

FELLOWSHIP



# FELLOWSHIP TRAINING PROGRAM

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# HANDBOOK

Australian College of  
Rural & Remote Medicine  
WORLD LEADERS IN RURAL PRACTICE



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*ACRRM acknowledges Australian Aboriginal People and Torres Strait Islander People as the first inhabitants of the nation. We respect the traditional owners of lands across Australia in which our members and staff work and live and pay respect to their elders past present and future.*

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## Introduction

Welcome to the Australian College of Rural and Remote Medicine (ACRRM), the home of the Rural Generalist.

ACRRM is a professional college accredited by the Australian Medical Council to define standards and deliver training in the medical specialty of general practice.

ACRRM's standards and training program prepares medical practitioners to practise safely and confidently as rural generalists. Attainment of Fellowship (FACRRM) leads to specialist registration as a general practitioner with the Medical Board of Australia.

Being a rural generalist means you have specific expertise in providing medical care for rural and remote or isolated communities. As a rural generalist you understand and respond to the diverse needs of rural communities including; applying a population health approach, providing safe primary, secondary and emergency care, culturally safe Aboriginal and Torres Strait Islander people's health care and providing specialised medical care in one or more of the Advanced Specialised Training disciplines offered by ACRRM.

This handbook has been designed to support ACRRM's training program policies and provide you with comprehensive information to enable you to plan and tailor your training and education needs to attain Fellowship.

## Curriculum

The [Rural Generalist Curriculum](#) provides a definition of Rural Generalist Medicine and describes the competencies, knowledge, skills and attributes required to be a rural generalist medical practitioner.

The curriculum informs the training, education and assessment requirements to achieve Fellowship. Therefore, an understanding of the curriculum is essential for all registrars.

The Curriculum competencies are structured under the eight domains of rural and remote practice.

1. Provide expert medical care in all rural contexts
2. Provide primary care
3. Provide secondary medical care
4. Respond to medical emergencies
5. Apply a population health approach
6. Work with Aboriginal, Torres Strait Islander, and other culturally diverse communities to improve health and wellbeing.
7. Practise medicine within an ethical, intellectual and professional framework
8. Provide safe medical care while working in geographic and professional isolation.

The curriculum consists of Core Generalist and Advanced Specialised components. Registrars must demonstrate meeting all competencies at the Core Generalist standard and choose one specialised area in which they demonstrate meeting the competencies at the Advanced Specialised standard.

These standards are described in the curriculum. The Curriculum also details the knowledge, skills and attributes in 37 clinical and non-clinical Learning Areas. The Learning Areas all include Core Generalised content and Advanced Specialised content is included for the approved AST disciplines.

# Fellowship Training Program

## Components of training

The training program is aligned to the eight domains of Rural Generalist Curriculum and underpins the learning areas included in the Core Generalist and Advanced Specialised components of the Curriculum.

### Core Generalist Training

Core Generalist Training (CGT) covers three years of training.

- developing broad generalist knowledge, skills and attributes in primary, secondary and emergency care in a rural and remote context, and
- fostering essential rural generalist knowledge and skills in paediatrics, obstetrics, and anaesthetics.

### Advanced Specialised Training

Advanced Specialised Training (AST) covers one year of training.

- building on the core generalist competencies and increasing knowledge and skills in a procedural or non-procedural discipline
- in a specialised area relevant to the needs of rural communities
- to allow autonomous delivery in a defined scope of specialist clinical practice.

## Training program summary

The table 1 below provides a summary of the training program requirements.

Fellowship Training Program		
<b>Duration</b>	Minimum 4 years	
<b>Requirements</b>	<b>Core Generalist Training (CGT)</b>	<b>Advanced Specialised Training (AST)</b>
<b>Time</b>	Minimum 3 years	Minimum 1 year
<b>Training</b>	<p>Commence at post graduate year (PGY) 2 or above. Train in regional, rural and remote general practices, hospitals, Aboriginal and Torres Strait Islander health services and retrieval services.</p> <p>Complete the minimum training requirements in the following:</p> <ul style="list-style-type: none"> <li>• primary care - six months</li> <li>• secondary care - three months</li> </ul>	<p>Commence at PGY 3 or above. Train in regional, rural, remote, or city health services as appropriate to the chosen discipline.</p> <p>Complete training in at least one of the AST disciplines:</p> <ul style="list-style-type: none"> <li>• Aboriginal and Torres Strait Islander Health</li> <li>• Academic Practice</li> <li>• Adult Internal Medicine</li> <li>• Anaesthetics</li> <li>• Emergency Medicine</li> </ul>

	<ul style="list-style-type: none"> <li>• emergency care - three months</li> <li>• rural or remote practice - 12 months</li> <li>• paediatrics</li> <li>• obstetrics</li> <li>• anaesthetics</li> </ul>	<ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Obstetrics and Gynaecology</li> <li>• Paediatrics</li> <li>• Palliative Care</li> <li>• Population Health</li> <li>• Remote Medicine, and</li> <li>• Surgery.</li> </ul>
<b>Education</b>	<p>Successfully complete:</p> <ul style="list-style-type: none"> <li>• the education program as outlined and delivered by the College or training organisation</li> <li>• Rural Emergency Skills Training (REST) and another emergency course/s</li> </ul>	<p>Successfully complete:</p> <ul style="list-style-type: none"> <li>• the education provided by the training post and</li> <li>• specific courses as outlined for each of the AST</li> </ul>
<b>Assessment</b>	<p>Successfully complete:</p> <ul style="list-style-type: none"> <li>• Six monthly supervisor reports</li> <li>• Nine formative mini Clinical Evaluation Exercises (miniCEXs)</li> <li>• Multi-Source Feedback (MSF)</li> <li>• Multiple Choice Question (MCQ) assessment</li> <li>• Cased Based Discussion (CBD)</li> <li>• Structured Assessment using Multiple Patient Scenarios (StAMPS)</li> <li>• Procedural Skill Logbook (logbook)</li> </ul>	<p>Successfully complete:</p> <ul style="list-style-type: none"> <li>• three monthly reports</li> <li>• workplace based and standardised assessments as specified for each AST</li> </ul>



## Commencement of training

Registrars who hold general registration and are in post graduate year (PGY) 2 must commence with CGT and undertake the first 12 months full time equivalent (FTE) in a Postgraduate Medical Council (PMC) accredited post. Those who are PGY 3 or above may undertake the first 12 months FTE in a PMC accredited post.

Registrars who hold general registration and are PGY3 or above may commence training with CGT or AST in an ACRRM accredited primary or secondary care training post as applicable.

Registrars who hold limited or provisional registration require an individual training plan approved by the Director of Training at the commencement of training.

## Order of training

CGT and AST can be completed:

- Sequentially in either order, providing that prerequisites for the AST have been met or
- Concurrently, undertaking CGT and AST part-time.

If AST is undertaken at the beginning of training, a registrar must maintain currency in the discipline until the completion of training.

It is important to plan timing and sequencing of training, education and assessment activities. This training plan should be started at the beginning of training and reviewed regularly throughout training.

## Core Generalist Training

Core Generalist Training (CGT) may be started at PGY 2 or above. Training program requirements must be met in four areas: time, training, education and assessment.

### Time

CGT requires a minimum of three years full time equivalent (FTE) as described in the [Training Time policy](#).

### Training

All training must take place in accredited training posts. Training placements must provide the opportunity to gain the required scope, type and volume of clinical experience, at an appropriate level of responsibility.

ACRRM accredits training posts for CGT in regional, rural or remote areas of Australia. Accredited posts include general practices, Aboriginal and Torres Strait Islander medical services, hospitals, emergency departments and retrieval services.

ACRRM accredited training posts are generally suited to doctors who can function competently, with significant responsibility for making patient care decisions, under broad supervision.

ACRRM recognises training posts accredited by state or territory Postgraduate Medical Council (PMC) as training placements for CGT. These posts are suitable for doctors requiring higher levels of supervision for example doctors who commence training in PGY2.

ACRRM also recognises training posts accredited by other specialist colleges as suitable for short term placements up to three months to fulfil mandatory training requirements. Posts accredited by other specialist colleges may also be suitable for long term placements such as for an AST, however ACRRM accreditation is required. See [Training Placements policy](#).

