



The Royal Australasian
College of Physicians

Meeting with the Medical Professional Associations of Indonesia

Associate Professor Ian Fraser, FRACP

Melbourne
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About the Royal Australasian College of Physicians (RACP)



The Royal Australasian
College of Physicians

The Royal Australasian College of Physicians (RACP) is a member-based professional organisation and an accredited provider of medical educational training / educating. The RACP represents over 13,500 Physicians and 5,000 trainees in Australia and New Zealand.

Founded in 1938

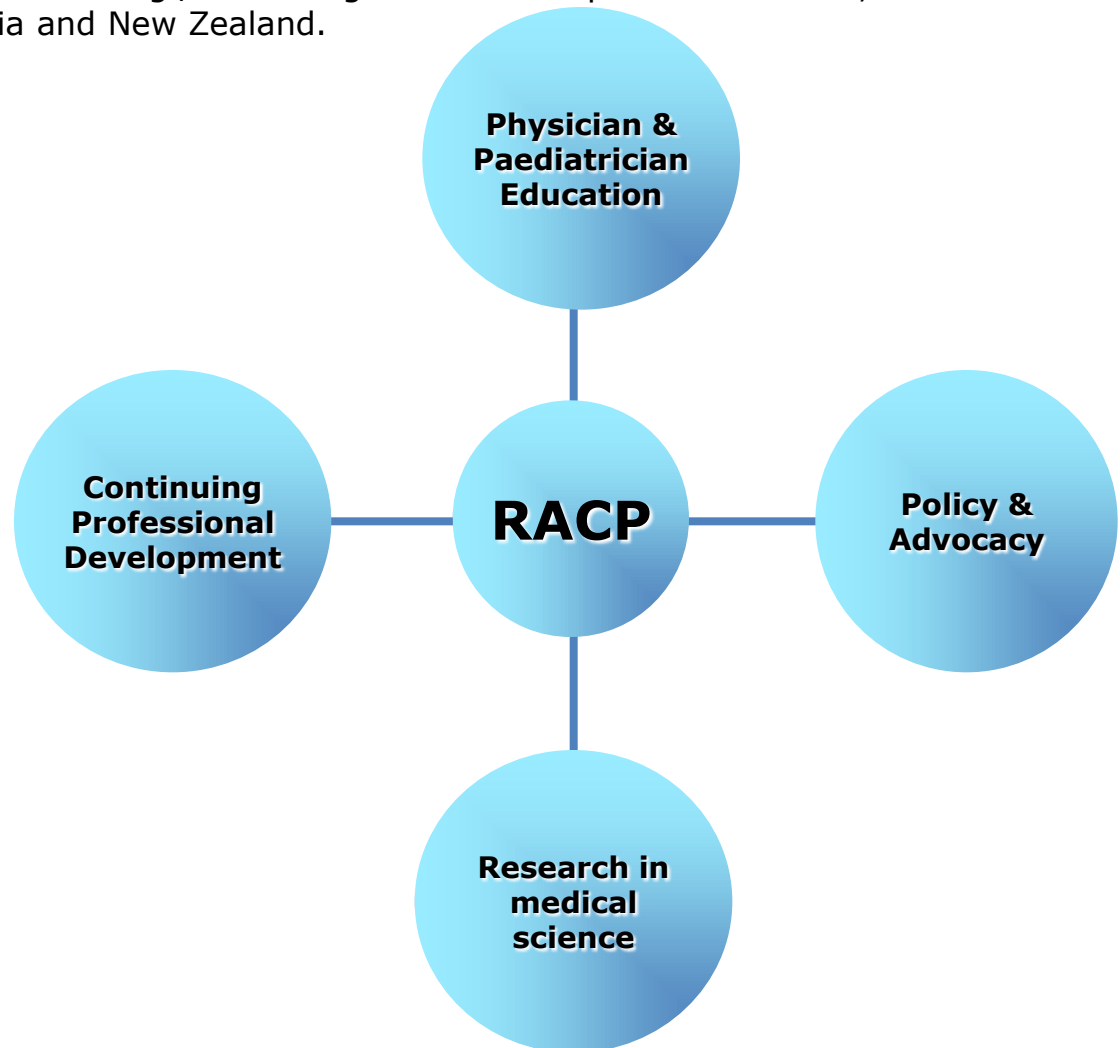
**Represents
Australia &
New Zealand
Physicians &
Paediatricians**

2 Divisions

3 Faculties

4 Chapters

**24 Specialty
Societies**





Increasing numbers of Fellows and trainees

- 2010 saw a 5% increase in the number of paying Fellows in the College from the previous year. In 2010 there were 10,506 Fellows compared with 10,011 in 2009.
- The College also experienced an increase in the number of trainees rising from 4,888 in 2009 to 5,298 in 2010, an increase of 8.4%.

