



FAQ

FREQUENTLY ASKED QUESTIONS



PODCAST



WEBINAR

The Future of GP Training with ACRRM

What has been happening in the lead-up to GP training transferring from the RTOs to the Colleges?

- ACRRM's response to the AGPT College-Led Training (CLT) Grant Opportunity was submitted on 21st January 2022
- Nationally Consistent AGPT Payment Framework (NCP) was released by the Department of Health, with industry feedback sought. Flexible payments are yet to be determined as part of the Grant Opportunity negotiations with the Colleges
- The AGPT GP Workforce Planning and Prioritisation (GPWPP) Grant Opportunity process closed in February, with a decision yet to be announced (as at mid-July) about the organisations that will be undertaking this work
- Commencement of Transition-Out Workshops with RTOs, Colleges and Department of Health and final transition operational plans submitted to Department following RTO sign off
- Early transition of GP Synergy (NSW/ACT) registrars due to governance/membership changes to GP Synergy. This transition will be complete by August 2022
- ACRRM continues to work with RACGP on alignment of accreditation, placement and supervisor professional development requirements
- As at mid-July 2022, ACRRM is currently in the last phase of negotiation with the Department of Health.

What are ACRRM's operational priorities?

- Distribution of training places
- Consistent medical education and policies
- Cultural education support
- ACRRM accredited training posts and supervisors
- Fit-for purpose regional partnership models?
- Funding that addresses the costs of training in remote and rural communities
- Sustainable low overhead administration costs

What is remaining the same? What will be different?

ACRRM's Supervisor RG training contexts will continue to include:

- Hospital environment
- AST training
- AST outside training
- Off-site supervision – flexible modelling
- AMS and ACHOs – flexible modelling
- RFDS

The below table outlines the key elements of ACRRM's model as either constant or changing with the Transition to CLT:

CONSTANT	CHANGING UNDER CLT MODEL
The ACRRM RG Curriculum for the delivery of training and Fellowship	New online accreditation system
The ACRRM Supervisor Standards	New online reporting system
The ACRRM Fellowship exams and formative assessment	Bi-college singular accreditation form
The ACRRM Accreditation Standards	Bi-college recognition of supervisor CPD
Supervisor teaching requirements in practice	Supervisor liaison roles for support
The requirement for a flexible approach to supervision and post accreditation to meet the needs of the RG scope of practice	Rural support officer roles to support placement/ accreditation and training issues
	Payments for supervisors under the NCP https://gpsupervisorsaustralia.org.au/subsidies-and-allowances/



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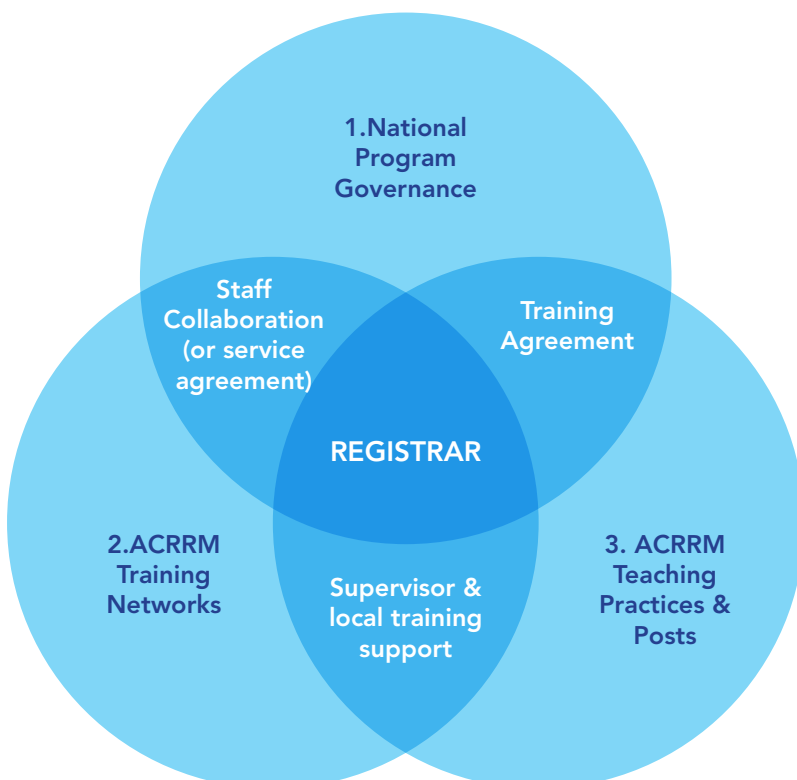
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What makes ACRRM's fellowship program model unique?