## **Regional, rural and remote placements**

Registrars are required to work in regional, rural and remote locations and gain experience across primary, secondary and emergency care in rural practice in order to gain the competencies, knowledge, skills and attributes described in the Core Generalist curriculum. All registrars must demonstrate minimum training requirements in these rural contexts.

While training requirements for primary, hospital and emergency care and rural and remote practice are defined separately they are designed to be covered concurrently. The ideal training placement involves working in a rural general practice, admitting into the local hospital, providing inpatient care and after hours cover in the emergency department. Experience in rural primary, secondary and emergency contexts can also be gained through several training placements.

Example:

*You have worked for 12 months in a rural location in general practice at 0.5 FTE and at the local hospital at 0.5 FTE providing inpatient and emergency care.*

*As such you have now met your minimum training requirements of 12 months rural and remote training as well as six months primary care, three months emergency care and three months inpatient care.*

*You may then to build on your rural primary care and/or rural hospital experience and skills for the remainder of your CGT.*

## **Tertiary hospital placements**

Doctors undertaking hospital placements in their junior doctor years must seek a combination of placements that provide generalist skills relevant to rural practice, including where possible the following placements:

- General medicine
- General surgery
- Emergency
- Paediatrics
- Obstetrics and gynaecology; and
- Anaesthetics.

Other generalist placements that would be helpful to include are:

- Rehabilitation
- Aged care
- Palliative care
- Intensive care
- Psychiatry
- Emergency (additional placement)

Experienced doctors (PGY3 onwards) seeking to meet secondary care requirements must seek placements in regional or rural hospitals (MMM 2 – 7) where care is provided by generalists rather than large hospitals where care is provided primarily by specialists.

For further information see [Training Placements policy](#)

## **Training requirements**

The training requirements as described in the [Training Program Requirements policy](#).

ensure that training is undertaken in all rural contexts. Registrars are encouraged to maximise their training time to gain the required competencies articulated in the [Rural Generalist Curriculum](#).

### Evidence explanation

Where the training occurred in a regular training placement, the regular six monthly supervisor report is acceptable evidence. Where a specific training placement was undertaken, a supervisor report is required for the placement. The [Verification of Clinical Experience proforma](#), End of Term Assessment report, or other supervisor report is acceptable.

Where a [case log](#) is provided as evidence, it is anticipated that all cases have been conducted by the registrar. To meet the training requirement, 50% or more cases must be conducted by the registrar.

<b>Paediatrics requirement</b>		
Completed at PGY1 or above through one of the options below.		
<b>Competencies</b>		
The knowledge, skills and attributes that are being worked towards are defined in the Rural Generalist Curriculum: Paediatrics learning area.		
<b>Accreditation options</b>	<b>Training options</b>	<b>Evidence required</b>
Train in a post holding one of the following accreditations: <ul style="list-style-type: none"> <li>• Post Graduate Medical Council (PMC) or</li> <li>• RACP basic training or</li> <li>• ACRRM CGT or</li> <li>• ACRRM AST Paediatrics</li> </ul>	10 weeks or more FTE paediatrics placement,	End of Term Assessment
	Six months or more FTE emergency department placement, (where at least 25% of presentations are children)	End of Term Assessment or Supervisor report or <a href="#">Verification of Clinical Experience proforma</a>  Case log of 50 paediatric cases (16 years and under) in the <a href="#">Case Log Proforma</a>
	General Practice placement,	Supervisor report or <a href="#">Verification of Clinical Experience proforma</a> (if reports do not include dates and location this must be provided separately) Log of 50 paediatric cases (16 years and under) in the <a href="#">Case Log Proforma</a> Complete paediatrics component of Procedural Skills Logbook Evidence of two education activities
	Integrated rural hospital placement eg PIERCE*	
	Paediatrics outreach service placement, assisting a paediatrician (or paediatrics team)	
Plus, for the three options above two educational activities in paediatrics, these may be online courses or workshops.		
As specified for program	Sydney Child Health Program, or	Evidence of completion
AST Paediatrics	AST Paediatrics	Letter of completion

\* PIERCE A Queensland Rural Generalist Program, Prevocational Integrated Extended Rural Clinical Experience. May cover anaesthetics, paediatrics and obstetrics providing enough cases are seen.

<b>Obstetrics requirement</b>		
Completed at PGY1 or above through one of the options below.		
<b>Competencies</b>		
The knowledge, skills and attributes that are being worked towards are defined in the Rural Generalist Curriculum: Obstetrics and Gynaecology learning area.		
<b>Accreditation options</b>	<b>Training options</b>	<b>Evidence required</b>
Train in a post holding one of the following accreditations: <ul style="list-style-type: none"> <li>• PMC</li> <li>• RANZCOG Fellowship training or</li> <li>• RANZCOG Advanced Diploma training</li> <li>• ACRRM CGT</li> </ul>	10 weeks or more FTE O&G placement, or	End of Term Assessment
	Clinical attachment or work with a Specialist or GP obstetrician (minimum of 10 half day sessions over no more than 6 months), or General Practice placement, or Integrated rural hospital placement eg PIERCE* Plus, for the three options above, demonstrate intrapartum care <ul style="list-style-type: none"> <li>• through deliveries</li> </ul> or <ul style="list-style-type: none"> <li>• through simulation by completing one of the following courses               <ul style="list-style-type: none"> <li>○ Rural Emergency Obstetrics Training (REOT), or</li> <li>○ Preparation in Maternity Safety (PIMS), or</li> <li>○ RVTS workshops, or</li> <li>○ CRANA Maternity Emergency care course</li> </ul> </li> </ul>	Confirmation of 10 sessions (if relevant)  End of Term Assessment or Supervisor report or <a href="#">Verification of Clinical Experience proforma</a> (if reports do not include dates and location this must be provided separately)  Case log of 25 antenatal and 25 postnatal cases in the <a href="#">Case Log Proforma</a> Complete O&G component of Procedural Skills Logbook (including manage normal delivery) Course certificate
As applicable for the program	<a href="#">Certificate in Women's Health</a> <a href="#">DRANZCOG</a> , or <a href="#">DRANZCOG Advanced</a>	Evidence of completion

<b>Anaesthetic requirement</b>		
Completed at PGY1 or above through one of the options below.		
<b>Competencies</b>		
The knowledge, skills and attributes that are being worked towards are defined in the Rural Generalist Curriculum: Anaesthetics learning area.		
<b>Accreditation options</b>	<b>Training options</b>	<b>Evidence required</b>
<p>Train in a post holding one of the following accreditations:</p> <ul style="list-style-type: none"> <li>• PMC</li> <li>• ANZCA training or</li> <li>• JCCA training or</li> <li>• Supervisor with appropriate anaesthetic qualification/credentialing when undertaking sessions</li> </ul>	10-weeks or more FTE anaesthetics placement	End of Term Assessment
	<p>Six months or more FTE in a combination of placements providing anaesthetics skills (e.g. ICU, emergency, or retrieval)</p> <p>Integrated rural hospital placement eg PIERCE*</p>	<p>End of Term Assessment or Supervisor report or <a href="#">Verification of Clinical Experience proforma</a> (if reports do not include dates and location this must be provided separately)</p> <p>Complete Anaesthetics component of Procedural Skills Logbook Log 50 procedures selected from the Anaesthetic component in the Procedural Skills Logbook in the <a href="#">Case Log Proforma</a></p>
	<p>Clinical attachment or work with a Specialist or GP anaesthetist minimum of 10 anaesthetic half day sessions.</p> <p>Plus, an advanced airways skills workshop, for example:</p> <ul style="list-style-type: none"> <li>• Rural Anaesthetics Crisis Management (RACM), which will also count as Tier 2 EM course</li> </ul> <p>or</p> <ul style="list-style-type: none"> <li>• RVTS workshop (RVTS registrars only)</li> </ul>	<p>Confirmation of 10 sessions</p> <p>Supervisor report or <a href="#">Verification of Clinical Experience proforma</a></p> <p>Log 50 procedures selected from the Anaesthetic component in the Procedural Skills Logbook in the <a href="#">Case Log Proforma</a></p> <p>Complete Anaesthetics component of Procedural Skills Logbook Evidence of workshop completion</p>
	<p>ProStart Anaesthetics program</p> <p>This requires undertaking sessions with an anesthetist while working through the program</p>	<p>Course logbook and supervisor sign off</p> <p>Complete Anaesthetics component of Procedural Skills Logbook</p>
	AST in Anaesthetics (DRGA)	Letter of completion

