

1. Policy Statement

- 1.1. To provide additional support for registrars who are experiencing difficulties during their training in the Australian General Practice Training (AGPT) Program

2. Application and Scope

- 2.1. This procedure applies to all registrars enrolled in the AGPT Program with EV GP Training (EV).
- 2.2. This procedure applies to the training domain. Matters relating to industrial issues should be referred to the appropriate external support such as General Practice Registrars Australia (GPRA).
- 2.3. This procedure is effective from 1 October 2019.

3. Principles

- 3.1. It is expected that registrars adhere to the guidelines set out in [ED-Org-8.2 Registrar Responsibilities](#)
- 3.2. Where a registrar's health status impacts on their education and performance, reasonable steps should be taken to ensure that:
 - 3.2.1. the registrar seeks appropriate care, and
 - 3.2.2. the health of the registrar does not impinge on their capacity to engage in training and to practise medicine safely and effectively.
- 3.3. In order to ensure registrars are able to participate and learn effectively during their training, EV endorses a process of monitoring and assessing all registrars. This includes but is not limited to:
 - 3.3.1. Initial assessment during GPT1/PRRT1;
 - 3.3.2. Assessments during training;
 - 3.3.3. Performance reviews.
- 3.4. All registrars will receive regular feedback on their progress during their training, with a focus on early detection of problems and timely, focused support.
- 3.5. EV will further assess the needs of registrars who may be experiencing difficulties in achieving professional and clinical competence and/or performance and determine the appropriate level of additional interventions for such registrars.
- 3.6. EV will conduct a fair and transparent process for reviewing those registrars experiencing difficulties, with a focus on avoiding stigma and unreasonable disadvantage to the registrar regarding their future training, educational assessments or employment.
- 3.7. EV will effectively document, manage and evaluate such additional interventions.
- 3.8. Specific issues may be identified related to a registrar's progress through training. These may include (but not limited to):
 - 3.8.1. **Professional behavior:** professionalism, ethical issues, resource misuse and boundary issues. Further details will be found in [ED-Org-8.2 Registrar Responsibilities](#)
 - 3.8.2. **Competency:** deficiencies in knowledge, clinical competence and/or performance, communication/language skills and rate of progress within training.
 - 3.8.3. **Personal:** physical impairment, cognitive impairment, illness, mental health problems, substance abuse, other personal issues affecting a registrar's performance.
- 3.9. EV will provide personal and professional support to registrars who may be experiencing difficulties in one or more of the following ways:
 - 3.9.1. Informal support;
 - 3.9.2. Focused intervention;
 - 3.9.3. Formal remediation.
- 3.10. All monitoring and intervention during training is intended to be a positive process that assists the registrar in addressing identified competency and performance-related issues that may impact on their ability to successfully complete the AGPT Program.