Financial position of the RACP

- 2010 - surplus of \$6.2m
- 2009 - surplus of \$1.3m
- 2008 - deficit of \$8.4m

Training Pathways

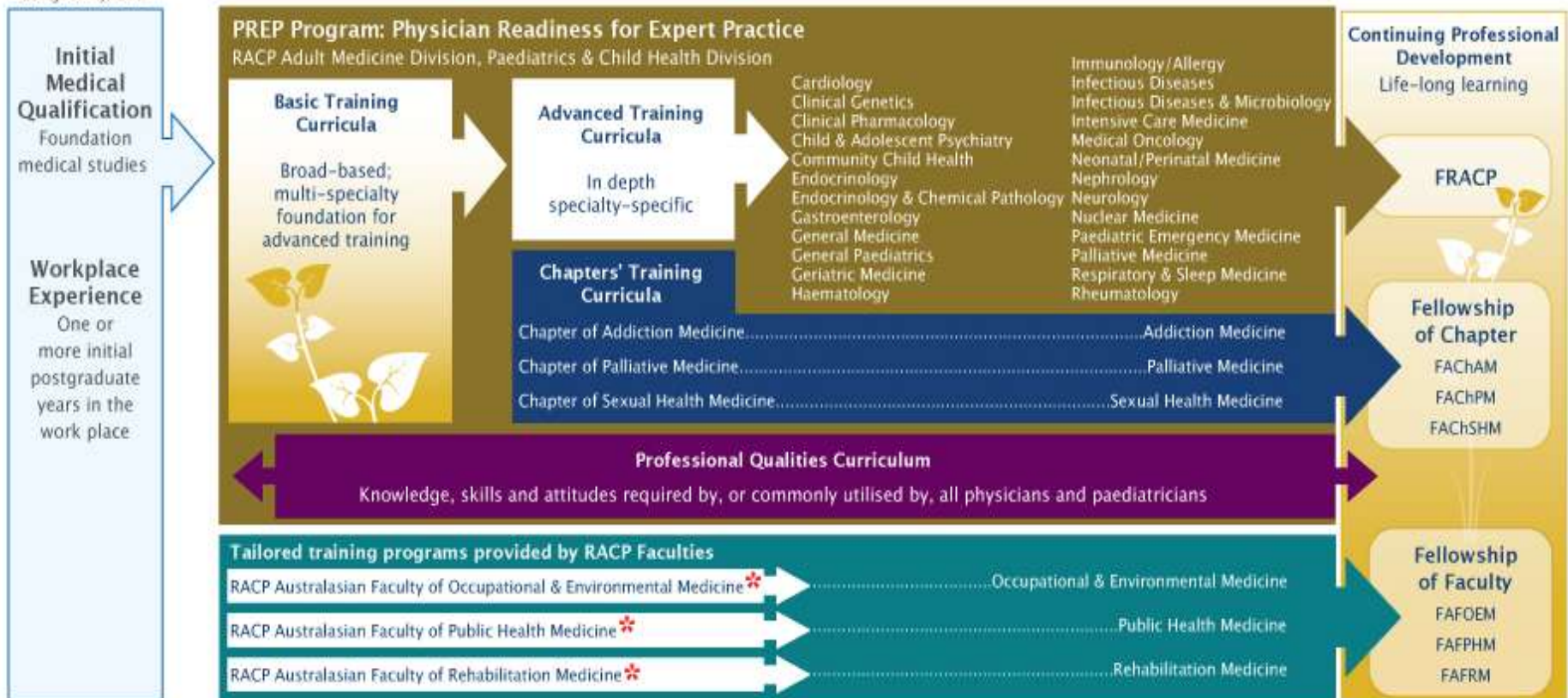


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Training Pathways for Physicians and Paediatricians Specialist Training Programs



* Please see faculty handbook for specific entry requirements

Features of the RACP Training Program



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- Undertaken "on the job". Trainees must be employed in suitable training positions (equivalent full time employment) in accredited hospitals throughout the training years.
- Extends for a minimum of 6 years of training (7 years or more if trainees undertake a joint Advanced Training program).
- Comprises 36 months of the Basic Training Program, success in the written and clinical examinations and at least 36 months of Advanced Training (or more in the case of joint advanced training programs).
- Successful completion of training results in admission to Fellowship of the RACP. In the case of some joint training programs, training also results in Fellowship of another College/Faculty.

Career pathway for a specialist doctor



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- Basic Training
- Assessments - Clinical and Written exam
- Advanced training
- CPD (Life long)

Continuing professional development



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MyCPDO
Continuing Professional Development

- On-line Program
- Facilitates Lifelong Learning
- Encourages planning and reflection
- Based on 6 categories
 1. Educational Development, Teaching & Research
 2. Group Learning Activities
 3. Self Assessment Programs
 4. Structured Learning Projects
 5. Practice Review & Appraisal
 6. Other Learning Activities

Overview of MyCPD





The college has a Policy and Advocacy Unit. Its role is to enable the College to influence policy development in Australia and New Zealand. The Unit provides the College with an avenue to be engaged in the broad health policy debate and has contributed to an understanding within the College of a range of health policy issues and an understanding in Government of the views and concerns of Fellows and trainees.

The College provides representation to the Australian Health Ministers Advisory Council through the following committees

- Rural Health Standing Committee
- Health Workforce Australia

Policy and Advocacy Unit provides submissions to parliamentary Committees

Regular meetings with Health Ministers, Ministerial Advisors, and Shadow Health Ministers



- The Rural Taskforce Expert Advisory Group consists of rural physicians and paediatricians from around Australia. It provides advice to internal and external stakeholders on issues central to the provision of physician and paediatrician services in rural and remote Australia. Specific areas of focus are:
 - Enhancements to aspects of basic and advanced rural training, including rural secondment policies, the quality and site of training, inclusion of procedural skills and interaction with rural clinical schools and university departments of rural health;
 - The continuing professional development needs of rural physicians and paediatricians;
 - Working with the College's Workforce portfolio in the areas of recruitment and retention of rural specialists.



- Ensure that trainees have a rural or remote placement during their training
- Engage rural physicians in interaction with rural clinical schools and university departments of rural health;
- Establish connections between rural physicians and major teaching hospitals
- Help establish visiting specialist clinics to support rural specialists
- Arrange temporary replacement for periods of training and holidays

Questions



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QUESTIONS

WEBSITE

www.racp.edu.au
www.racp.edu.nz

PHONE

+61 (02) 9256 5444 (Aus)
+64 (04) 472 6713 (NZ)

EMAIL

racp@racp.edu.au
racp@racp.org.nz