<p><b>Primary care requirement</b></p> <p>Primary care training of six months or more FTE at PGY 2 or above</p>		
<p><b>Competencies</b></p> <p>The competencies required are defined in Rural Generalist Curriculum:</p> <ul style="list-style-type: none"> <li>• Domain 2: Provide primary care plus</li> <li>• Domain 1: Provide expert medical care in all rural contexts</li> <li>• Domain 7: Practise medicine within an ethical, intellectual and professional framework</li> </ul>		
<b>Accreditation options</b>	<b>Training options</b>	<b>Evidence requirement</b>
Train in a post holding ACRRM accreditation for CGT, to cover primary care	<p>Six months or more FTE</p> <p>or</p> <p>Prorated over a longer period for part time</p> <p>To demonstrate continuity of care, primary care training must be undertaken</p> <ul style="list-style-type: none"> <li>• no less than two days per week (averaged over one month) or</li> <li>• in FTE blocks, of no less than three months duration</li> </ul>	MDS reports

<p><b>Secondary care requirement</b></p> <p>Secondary care training of three months or more FTE at PGY 2 or above</p>		
<p><b>Competencies</b></p> <p>The competencies required are defined in Rural Generalist Curriculum:</p> <ul style="list-style-type: none"> <li>• Domain 3: Provide secondary medical care Plus</li> <li>• Domain 1: Provide expert medical care in all rural contexts</li> <li>• Domain 7: Practise medicine within an ethical, intellectual and professional framework</li> </ul>		
<b>Accreditation options</b>	<b>Training options</b>	<b>Evidence required</b>
<p>Train in a post holding one of the following accreditations:</p> <ul style="list-style-type: none"> <li>• ACRRM CGT, to cover secondary care or</li> <li>• ACRRM AST</li> <li>• Specialist College Accreditation</li> </ul>	<p>Three months or more FTE of hospital placements providing skills relevant to rural practice, (see Tertiary hospital placements section page 7) or</p> <p>Minimum of 60 inpatient rural generalist hospital shifts (minimum eight hours), or</p> <p>Visiting Medical Officer (VMO) with admitting rights, admitting and managing care, for an average of three</p>	<p>End of Term Assessment or Supervisor report or <a href="#">Verification of Clinical Experience proforma</a></p> <p>Confirmation that time or number of shifts has been completed (if relevant) through <a href="#">Verification of Clinical Experience proforma, Supervisor report or Statement of Service</a></p>



	inpatients per week, over a period of at least 12 months, or	
	Advanced Specialised Training in AIM, Mental Health, O&G. Paediatrics or Surgery.	Evidence of completion

<b>Emergency care requirement</b>		
Emergency care training of three months or more FTE at PGY 2 or above		
<b>Competencies</b>		
The competencies required are defined in Rural Generalist Curriculum:		
<ul style="list-style-type: none"> <li>• Domain 4: Respond to medical emergencies Plus</li> <li>• Domain 1: Provide expert medical care in all rural contexts</li> <li>• Domain 7: Practise medicine within an ethical, intellectual and professional framework</li> </ul>		
<b>Accreditation options</b>	<b>Training options</b>	<b>Evidence required</b>
Train in a post holding one of the following accreditations: <ul style="list-style-type: none"> <li>• ACRRM CGT to cover EM or</li> <li>• PMC or</li> <li>• ACEM Fellowship or Diploma, Certificate training, or</li> <li>• AST EM training</li> </ul>	Three months or more FTE emergency placement, or	End of Term Assessment or Supervisor reports or <a href="#">Verification of Clinical Experience proforma</a>
	Minimum of 60, (minimum eight hour) shifts in an emergency department, or	Confirmation that time or number of shifts has been completed (if relevant)
	Minimum 12 months FTE in an integrated rural hospital or hospital that provides 24/7 emergency cover, (demonstrating a minimum of 60 shifts) or	
	Minimum of 12 months of providing one in four after hours or weekend cover in an emergency department in a hospital that provides 24/7 emergency cover, or	
	Advanced Specialised Training in Emergency Medicine	Evidence of completion

<b>Rural and remote practice requirement</b>		
Rural and remote practice training of 12 months or more FTE at PGY 2 or above		
<b>Competencies</b>		
The competencies required are defined in Rural Generalist Curriculum:		
<ul style="list-style-type: none"> <li>• Domain 8: Provide safe medical care while working in geographic and professional isolation Plus</li> <li>• Domain 1: Provide expert medical care in all rural contexts</li> <li>• Domain 5: Apply a population health approach</li> <li>• Domain 6: Work with Aboriginal, Torres Strait Islander, and other culturally diverse communities to improve health and wellbeing</li> <li>• Domain 7: Practise medicine within an ethical, intellectual and professional framework</li> </ul>		
<b>Accreditation options</b>	<b>Training options</b>	<b>Evidence required</b>
Train in a post holding accreditation for  ACRRM CGT, to cover R&R	12 months FTE living and working in rural or remote community (MM 4-7, or 3 case by case).  May live and work in different communities providing they are both rural.  The following options providing they total 12 months FTE are suitable: <ul style="list-style-type: none"> <li>• living and working in the rural location averaging four or more days per week, for example regular fly in fly out arrangements</li> <li>• living and working FTE in rural location in blocks, each of at least three months duration</li> </ul>	Supervisor reports  Training organisation records
Prospective approval where time permits  Retrospective for short notice deployments	ADF registrars may include up to six months FTE for the following deployments: <ul style="list-style-type: none"> <li>• at sea aboard a Navy ship</li> <li>• leading the treatment team in remote field environment</li> <li>• in a military field hospital</li> <li>• in an aeromedical evacuation</li> <li>• or other types of work as approved</li> </ul> This applies to deployments as a medical officer of 14 or more continuous days, including pre-activity preparation and post activity refurbishment, but not travel.	Supervisor report  Evidence of: <ul style="list-style-type: none"> <li>• time and</li> <li>• role and</li> <li>• case/treatment log</li> </ul>

## Education

### ***Education program***

All registrars are required to actively participate in and complete a structured education program mapped to the Rural Generalist Curriculum. This consists of the following:

- Online Semesters A, B, C and D
- Virtual national education workshop (3 days)
- Face to face national education workshop (2 day)
- Cultural education (annual)

RVTS registrars, should refer to your training organisation for your education requirements.

Participation in the education program counts towards Training Time.

### ***Emergency medicine courses***

All registrars must successfully complete:

- Rural Emergency Skills Training (REST), provided by ACRRM
- Completed by the end of second year CGT, and
- One Tier 1 course or two Tier 2 courses, approved by ACRRM

All courses must be completed within the 10 years prior to Completion of Training.

One approved Advanced Life Support course must be within three years prior to Completion of Training.

### **Emergency course criteria**

Tier 1:

- Highly relevant emergency medicine content applicable in a rural context.
- Not less than 12 hours duration over two days.
- Rigorously assessed using MCQ, skills station and scenario assessment.
- Recognised at national or international level.

Tier 2:

- Highly relevant emergency medicine content applicable in a rural context.
- Not less than eight hours duration or one day.
- Taught using interactive learning techniques, including simulation.
- Recognised at state or national level.