4. Procedure

Criteria for determining specific intervention

- 4.1. A registrar may self-identify that they are experiencing difficulty or this may occur via both formal assessments and informal reports from anyone involved in the registrar's training.
- 4.2. The Registrar Support and Progress Coordinator (RSPC) will make a determination as to the appropriate next steps, in consultation with the person identifying the difficulty and the registrar. Where a registrar is in an Aboriginal Health post, the cultural educator and/or mentor will be included in any planned intervention.
- 4.3. Where relevant, AHPRA may be involved in the assessment of a registrar's capacity to practice
- 4.4. Once the RSPC has collected sufficient information about the nature of the problem, this will generally lead to one of three outcomes:
 - 4.4.1. Informal support;
 - 4.4.2. Focused intervention;
 - 4.4.3. Formal remediation.
- 4.5. Informal support
 - 4.5.1. If there are significant psychosocial and/or health issues, the registrar will be offered appropriate support, including (but not limited to) access to psychological services, part-time training or leave from training.
 - 4.5.2. The following options should be considered in this instance:
 - 4.5.2.1. Access to funded psychological support;
 - 4.5.2.2. Eligibility for leave;
 - 4.5.2.3. Changes to supervision levels, infrastructure and/or support;
 - 4.5.2.4. Changes to hours worked;
 - 4.5.2.5. Temporary exclusion and re-engagement pathways;
 - 4.5.2.6. Counselling to withdraw from the AGPT Program;
 - 4.5.2.7. Permanent exclusion.
 - 4.5.3. If the area(s) of concern relate to professionalism or competency issues that warrant informal advice in the first instance, guidance will be provided via the RSPC (or delegate). The advice will be documented and progress will be monitored informally by the RSPC (or delegate).
- 4.6. Focused intervention
 - 4.6.1. When informal support is insufficient to address the difficulties experienced by the registrar, a focused intervention may be recommended.
 - 4.6.2. Focused intervention is based on a specifically constructed and negotiated learning plan that is designed to enable the registrar to address the area(s) that have been identified as contributing to any difficulty while continuing on a normal training pathway.
 - 4.6.3. The Focused Learning Intervention Plan (FLIP) will have clearly delineated learning needs, learning activities and reportable learning outcomes with a set timeline.
 - 4.6.4. The registrar will be supported in achieving the goals of their FLIP with additional resources put in place, if necessary.
 - 4.6.5. Formal and informal feedback will be given throughout the intervention period, by the RSPC (or delegate).
 - 4.6.6. On completion of the intervention period, as designated in the learning plan, a judgment will be made by the RSPC as to whether sufficient progress has been made.
 - 4.6.7. If the area(s) of concern remains unresolved, the registrar may be subject to formal remediation in accordance with the relevant College remediation policy.
 - 4.6.8. Registrars who fail any College summative assessment will automatically be required to complete a FLIP, with the steps as follows:
 - 4.6.8.1. The RSPC (or delegate) will contact the registrar after being notified of the registrar's results and arrange a phone or face-to-face meeting. The meeting may include:

- Debrief and support;
 - Discussion of the results;
 - Assessment of registrar's clinical knowledge, including the registrar's self-assessment;
 - Review of the registrar's exam preparation;
 - Consideration of exam technique;
 - Registrar's plans for attempting the exam again.
- 4.5.8.2. The RSPC (or delegate) may also meet with the registrar's supervisor seeking:
- Insights into possible reasons for failure; and
 - Involvement in registrar support and preparation for the next exam attempt.
- 4.5.8.3. The RSPC (or delegate) will assist the registrar in developing a FLIP to support preparing for their next exam attempt. Depending on the exam component planned activities will generally include:
- Participation in exam preparation workshops or teleconferences;
 - Participation in other EV educational activities;
 - Joining a local study group;
 - Participation in one-on-one or small group sessions with a medical educator / training advisor;
 - Accessing and completing online resources;
 - Participation in communication skills training;
 - Participation in College delivered exam preparation courses.
- 4.5.8.4. If a registrar fails a College summative assessment in the last six-months of training, they may apply for an extension of training time in accordance with the [AGPT Extension of Training Time](#) Policy.
- Where a registrar requires an extension of training time, the registrar must actively participate in the agreed FLIP;
 - Where a registrar does not actively participate in the agreed FLIP, an application for an extension of training time may not be supported and may be withdrawn as per [ED-Org-8.17 Registrar Withdrawal](#) procedure
- 4.5.9. Where a registrar has not passed all College summative assessments and is not eligible for an Extension for Assessment Purposes in accordance with the [AGPT Extension of Training Time](#) Policy, they must work with their relevant RSPC about how to progress. The options are as follows:
- 4.5.9.1. Transition from AGPT Program to RACGP's Practice Experience Program (PEP) or ACRRM's Independent Pathway (IP);
 - 4.5.9.2. A further extension of training time;
 - 4.5.9.3. A period of remediation; or
 - 4.5.9.4. A combination of the above.
- 4.5.10. Where a registrar elects not to develop a plan with their RSPC, they may withdraw from the AGPT Program.
- 4.6. Formal remediation
- 4.6.1. A registrar will be placed in a remediation term when it is determined by the RSPC (in consultation with relevant medical educators / training advisors / supervisors / program staff) that:
- 4.6.1.1. a registrar will be unable to attain the required level of skills, knowledge and attitudes without a planned education intervention that includes additional training time; and/or

