participate in the program
 - 3.8.3.3. ability to achieve program requirements
 - 3.8.4. effect of the proposed reasonable adjustment on anyone else affected, including the College, patients, training posts and other doctors
 - 3.8.5. costs and benefits of making the reasonable adjustments.
- 3.9. Reasonable adjustments that may be considered by the College include, but are not limited to, the following where practicable,:
 - 3.9.4. provision of appropriate equipment or assistance to ensure there is no barrier to participation
 - 3.9.5. modifications to equipment or the supply of specialised equipment, furniture or work-related aids
 - 3.9.6. facilitation of flexible work arrangements.
- 3.10. The College may disclose information about a doctors' disability to:
 - 3.9.1. Ahpra, where it is required or permitted by law to do so
 - 3.9.2. a training post for the purpose of reasonable adjustments in the workplace; and
 - 3.9.3. a functional assessor for the purpose of a functional assessment.

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- 3.10. Doctors seeking reasonable adjustments for participating in an assessment are managed according to the Special Consideration policy.

4. Responsibilities

- 4.1. Doctors are responsible for:
 - 4.1.1 disclosure of disabilities that may affect training
 - 4.1.2 advising the Supervisor and training post if patient safety could be significantly affected by their disability or impairment
 - 4.1.3 complying with reasonable requests from the College for further information
 - 4.1.4 complying with the requirements of the functional assessment and cooperating with the professional tasked with the assessment
- 4.2 The College is responsible for:
 - 4.2.1 complying with the Health Practitioner Regulation National Law relevant to the State or Territory in which they are located
 - 4.2.2 complying with the *Disability Standards for Education 2005* and the *Disability Discrimination Act 1992*; and any relevant disability legislation in the States/Territories in which they operate
 - 4.2.3 ensuring that, where necessary, reasonable adjustments are made to support doctors who have a disability or impairment to participate fully in the training program
 - 4.2.4 discussing the disability or Impairment with the doctor and informing them of any functional assessment
 - 4.2.5 organising a functional assessment for doctors where required
 - 4.2.6 meet any costs that may be associated with the conduct of a functional assessment
 - 4.2.7 informing doctors of the outcome of any functional assessments.

5. Related documentation

- 5.1. Disability Discrimination Act 1992
- 5.2. Disability Standards for Education 2005
- 5.3. Medical Deans; Inherent requirements for studying medicine in Australia and New Zealand
- 5.4. ACRRM Special Consideration Policy
- 5.5. ACRRM Performance and Progression Policy
- 5.6. ACRRM Doctor in Difficulty Policy
- 5.7. ACRRM Withdrawal Policy

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5.8. AGPT Training Accessibility Policy

6. Definitions

Word/Term	Definition (with examples if required)
Ahpra	Australian Health Practitioner Regulation Agency
Disability	<p>In relation to a person, means:</p> <ul style="list-style-type: none"> (a) total or partial loss of the person's bodily or mental functions or (b) total or partial loss of a part of the body or (c) the presence in the body of organisms causing disease or illness or (d) the presence in the body of organisms capable of causing disease or illness or (e) the malfunction, malformation or disfigurement of a part of the person's body or (f) a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction or (g) a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgment or that results in disturbed behaviour: <p>and includes a disability that:</p> <ul style="list-style-type: none"> (h) presently exists; or (i) previously existed but no longer exists; or (j) may exist in the future (including because of a genetic predisposition to that Disability); or (k) is imputed to a person. <p>To avoid doubt, a disability that is otherwise covered by this definition includes behaviour that is a symptom or manifestation of the disability.</p> <p><i>Extracted from the Disability Discrimination Act 1992</i></p>
Functional Assessment	An assessment to determine a doctor's capacity to meet the training program requirements
Impairment	<p>In relation to a person, means the person has a physical or mental impairment, disability, condition or disorder (including substance abuse or dependence) that detrimentally affects or is likely to detrimentally affect:</p> <ul style="list-style-type: none"> (a) for a registered health practitioner or an applicant for registration in a health profession, the person's capacity to practise the profession; or (b) for a doctor, the doctors' capacity to undertake clinical training <ul style="list-style-type: none"> i. as part of the approved program of study in which the doctor is enrolled; or ii. arranged by an education provider.

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	<i>Extracted from the Health Practitioner Regulation National Law</i>
Inherent Requirements	The fundamental components of a program, that are essential to demonstrate the capabilities, knowledge and skills to achieve the core learning outcomes of the program, while preserving the academic integrity of the learning, assessment and accreditation processes.
Reasonable Adjustment	<p>An adjustment that is reasonable in relation to a doctor with a disability if it balances the interests of all parties affected having regard to all the relevant circumstances and interests, including:</p> <ul style="list-style-type: none"> (a) the doctor's disability (b) the views of the doctor or the doctor's associate (c) the effect of the adjustment on the doctor's: <ul style="list-style-type: none"> (i) ability to achieve learning outcomes; and (ii) ability to participate in courses or programs; and (iii) independence (d) the effect of the proposed adjustment on anyone else affected, including the education provider, staff and other doctors; and (e) the costs and benefits of making the adjustments. <p><i>Adapted from sections 3.3 and 3.4 of the Disability Standards for Education 2005</i></p>
Unjustifiable Hardship	<p>In determining whether a hardship that would be imposed on a person would be an unjustifiable hardship, all relevant circumstances of the particular case must be taken into account, including the following:</p> <ul style="list-style-type: none"> (a) the nature of the benefit or detriment likely to accrue to, or to be suffered by, any person concerned (b) the effect of the disability on any person concerned (c) the financial circumstances and the estimated amount of expenditure required to be made by the person (d) the availability of financial and other assistance to the person (e) any relevant action plans given to the Commission under section 64 of the <i>Disability Discrimination Act 1992</i>. <p><i>Adapted from section 11 of the Disability Discrimination Act 1992</i></p>

7. Document Control Information

7.1 Policy information

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7.2 Document History

Version	Date Approved	Author	Description of revision	Internal Distribution	
				Date	Recipient/s
V1.1	December 2022	Fellowship Manager	Removal of reference to Regional Training Organisation	12 Dec	GM Education Services
V1.0	March 2021	Accreditation and Standards Manager	Rural Generalist Training Scheme added to Training Organisation definition	16 Apr	ELT, CEO
Previous system	December 2019	Accreditation and Standards Manager	Separate policy for selection and training created, previously included in Special Consideration policy	Dec19	Board

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