### **Approved Tier 1 courses**

<b>Tier 1 courses, approved by ACRRM</b>	
<b>Course</b>	<b>Provider</b>
Advanced Life Support in Obstetrics (ALSO)	American Academy of Family Physicians
Advanced Life Support (ALS) Level 2	Australian Resuscitation Council accredited
Advanced Paediatric Life Support (APLS)	APLS Australia & New Zealand
Australian and New Zealand Surgical Skills Education and Training (ASSET)	Royal Australasian College of Surgeons

Care of the Critically Ill Surgical Patient (CCrISP)	Royal Australasian College of Surgeons
Early Management of Severe Trauma (EMST) or Advanced Trauma Life Support (ATLS)	Royal Australasian College of Surgeons American College of Surgeons
Emergency Trauma Management Course (ETM)	Emergency Trauma Management Pty Ltd
Effective Management of Anaesthetics Crises (EMAC)	Australian and NZ College of Anaesthetists
Major Incident Medical Management and Support (MIMMS) Advanced Course	Australia MIMMS
Managing Obstetric Emergencies & Trauma Course (MOET)	MOET Australia
Pre-Hospital Trauma Life Support (PHTLS)	NAEMT/American College of Surgeons
Rural Emergency Skills Program (RESP)	LearnEM
Clinical Emergency Management Program (CEMP) Advanced Workshop	Royal Australian College of General Practitioners

**Approved Tier 2 courses**

<b>Tier 2 courses, provided by the College</b>	
<b>Course</b>	<b>Provider</b>
Advanced Life Support (ALS)	Australian College of Rural and Remote Medicine
Pre-Hospital and Emergency Care (PHEC)	Australian College of Rural and Remote Medicine
Rural Emergency Obstetrics Training (REOT)	Australian College of Rural and Remote Medicine
Rural Anaesthetic Crisis Management (RACM)	Australian College of Rural and Remote Medicine
<b>Tier 2 courses, approved by ACRRM and accredited for PDP</b>	
<a href="#">search the catalogue</a>	
<b>Tier 2 courses, approved by ACRRM but are not accredited for PDP</b>	
<b>Course</b>	<b>Provider</b>
Advanced and Complex Medical Emergencies	ACME approved providers

Advanced Life Support (ALS) Level 1	Australian Resuscitation Council accredited
ALS Emergency Medicine Course for GP Registrars	GPEX Regional Training Organisation
Approach to Medical Emergencies (AME)	General Practice Training Tasmania
Clinical Emergency Management Program (CEMP) Intermediate Workshop	Royal Australian College of General Practitioners

Overseas courses that are equivalent to approved courses will also count.

Many of the Tier 1 courses are also EM courses required for AST programs.

Courses must be selected from the currently approved courses. Non approved courses that have been already completed may be considered case by case. Email [training@acrrm.org.au](mailto:training@acrrm.org.au). Details of the course program and instructors must be provided.

### **ACRRM Online Courses**

Participation in Tele-Derm National, 150 Shades of Radiology online and ruralEM forum can count towards education requirements.

To be considered as equivalent to one course, for:

Tele-Derm National: registrars are required to, either:

- submit five of their own cases for review and discussion, or
- complete 10 case studies with multiple-choice questions successfully completed

150 Shades of Radiology online, registrars are required to

- complete 10 case studies with multiple-choice questions successfully completed

ruralEM forum, registrars are required to

- complete 10 case studies with multiple-choice questions successfully completed

The College's Online Courses can be accessed through the [ACRRM website](#)

The library contains interactive courses that are mapped to the curriculum including case studies, in-depth content and discussion boards covering a diverse and expanding range of topics, such as:

- dermatology (Tele-Derm)
- palliative care
- ruralEM forum
- skin surgery (a user's guide to skin surgery); and
- radiology (basics of radiology series)

### **Other courses**

Courses that are undertaken by registrars relating to the Rural Generalist Curriculum, that are five or more days in duration, may be approved to count towards Training Time.

The following courses are approved for ADF registrars:

- Medical Officer Introductory Course
- RAAF Operational Health Support Course
- Medical Officers Underwater Medicine (MOUM) Course

- Rotary Wing Aeromedical Evacuation (RWAME) Course
- ADF Aeromedical Evacuation Course
- ADF Aviation Medical Officer (AVMO) Course
- Occupational Medicine Course
- Joint Health Planning Course



## Assessment

Registrars must satisfactorily complete the following assessments during CGT

- Supervisor reports, each six months, or at the end of a training placement if less than six months
- Nine mini Clinical Evaluation Exercises (miniCEXs), conducted by supervisors, medical educators and other Fellows of ACRRM
- Certification of the Procedural Logbook skills
- Multi-Source Feedback (MSF), early in training, ideally while working in primary care

Obtain a pass grade in the following assessment by the end of training

- Multiple Choice Questions (MCQ)
- Case Based Discussion (CBD)
- Structured Assessment using Multiple Patient Scenarios (StAMPS)

Information on these assessment and resources available to assist with preparing for assessment are provided in the [Fellowship Assessment Handbook](#).

Assessment eligibility requirements must be met prior to enrolling into an assessment see the [Assessment Eligibility policy](#).

## Advanced Specialised Training

Advanced Specialised Training (AST) may be undertaken at any stage of training providing that registrars are at least postgraduate year three or above. It is expected that registrars have core generalist knowledge and skills in the discipline prior to commencing AST.

### Training

AST may be undertaken as full time or part time training or in two or more blocks as appropriate to the discipline. Training must be undertaken in a training post accredited by ACRRM and be supervised by ACRRM accredited supervisors.

### Education

Registrars are expected to average a minimum of four hours per week engaged in educational activities related to the AST. A record of education must be kept by the registrar and discussed with the Supervisor and Medical Educator regularly throughout training.

Registrars are expected to participate in the relevant Specialist College registrar education program where this is provided by the Training Post. The Specialist College education program should be supplemented with (or when a program is not provided, replaced with) education activities tailored to the AST curriculum. These education activities may come from a variety of sources. Courses that are provided or accredited by ACRRM are mapped to the Rural Generalist Curriculum to enable relevant courses to be identified. [Search](#) under Online Learning for the relevant curriculum Learning Area provided by ACRRM.

Registrars are encouraged to consider working towards related academic qualifications while undertaking their Advanced Specialised Training; especially when undertaking an AST in Population Health, Remote Medicine, Aboriginal and Torres Strait Islander Health, Academic Practice and Mental Health. This may include work towards Graduate Certificate, Graduate Diploma, or master's level qualifications in a related area. See Appendix 3.

### Assessment

The following changes apply to registrars who commence an AST in 2021. Registrars who commenced an AST in 2020 or earlier are required to complete the requirements that applied when their AST commenced.

The supervisor report is replaced by a [Plan and Progress Report](#) which begins with a training plan and is updated by the registrar and supervisor every three months. The report is submitted to the training organisation and ACRRM at [training@acrrm.org.au](mailto:training@acrrm.org.au) along with completed workplace based assessments and course certificates.

Registrars are strongly encouraged to complete and submit case based discussions conducted by a supervisor in addition to miniCEXs conducted by their supervisor. In the procedural ASTs some miniCEXs may be replaced by Direct Observation of Procedural Skills (DOPS). Formative workplace based assessments forms may be found [here](#).

Information and requirements for each type of assessment are provided in the [Assessment Handbook](#).

For anaesthetics, registrars should review the requirements under the DRGA starting 1 February 2023 [here](#).

### AST options

There are twelve AST disciplines to choose from that will meet AST requirements. The time, training, education and assessment requirements for each AST disciplines are provided below.

Aboriginal and Torres Strait Islander Health

### **Time**

Minimum 12 months FTE.

### **Training**

Train in Aboriginal Community Controlled Health Services accredited by ACRRM.

### **Education**

Registrars participate in education sessions provided by the training post.

Registrars will supplement their learning by completing ACRRM online courses which have content relevant to the AST for example:

- Cultural Awareness module accredited for the Practice Incentive Payment (PIP) Indigenous Health Incentives or other cultural awareness training program accredited for PIP
- Effective Communication Skills
- Youth Friendly Consultation Skills
- Approach to Care courses
- Introduction to Population Health
- Rural Sexual Health courses
- Alcohol and Other Drugs courses
- Rural Doctors Family and Domestic Violence Education Package

### **Assessment**

Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- Academic supervisor reports with project proposal and completed project
- Five miniCEXs conducted by a supervisor
- Five Case Based Discussions conducted by a supervisor (strongly encouraged)

Registrars must successfully complete a Project, during AST, that relates to Aboriginal and Torres Strait Islander Health that meets the requirements as documented in the Assessment Handbook.

## **Academic Practice**

### **Time**

Minimum 12 months FTE.

### **Training**

Train in ACRRM accredited placements that integrate academic practice (teaching and research) with a clinical workload.

### **Education**

Registrars participate in education sessions provided by the training post related to Research and Clinical Education. It is expected that some courses at Graduate Certificate level or higher are completed. Other education activities may include attending conferences or completing practical courses such as Train the Trainer, Teaching on the Run, Teach the Teacher.

The courses will be discussed with and guided by the Academic Supervisor.