The ACRRM support model has three interlocking components:

- ACRRM Teaching Practices and Posts - providing clinical practice-based training to registrars
- National Program Governance - providing the formal education program, coordination and support for training across the whole Training Program, and
- ACRRM Training Networks - will coordinate and support training and the training practices in their areas.



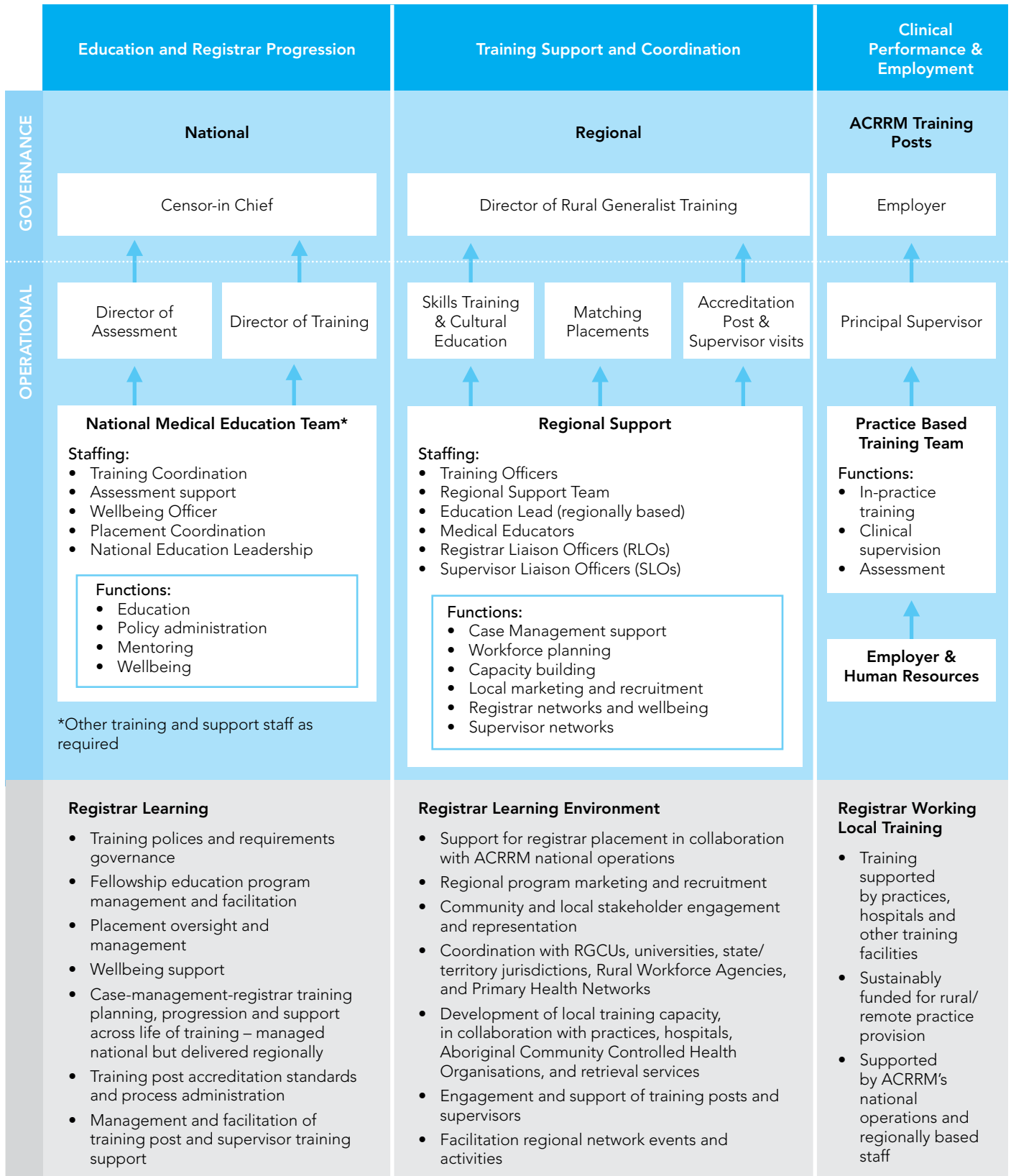
What does ACRRM's delivery model look like for supervisors?