- 4.6.1.2. a specific incident, event or issue is judged to be significant enough to warrant immediate placement in a remediation term.
- 4.6.2. Formal remediation will be in accordance with the relevant College's remediation policy and is contingent on the approval of funding.
- 4.6.3. Formal remediation will result in a delay in progress as the time spent in remediation does not count as training time for the AGPT Program.
- 4.6.4. Formal remediation is typically for a period of no less than three full-time equivalent (FTE) months which can be extended for a further and final three FTE month period.
- 4.6.5. Successful completion of the remediation plan is required for registrars to continue in the AGPT Program.
- 4.6.6. If a registrar does not meet the required standards of performance during formal remediation, the registrar may be withdrawn from the AGPT Program in accordance with [ED-Org-8.17 Registrar Withdrawal](#)
- 4.6.7. Successful completion of formal remediation should result in continuation in the AGPT Program at an appropriate level.
- 4.6.8. The process for formal remediation is as follows:
- 4.6.8.1. EV will identify placements in general practice or hospital-based posts that are suitable and agree to undertake remedial training.
- 4.6.8.2. In circumstances where EV cannot accommodate remediation, the registrar may be required to take leave from the AGPT program in accordance with [ED-Org-8.13 AGPT Program Leave](#) until an appropriate remediation placement can be found.
- 4.6.8.3. The RSPC will develop a remediation plan in consultation with the registrar, the supervisor(s) and other parties as required. The remediation agreement comprises :
- A remediation contract and timeframe signed by the registrar, supervisor and the RSPC based on clearly defined remediation needs and activities, and reportable measurable outcomes with set timeline/s,
 - A remediation plan detailing the learning/competency needs: communication and consulting skills, personal, professional knowledge and skills, professional, ethical and organisational and legal behaviours,
 - An activity plan,
 - Any competency concerns identified as of areas requiring remediation,
 - A detailed budget to support the remediation term,
 - An AGPT Remedication Application signed by the registrar and the Chief Executive Officer (CEO),
 - A remediation checklist, and
 - A Letter of offer signed by the CEO outlining the funding and proposed timetable for progress reports.
- 4.6.8.4. The remediation plan must include the expected outcomes and proposed re-assessment methods, and set timeline/s during the period of remediation.
- 4.6.8.5. Documentation of all meetings and communication regarding the remediation term is to be kept on the registrar's training record.
- 4.6.8.6. At the end of the nominated remediation period, a review will be undertaken by the RSPC to determine the outcome of the formal remediation term. The registrar will be informed of the outcome to confirm:
- The identified problem has been addressed and they can recommence their normal training;
 - The identified problem has been partially addressed and they are to participate in a focused learning plan to address specific on-going learning needs;
 - The identified problem has not been addressed and they will have a further term of formal remediation; or
 - The identified problem has not been addressed and they will be subject to [ED-Org-8.17 Registrar Withdrawal](#)

ED-Org-8.18 Additional Registrar Support



- 4.6.8.7. This decision will be formally documented and added to the registrar's training record.
- 4.6.8.8. Where a registrar has completed a remediation term and is moving to another placement, the RSPC may contact the supervisor to advise on the registrar's status and any support required.

5. Complaints and grievances

- 5.1. Where a complaint or grievance arises over an aspect or incident within the overall training program which cannot be resolved informally, the [ED-Org-8.22 Complaints, Grievances and Appeals](#) will be implemented.

6. Additional Information

- 6.1. RACGP Registrar Remediation Policy
- 6.2. ACRRM Remediation Policy for AGPT Registrars

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