## **Assessment**

Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- Academic supervisor reports with project proposal and completed project
- Report on the observation and feedback of five teaching/assessment activities (comparable to miniCEX requirement, for academic activities)

Registrars must successfully complete a Project, during the AST, that relates to Academic Practice that meets the requirements as documented in the Assessment Handbook.

## **Adult Internal Medicine**

### **Time**

Minimum 12 months FTE.

### **Training**

Train in ACRRM accredited AIM AST posts, ideally in a regional or rural hospital.

Placements to include inpatient, outpatient and community based facilities.

Employed as registrar or equivalent position.

### **Education**

Registrars participate in the RACP registrar education program and education tailored to the AST curriculum.

Registrars must successfully complete or be a recognised instructor in one of the following adult EM courses:

- Rural Emergency Skills Training (REST), or
- Adult Life Support Australian Resuscitation Council Level 2 (ALS2), or
- Emergency Life Support (ELS), or
- Advanced and Complex Medical Emergencies (ACME)

Registrars must attain one or more advanced diagnostic and/or therapeutic procedures eg exercise stress testing, Holter monitoring, ultrasound, endoscopy.

## **Assessment**

Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- Five miniCEXs conducted by a supervisor
- Five formative Case Based Discussions conducted by a supervisor (strongly encouraged)

Registrars must gain a pass in AST AIM StAMPS.

## **Anaesthetics**

### **Time**

Minimum 12 months FTE or part time as provided in the DRGA Handbook.

### **Training**

Registrars undertake the Diploma [of Rural Generalist Anaesthesia \(DRGA\)](#) training program.

Train in Anaesthetics posts accredited by The Australian and New Zealand College of Anaesthetists (ANZCA) on Anaesthesia (ANZCA).

### **Education**

Registrars participate in the ANZCA registrar education program and education tailored to the AST curriculum.

Registrars must successfully complete mandatory courses.

### **Assessment**

Complete DRGA assessment.

Submit a current DRGA statement of completion to ACRRM.

## **Emergency Medicine**

### **Time**

Minimum 12 months FTE.

### **Training**

Train in an Emergency Department accredited by ACRRM. Employed as a registrar or equivalent position.

### **Education**

Registrars participate in the ACEM registrar education program and education tailored to the AST curriculum.

Registrars must successfully complete or be a recognised instructor in one course from each of three categories below:

- Trauma:
  - Early Management of Severe Trauma (EMST), or (ATLS American equivalent) or
  - Emergency Trauma Management Course (ETM)
- Adult:
  - Rural Emergency Skills Training (REST), or
  - Adult Life Support Australian Resuscitation Council Level 2 (ALS2), or
  - Emergency Life Support (ELS), or
  - Advanced and Complex Medical Emergencies (ACME), or
  - Effective Management of Anaesthetics Crises (EMAC)
- Paediatrics:
  - Advanced Paediatrics Life Support (APLS) course, or

- Paediatric Emergency Medicine course (PEM)

An adult and a paediatrics course must have been undertaken in the five years prior to completing the AST.

Candidates are also recommended to undertake an emergency obstetric course such as Rural Emergency Obstetric Training (REOT) or Preparation in Maternity Safety (PIMS).

The following definitive texts are used in this AST:

- Cameron, P et al: Textbook of Adult Emergency Medicine, Edinburgh - Churchill Livingstone.
- Cameron, P et al: Textbook of Paediatric Emergency Medicine, Edinburgh - Churchill Livingstone.

## **Assessment**

Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- Five miniCEXs conducted by their supervisor (two miniCEXs may be replaced by Direct Observation of Procedural Skills (DOPS))
- Five Case Based Discussions conducted by their supervisor (strongly encouraged)
- AST EM Procedural Skills logbook

Registrars must gain a pass in AST EM StAMPS.

## **Obstetrics and Gynaecology**

### **Time**

Minimum 12 months FTE.

### **Training**

Registrars undertake the [Advanced Diploma of the Royal Australian and NZ College of Obstetricians and Gynaecologists](#) (DRANZCOG Advanced) program.

Placements in O&G posts accredited by RANZCOG.

### **Education**

Registrars participate in education provided by training post.

Registrars must complete education modules specified by RANZCOG.

### **Assessment**

Complete DRANZCOG Advanced assessment.

Submit a current DRANZCOG Advanced Certificate to ACRRM.

## **Mental Health**

### **Time**

Minimum 12 months FTE.

### **Training**

Train in a mental health service in a regional or rural hospital accredited by ACRRM.

Placements in inpatient, outpatient and community based care. Ideally include a short-term placement in an addiction medicine service.



Employed as a registrar or equivalent position.

## **Education**

Registrars participate in the RANZCP registrar education program and education tailored to the AST curriculum.

Registrars must successfully complete the following course

- an GPMHSC approved Level 2 Focussed Psychological Strategies Skills Training (FPS ST)

## **Assessment**

Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- Five miniCEXs conducted by their supervisor
- Five Case Based Discussions conducted by their supervisor (strongly encouraged)

Registrars must gain a pass in AST Mental Health StAMPS.

## **Paediatrics**

### **Time**

Minimum 12 months FTE.

### **Training**

Train an ACRRM accredited paediatric service in regional or rural hospitals.

Placements ideally include paediatric acute care, community and child psychiatry.

Employed as a registrar or equivalent position.

## **Education**

Registrars participate in the RACP registrar education program and education tailored to the AST curriculum.

Registrars must successfully complete the following courses:

- Advanced Paediatric Life Support (APLS) course
- Neonatal resuscitation course and
- Child protection course covering:
  - identifying and responding to children and young people at risk
  - jurisdiction reporting requirements (many short online courses are available).

## **Assessment**

Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- Five miniCEXs conducted by their supervisor
- Five Case Based Discussions conducted by their supervisor (strongly encouraged)

Registrars must gain a pass in AST Paediatric StAMPS.

## **Palliative Care**

### **Time**

Minimum 12 months FTE.

### **Training**

Train in a Palliative Care service accredited by ACRRM. Ideally in a regional location.

Placements will ideally include inpatient, outpatient and community based care.

Employed as a registrar or equivalent position.

### **Education**

Registrars are required to participate in the education program provided by the training post.

Registrars will supplement their learning by completing ACRRM online courses which have content relevant to the AST for example:

- Palliative Care - A doctor's bag
- Palliative care - choose your own journey

Candidates are encouraged to complete the [Clinical Diploma in Palliative Care - RACP](#).

### **Assessment**

Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- Five miniCEXs conducted by their supervisor
- Five Case Based Discussions conducted by their supervisor (strongly encouraged)

Registrars must gain a pass in the Palliative Care Case Based Discussion assessment conducted by a College assessor.

## **Population Health**

### **Time**

Minimum 12 months FTE.

### **Training**

Train in a dedicated public population health service accredited by ACRRM or in a post accredited by ACRRM for CGT.

### **Education**

Registrars are expected to participate in the education program provided by the training post.

Registrars must successfully complete an Epidemiology course at Graduate Certificate level or higher, covering:

- fundamental principles of epidemiology
- critical appraisal of epidemiological publications
- application of study design to a research situation and
- the strengths and weaknesses of the main study designs.

Registrars are also encouraged to consider working towards related academic qualifications while undertaking their Advanced Specialised Training in Population Health. See Appendix 3 for related programs.

Registrars will supplement their learning by completing ACRRM online courses which have content relevant to Population Health, for example:

- Introduction to Population Health
- Approach to Care courses
- Effective Communication Skills
- Youth Friendly Consultation Skills
- Digital Health Rural Australia - Better Health, Easier to Deliver
- Clinical Bytes
- Alcohol and other Drugs courses
- Rural Doctors Family and Domestic Violence Education Package
- Rural Sexual Health 1, 2 & 3
- Q Fever - Early Diagnosis and Vaccination
- Tuberculosis in Australia
- Yellow Fever Vaccination Course

## **Assessment**

Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- Academic supervisor reports with project proposal and completed project

Registrars must successfully complete a Project, during AST, that relates to Population Health that meets the requirements as documented in the Assessment Handbook.

## **Remote Medicine**

### **Time**

Minimum 12 months FTE.

### **Training**

Placements in an ACRRM accredited post in a MM 6-7 location or MM 5 approved case by case.

### **Education**

Registrars must participate in the education program provided by the training post.