- Training posts and practices will be supported by a national education and support program encompassing training coordination, placement management, remediation and specialised support services and the delivery of the national education program. The National Training and Education team will support functions of training delivered at a regional and local level, ensuring quality and consistency in delivery of support services.
- Supervisors will be supported a local level through regional support structures accreditation and education delivery
- Supervisors will be supported with cultural education training and access to PDP recognition
- In this model, regional education sessions and face to face learning will be facilitated in addition to the National Education program. This will also allow for marketing, placement engagement and workforce measures to be informed by regional stakeholders.
- At a local level in practice, ACRRM will support training posts meet all accreditation requirements for quality training and that supervisors and practices are supported through education and professional development support. Payment to practices, supervisors and registrars also form a part of this support mechanism.



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Will ACRRM fund supervisors to deliver extra teaching that has traditionally been provided by external educators, recognising that it is the direct supervisors rather than external educators who do random case analysis with the registrar?

ACRRM is currently developing guidelines under the flexible funding pool to support a range of additional supports such as extra teaching. These final guidelines are yet to be determined and are subject to the Grant Opportunity Outcome.

How many regions will sit under the ACRRM structure to provide the extra supports RTOs have offered training practices?

ACRRM currently has 8 regions across all states. Over time and based on dispersion of Registrars subregions within states may be established to facilitate better delivery of services at a regional level.

What are ACRRM's reporting requirements?

Reporting requirement	Frequency	Submission type
CGT Supervisor report	6 monthly or earlier if placement finishes	Email to training@acrrm.org.au
AST Plan and Progress Report (except for Anaes & Obstetrics AST's)	Quarterly	
MiniCEX - Use miniCEX forms each time you observe and provide feedback to a doctor in training, including observation of physical examination in observed consults	Adhoc during training	
Education and other activities to be offered to the registrar <ul style="list-style-type: none"> • Observation in practice & Feedback • Chart reviews • Case presentations • Topic presentations • Journal Club • Grand Rounds • Significant event analysis • Morbidity/mortality reviews 	Adhoc	Supervisor reports
Logbooks Check what procedures are required by the doctor in training Call the doctor in training if procedure is performed in the facility Guide doctor with the procedure Certify completion of procedure	Adhoc during training	Submitted through registrar My College Dashboard for CGT Procedural Skills Logbook Or Logbook proforma for other required logbooks
StaMPS, CBD, MCQ Assessments - Facilitate a broad range of experience. Discuss assessment readiness with the doctor in training	As required	
Training Post Supervision plan	At commencement of post accreditation for that registrar	Email to postaccreditation@acrrm.org.au
Training post orientation		
Training Post teaching plan		



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What aspects of the CLT transition is ACRRM working on with RACGP under the “bi-college partnership”?

The Colleges acknowledge the anxiety and concerns around the transition and are working together on these issues to make the change as seamless as possible:

- Alignment of accreditation terms and requirements
- Alignment of terminology for accreditation and supervisor requirements
- Alignment of minimum requirements for Supervisors (first time supervisors)
- Alignment of annual CPD requirements for supervisors
- Creation of joint training resource for supervisors
- Continuation of SLO networks and roles offered with the College
- Recognition of payments and payments mechanisms for all supervisors

Can an RACGP fellow supervise an ACRRM registrar?

- Yes, noting they would need some understanding of ACRRM requirements, and be rurally located
- ACRRM’s REEF program gives RACGP supervisors a shortcut to fellowship with ACRRM <https://www.acrrm.org.au/fellowship/other-avenues/reef>

Is it possible to have registrars in both colleges at the same time?

Yes, dual registrars will be supported under the AGPT framework.

Will there be accommodation and related subsidies (e.g. moving costs) for registrars, or will it depend on where they are located?

- These payments will remain unchanged for rural registrars
- ACRRM is seeking to increase placement terms beyond 6 months





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Will there be an increased need for medical educators, and what will be minimum requirements?

There will be an increased need for medical educators at both a National and regional level. The minimum requirements for Medical educators can be found on the [ACRRM careers page](#).

Will ACRRM and RACGP share ECT visitors given they have been run by the one RTO for a practice before now?

ECT Visitors will be run by each college pertaining to the registrar in training.

How will practice matches be undertaken?

The Colleges are currently working together to develop a set of key principles and timelines for practice matching in CLT. Fundamentally the process will be very similar to the current process managed by RTOs. Further information will be provided on this process in due course.

Further information

More information:

<https://www.acrrm.org.au/about-us/about-the-college/college-led-training>

Clinical Roles with ACRRM:

<https://www.acrrm.org.au/work-with-us/acrrm-careers/acrrm-careers-clinical-roles>

2023 Nationally Consistent Payments:

<https://gpSupervisorsaustralia.org.au/subsidies-and-allowances/>

Resources



All GPSA resources are available [here](#)