Registrars will supplement their learning by completing ACRRM online courses which have content relevant to remote medicine, for example:

- Retrieval Medicine Basic and Advanced
- Rural EM forum
- Clinical Bytes courses
- Alcohol and Other Drugs - Driving Change in the Community
- Approach to Care courses
- Introduction to Population Health
- Effective Communications Skills
- Digital Health Rural Australia - Better Health, Easier to Deliver
- eHealth Module 1, 2 & 3
- Getting started with Telehealth Introductions
- Managing eHealth Work for Your General Practice

## **Assessment**

Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- Academic supervisor reports with project proposal and completed project
- Five miniCEXs conducted by their supervisor
- Five Case Based Discussions conducted by their supervisor (strongly encouraged)

Registrars must successfully complete a Project, during AST, that relates to Remote Medicine that meets the requirements as documented in the Assessment Handbook.

## **Surgery**

### **Time**

Minimum 24 months FTE.

### **Training**

Train in a regional secondary or tertiary referral hospital with general surgical services, accredited by ACRRM.

Work in general surgical services, ideally with short-term placements in orthopaedic trauma, O&G, burns, vascular and plastics.

Employed as a registrar or equivalent position.

### **Education**

Registrars participate in the RACS registrar education program and education sessions tailored to the AST curriculum.

Registrars must successfully complete the following courses:

- RACS Australian and New Zealand Surgical Skills Education and Training (ASSET) course or RANZCOG Basic Surgical Skills Workshop
- Early Management of Severe Trauma (EMST) or (ATLS American equivalent)
- Care of the Critically Ill Patient (CCrISP)

Candidates are required to undertake Gastroscopy & Colonoscopy training that meets the requirements of the [Conjoint Committee for Recognition of Training in Gastrointestinal Endoscopy](#) (CCRTGE). Candidates provide confirmation from the Conjoint Committee that the application for recognition has been approved and the CCRTGE certificate will be issued once Fellowship is awarded.

### **Assessment**

Registrars must submit to their training organisation and ACRRM:

- AST Plan and Progress Report completed by registrar and supervisor every three months
- A log of surgical procedures
- Ten miniCEXs conducted by their supervisor (five miniCEXs may be replaced by Direct Observation of Procedural Skills (DOPS))
- Five Case Based Discussions conducted by their supervisor (strongly encouraged)

Registrars must gain a pass in AST Surgery StAMPS.

# Training Program Policies

[View training program policies](#)

## Training

### Eligibility for Training

This policy describes the eligibility requirements to apply to the ACRRM Training Program. It covers eligibility for first time applicants, repeat applicants and applicants who have previously been accepted for training but not completed.

### Recognition of Prior Learning

This policy aims to provide guidelines for the granting of recognition of prior learning that is deemed comparable to the training program requirements for training, education and assessment program. Recognition of prior learning is assessed in consideration of currency of experience, skills, knowledge and time.

### Training Program Requirements

This policy defines the requirements that must be met to complete the ACRRM Training Program.

### Performance and Progression

This policy sets the requirement for registrars to demonstrate progression through training and to improve the level of performance during training. Registrars must achieve Fellowship within 10 calendar years from the commencement of training unless there are extenuating and unforeseen circumstances.

### Training Time

This policy defines the minimum Training Time for registrars on the ACRRM Training Program. It defines how training time is accrued and provisions for part-time training.

### Training Placements

This policy sets the requirements that need to be met to have a placement count towards Training Time.

### Overseas Training Placements

This policy sets the requirements that need to be met for training placements to be undertaken outside Australia.

### Medicare Provider Number

The policy defines the situations where ACRRM will support an application to be placed on the Register of Approved Placements while in training, and when advice will be provided to Department of Human Services (DHS) to remove a registrar from the Register of Approved Placements. This policy applies to IP registrars only.

### Registrar in Difficulty

This policy defines 'a registrar in difficulty' in the context of the Training Program and defines the responsibilities for the registrar, training post, training organisation and the college when a difficulty is identified.

## **Leave from Training**

This policy defines what leave can be taken while in training, including statutory and additional leave.

## **Training Pathway Transfer**

This describes the policy to transfer within the Fellowship Program.

## **Withdrawal from Training**

This policy defines voluntary and involuntary withdrawal from training, the reasons for actioning involuntary withdrawal and the actions that follow withdrawal.

Doctors who have withdrawn either voluntarily or involuntarily may apply for re-entry to training, acceptance is at the discretion of the College.

## **Assessment**

### **Assessment Eligibility**

This policy defines eligibility requirements to enrol in and undertake assessments, rules around reattempting assessments and undertaking assessments while on leave from training.

### **Special Consideration policy**

This policy describes the criteria by which candidates may apply for reasonable adjustments to accommodate for circumstances beyond their control and which is likely to affect participation in assessment.

## **Conduct, behaviour and access**

### **Academic Code of Conduct**

The Code of Conduct aims to provide a clear statement of the College's expectations of doctors participating in education or training programs in respect to personal and professional conduct and a duty to disclose a review of or changes to medical registration.

### **Academic Misconduct**

The Academic Misconduct Policy defines how alleged breaches of the Academic Code of Conduct are investigated and the penalties that may be applied for proven misconduct.

### **Access to Training**

This policy describes how the College seeks to ensure that doctors with a disability can access and participate in the ACRRM Training Program on the same basis as other doctors. It applies to selection into training and training.

### **Complaints**

The complaints policy outlines the principles and processes for handling complaints. It is applicable to any person accessing College services or programs.



## **Reconsideration, Review and Appeals**

This policy defines College decisions that can be reconsidered, reviewed, or appealed. The policy defines the processes and timeframes and the possible outcomes.

## **Refund**

This policy details the circumstances under which refunds are paid.

## Information, support and advocacy

ACRRM training and assessment requirements are outlined in this handbook and the assessment handbook as well as ACRRMs training and assessment policies.

You may contact the College at any time by phone on 1800 223 226 or email. If your query relates to:

- Training, your training officer will be your best contact. If emailing [training@acrrm.org.au](mailto:training@acrrm.org.au), your email will be directed to your training officer.
- Assessment, the assessment team will be your best contact. Email: [assessment@acrrm.org.au](mailto:assessment@acrrm.org.au) or
- Membership, ask for the Member Engagement Team when you call the College or email: [membership@acrrm.org.au](mailto:membership@acrrm.org.au)

There is a range of available resources, communities and groups through the College and externally for you to connect and network, share your views and find support, including:

### Rural Medicine Australia conference

ACRRM and Rural Doctors Association host the Rural Medicine Australia (RMA) annual conference and scientific forum each October. The conference includes a wide range of presentations and workshops relevant to rural and remote practice.

### Research Grants

Registrars training on the AGPT pathway who wish to undertake research as part of training may apply for a funded [Academic Post](#). A registrar in an academic post will work 0.5 FTE in an academic institution and 0.5 FTE in a clinical position in an accredited training post. Registrars may choose to undertake Advanced Specialised Training in Academic Practice, Population Health, Aboriginal and Torres Strait Islander Health or Remote Medicine. The topic of the research and the post where clinical work is undertaken will determine which AST is appropriate.

### ACRRM Registrar Committee

The committee provides registrars of the College with an opportunity to provide feedback, suggestions, and advice to the ACRRM Board and Council, which ultimately determines College policy and direction. The Registrar Committee aims to have membership from all training pathways. The Committee represents the views of registrars in Committees of the College including the College Board, College Council, Education Council, Education and Training Committee and Assessment Committee.

The Registrar Committee also represents and advocates for ACRRM registrars on a range of external national fora.

If you have any suggestions or feedback for the committee, or would like to join the committee, or get more involved – please email: [registrarchair@acrrm.org.au](mailto:registrarchair@acrrm.org.au).

### Registrars Online Community

Registrars have access to their own exclusive community on Connect@ACRRM. Connect@ACRRM is an online forum where you can communicate, collaborate and connect with fellow registrars across Australia. Through the dedicated Registrars Community, you can engage in conversation about member-driven topics regarding your education and training journey, work life balance, or life as a Fellow.

Now available on desktop and mobile devices! Conveniently access Connect@ACRRM on the go by downloading the new app. Anywhere, anytime, all the features now fit into your back-pocket. [Google Play](#) (Android) [App Store](#) (Apple iOS)

Industry-relevant resources, professional learning opportunities, and other members' insights on industry-specific topics are just a click away. To find out more, please visit <https://connect.acrrm.org.au/home>

### **General Practice Registrars Australia**

General Practice Registrars Australia (GPRA) is an independent, not-for-profit organisation. It is funded by the federal government to provide advocacy services for registrars on employment and policy issues in general practice. For further information see: <https://gpra.org.au/>

### **Employee Assistance Program**

If you are experiencing workplace, training, exam, or other stresses or issues that are impacting your personal well-being you can call ACRRM's Employee Assistance Program.

ACRRM's Employee Assistance Program is available to any registrar and provides immediate confidential phone counselling support 24 hours, 7 days a week in Australia & Overseas. Phone 1800 818 728.

Counselling aims to resolve work or personal problems before they adversely impact general well-being.

Additional resources and practical advice are available on the Employee Assistance Program [website](#).

### **Doctors Health Advisory Service (DHAS)**

DHAS operate a telephone Help Line and are available to provide confidential personal advice to practitioners facing difficulties. They also provide health promotion and educational information through their website and they provide lectures to interested groups.

The advice is used mostly in relation to stress and mental illness, drug and alcohol problems, or personal and financial difficulties. More information is available here: <http://dhas.org.au/contact/contact-dhas-in-other-states-territories-and-new-zealand.html>

### **CRANAPlus Bush Crisis Line**

This service has a trained psychologist available 24 hours, 7 days a week through a phone counselling service to all remote and rural registrars, health workers and their families who may be in distress with support and assistance every day of the year at 1800 805 391. More information is available here: <https://crana.org.au/support>

### **DRS4DRS**

The Drs4Drs website is provided by Doctors Health Services and offers doctors and medical students access to resources to support their own health and wellbeing, as well as training modules to support doctors who treat other doctors. More information is available here: <https://www.drs4drs.com.au/>

### **Beyond Blue**

Beyond Blue provides free, confidential, 24 hours, 7 days a week phone counselling services for people experiencing mental stress or illness at 1300 22 4636. Further information regarding these and other national services is available here: <https://www.beyondblue.org.au/>

## Building respectful workplaces

ACRRM is committed to promoting and upholding safe and respectful workplaces and communities with a culture of belonging; where diversity is celebrated, and people can reach their full potential.

Accordingly, the College framework to address issues of Bullying, Discrimination, Harassment and Racism is based on a resilience paradigm, emphasising proactive and preventive approaches to encourage positive behaviours across entire workplace cultures.

While regulatory processes are in place our focus is on creating training and work environments for our members which understand and value respectful behaviours and which enable the individuals within them to learn, improve, and support their peers towards creating a better workplace

An overview of the College framework for preventing and addressing bullying, discrimination, racism and harassment is provided [here](#).

## Comments, compliments and complaints

ACRRM welcomes all feedback from registrars and others to enable continued improvement of training. Any formal complaints received by the College will be managed appropriately and will also be de-identified and considered for the purposes of ongoing program improvement. Feedback is encouraged anytime:

- by phoning 1800 223 226 or emailing our training team [training@acrrm.org.au](mailto:training@acrrm.org.au); or
- by emailing the Registrar committee [registrarchair@acrrm.org.au](mailto:registrarchair@acrrm.org.au)

ACRRM invites registrars to provide feedback via online surveys:

- following education or assessment events
- training program feedback surveys, and
- as required around specific areas.

## Resolving problems

If you have a problem or concern during training the following general principles should assist you to resolve the concern.

- Direct contact is usually the quickest and most effective way to resolve an issue. Raise the issue with the person involved and explain your point of view. Under normal circumstances, this discussion should occur as close to the time of the relevant event as possible.
- If you feel that the issue was not dealt with appropriately as a result of speaking with the person most directly involved, or if you feel uncomfortable speaking with the direct contact, then you should speak with the next senior person of responsibility.
- If you still feel that the issue has not been resolved satisfactorily, you should speak with someone in a senior management position in the organisation responsible.
- If you feel that the issue has not been resolved satisfactorily, lodge a formal complaint in writing.

There are many organisations involved in general practice training and it may not always be clear where to direct your concern. You may wish to seek guidance on where to direct your concern from ACRRM. As a general guide, the areas of responsibility for the College include the following:

- Delivery of assessment
- Delivery of education and support
- Ensuring College Standards for Supervisors and Teaching Posts and Standards
- and deliver training in accordance with the ACRRM curriculum
- Delivery of placement matching and approvals
- Delivery of payments to support training
- Management of complaints- [ACRRM's complaint policy](#)

## Appendix 1 Glossary

Word/Term	Definition
Additional leave	Leave taken by a registrar when not working, or undertaking work that is not able to count towards Training Time
Advance Life Support (ALS)	ALS skills and knowledge must include: <ul style="list-style-type: none"> <li>• An understanding of, and practical competence in, one-person and two-person expired air resuscitation and external cardiac compression</li> <li>• Competence in airway management techniques that include Guedel airway, bag and mask, oxygen therapy and either laryngeal mask or intubation</li> <li>• Demonstrated ability to efficiently use automated external defibrillators (AEDs) and/or biphasic defibrillators</li> <li>• Demonstrated ability to identify and manage basic arrhythmias; and</li> <li>• Competence in intravenous access and drug therapy.</li> </ul>
Candidates	Doctors enrolled to undertake an assessment
Competency	Observable abilities that require the integration of multiple knowledge, skills and attributes.
Education program	The education that is provided during training; this may be provided by the training post, training organisation or the College.
MMM	The Modified Monash Model is a geographic classification system that categorises metropolitan, regional, rural and remote areas. For more information on the MM system see:  <a href="http://www.doctorconnect.gov.au/internet/otd/publishing.nsf/Content/Classification-changes">http://www.doctorconnect.gov.au/internet/otd/publishing.nsf/Content/Classification-changes</a>
Formative assessments	This includes supervisor reports, miniCEX and other assessments undertaken by supervisors or medical educators
Non-VR Support Funding	Funding provided by the Commonwealth to assist non vocationally registered doctors to achieve a general practice Fellowship.
Remediation Program	Formal program of work that is documented and agreed by registrar, remediator and Director of Training
Show cause	Provide justification explaining why the application should be considered
Summative assessments	Multi Choice Question exam, Multi-source Feedback, Case Based Discussion, Procedural Skills Logbook, Project and StAMPS for Core Generalist Training and as relevant for Advanced Specialised Training.
Training	Working in an accredited training post under supervision.
Training Placement	Placements that count towards Training Time and may meet Training Program Requirements
Training plan	A prospective map of the training journey, planning when and where Training Program Requirements will be met

<b>Word/Term</b>	<b>Definition</b>
Training Pathway	A funding option for ACRRM Fellowship Training Program ie AGPT, RGTS, IP and RVTS
Training Post	Facilities accredited by the ACRRM to provide training on the ACRRM Training Program
Training Program Requirements	Requirements that must be met to complete the ACRRM Training Program
Training Time	Minimum training time required to meet Training Program Requirements



## Appendix 2 Acronyms

ACRRM	Australian College of Rural and Remote Medicine
AGPT	Australian General Practice Training
AHPRA	Australian Health Practitioner Regulation Agency
ALSO	Advanced Life Support in Obstetrics
AMC	Australian Medical Council
AMS	Aboriginal Medical Service
AST	Advanced Specialised Training
CBD	Case Based Discussion
CGT	Core Generalist Training
CRANA	Council of Remote Area Nurses of Australia
DHAS	Doctors Health Advisory Service
DRANZCOG	Diploma of the Royal Australian and New Zealand College of Obstetricians and Gynaecologists
DRGA	Diploma of Rural Generalist Anaesthesia
FACRRM	Fellowship of Australian College of Rural and Remote Medicine
GPRA	General Practice Registrars Australia
IMG	International Medical Graduate
IP	Independent Pathway
JCCA	Joint Consultative Committee for Anaesthesia
MCQ	Multiple Choice Questions
MSRPP	Medical Superintendent with Right of Private Practice
MMM	Modified Monash Model
MSF	Multi-Source Feedback
PGY	Post graduate year
PMC	Post Graduate Medical Council
RANZCOG	Royal Australian and New Zealand College of Obstetricians and Gynaecologists
REOT	Rural Emergency Obstetrics Training
REST	Rural Emergency Skills Training
RFDS	Rural Flying Doctors Service
RGTS	Rural Generalist Training Scheme
RPL	Recognition of Prior Learning
RVTS	Remote Vocational Training Scheme
StAMPS	Structured Assessment using Multiple Patient Scenarios
VMO	Visiting Medical Officer

## Appendix 3 Tertiary Courses

Courses that may articulate with Advanced Specialised Training programs include, but are not limited to:

Advanced Specialised Training in Public Health, Remote Medicine, Aboriginal and Torres Strait Islander Health:

- Master of Public Health and Tropical Medicine – James Cook University: <https://www.jcu.edu.au/courses-and-study/courses/master-of-public-health-and-tropical-medicine>
- Master of Rural and Remote Medicine – James Cook University: <https://www.jcu.edu.au/courses-and-study/courses/master-of-rural-and-remote-medicine>
- Master of Public Health – Menzies School of Health Research in Darwin, [www.menzies.edu.au](http://www.menzies.edu.au)
- Master of Public Health - University of Queensland, [www.uq.edu.au](http://www.uq.edu.au)
- Master of Public Health - Griffith University, Griffith also offers speciality in Agricultural health which can be done externally <https://degrees.griffith.edu.au/Program/5263>
- The Graduate Certificate of Agricultural Health and Medicine - Deakin University <http://www.deakin.edu.au/future-students/courses/course.php?course=H522>
- Postgraduate courses in public health and health promotion offered by Swansea University, <http://www.swansea.ac.uk/postgraduate/taught/humanandhealthsciences/public-health-and-health-promotion/>
- The Master of Remote Health Practice Program conducted by Flinders University's Centre for Remote Health in Alice Springs, <http://crh.flinders.edu.au>
- Graduate Diploma in Indigenous and Remote Child Health – Flinders University: <http://www.flinders.edu.au/courses/rules/postgrad/gdpirch.cfm>
- The Master of Public Health and Tropical Medicine conducted by James Cook University in Townsville, [www.jcu.edu.au](http://www.jcu.edu.au)
- The Master of Rural and Remote Medicine conducted by James Cook University in Townsville, [www.jcu.edu.au](http://www.jcu.edu.au)
- The Master of Public Health (Remote and Polar Health) conducted by University of Tasmania and Australian Antarctic Division, [www.utas.edu.au](http://www.utas.edu.au)
- The Master of Public Health conducted by Menzies School of Health Research in Darwin, [www.menzies.edu.au](http://www.menzies.edu.au)

Advanced Specialised Training in Academic Practice:

Possible courses include any Master of Public Health (MPH) programmes, particularly those incorporating a research component, and a range of other options, such as:

- Masters of Clinical Education by Flinders University <http://www.flinders.edu.au/courses/rules/postgrad/mce/>
- Masters of Rural and Remote Medicine by James Cook University

<https://www.jcu.edu.au/courses-and-study/courses/master-of-rural-and-remote-medicine>

- Graduate Diploma of Rural and Remote Medicine by James Cook University <https://www.jcu.edu.au/courses-and-study/courses/graduate-diploma-of-rural-and-remote-medicine>

- Masters of Health Professional Education by James Cook University  
<https://www.jcu.edu.au/courses-and-study/courses/master-of-health-professional-education>
- Masters of Clinical Leadership by University of Tasmania  
<http://www.utas.edu.au/courses/hsi/courses/m7m-master-of-clinical-leadership>
- Masters of Health Professional Education by Monash University  
<https://www.monash.edu.au/study/coursefinder/course/3860/>

Advanced Specialised Training in Mental Health:

- Master of Mental Health – University of Queensland:  
[https://www.uq.edu.au/study/program.html?acad\\_prog=5151](https://www.uq.edu.au/study/program.html?acad_prog=5151)
- Master of Mental Health Science - Monash University:  
<https://www.monash.edu.au/study/coursefinder/course/4508/>
- Master of Mental Health Sciences - Flinders University:  
<http://www.flinders.edu.au/courses/rules/postgrad/mmhs.cfm>
- Master of Science in Addiction Studies - University of Adelaide:  
<https://www.adelaide.edu.au/addiction>
- Master of Health Studies (Addiction Sciences) - University of Queensland School of Public Health <http://www.sph.uq.edu.au/>
- Graduate Certificate, Graduate Diploma and Masters of Psychiatric Medicine (Rural and Remote Medicine specialisation) courses, HETI Higher Education  
<https://heti.edu.au/our-courses/psychiatric-medicine>

## Appendix 4 Table of changes to training requirements

The core components for training have remained relatively constant since training was implemented. However there have been several adjustments to make requirements more explicit or to articulate flexibility. The table below describes changes made and when they were introduced.

Registrars are required to meet the training requirements in place at the time of enrolment but may choose to move to revised requirements.

Year Training Commenced	CCT 12 months	PRRT 24 months	AST 12 months	Online Learning modules	EM courses
2007	Rotations: AIM, Surgery EM, Paeds and recommend Anaesthetics O&G	Range of rural posts including GP, hospitals, AMS, retrieval must be accredited	Ten disciplines named  Individual training plans	Any four modules	Two EMST, APLS, ELS, ALSO or equivalent
2008	No change	No change	No change	No change	No change
2009	Rotations: AIM, Surgery, EM Paeds, Anaesthetics, O&G	No change	No change	No change	2 tier 1, or 1 tier 1, and 2 tier 2
2010	Alternatives to rotations described	No change	Curricula published: EM, Remote Health, ATSI, Assessments required for these ASTs	No change	No change
2011	No change	No change	Curricula published: AIM, Mental health, Surgery, Paeds Assessments required for these ASTs	Only those with a green flag	No change
2012	No change	6 months community primary care and 6 months rural  Formative miniCEX required	No change	No change	No change
2013	No change	No change	Academic practice named as a discipline. Registrars apply under individual training plan	No change	No change
2014	No change	6 months community primary care, 6 months hospital emergency care and 12 months rural	No change	No change	Courses must be within 10 years of Fellowship, providing one ALS is within three years of Fellowship
2015	No change	No change	No change	No change	No change

Year Training Commenced	CCT 12 months	PRRT 24 months	AST 12 months	RRMEO module	EM courses
2016	Alternatives increased. Evidence to demonstrate completion of skills sets defined; logbook and supervisor report	<p>Definition of requirements for hospital and emergency care; community primary care and population health and R&amp;R.</p> <p>Case Based Discussion replaced MiniCEX as a summative assessment. Applied to all registrars commencing training in 2016.</p> <p>MiniCEX maintained as formative assessment requirement.</p>	<p>Academic Practice added as an AST option.</p> <p>Revised curricula: EM, Paeds, Mental Health, Pop, Remote, ATSI</p> <p>Minor changes to prerequisites and formative miniCEX required for all clinical ASTs</p>	Now referred to as FACRRM recommended modules	REST mandated as one of the tier 1 courses
2017	<p>No change</p> <p>Training plan required</p> <p>Maximum RPL reduced to 2 years on AGPT and RVTS and 3 years for IP, training plan must be submitted with RPL application</p>	Options for flexibility defined	No change	No change	No change
2018	<p>No change</p> <p>Currency of experience required to apply for RPL reduced to: CCT within past seven years, PPRT within past five years and AST within past two years.</p> <p>Must undertake minimum six months community primary care while in training.</p>	No change	No change	No change	No change
2019	No change	<p>Time restrictions removed from PRRT posts. Registrar must continue to meet mandatory requirements for experience in domains of rural practice.</p> <p>Minor changes to Procedural Skills Logbook. 100% essential skills must</p>	No change	No change	No change

		be completed and at least 75% of important skills.			
2020	CCT and PRRT merged into Core Generalist Training (CGT). No change to requirements, but there is more flexibility for experienced doctors to commence training in either hospital or general practice. Continued refinements in options and evidence to meet Paediatrics, Obstetrics and Anaesthetics.		Palliative care added as an AST option.	No change	No change
2021	No change		6 monthly Supervisor report replaced with the 3 monthly Plan and Progress Report.  Formative CBD encouraged.	No change	No change
2022	No change		No change	No longer a training requirement	No change