

EDUCATION CHECKLISTS

When evaluating education within a regional training pathway, administrators should work through the following questions:

1. What resources already exist?
 - Formal educational opportunities
 - Informal educational opportunities
2. What experiences do trainees need?
 - College requirements
 - Broader professional development
3. Where are the gaps?
 - Difficult to access experiences
 - Unavailable experiences
4. Can gaps be solved through collaboration?
 - Other health services
 - Private providers
 - Community services
 - Metropolitan centres
5. How do we connect trainees to the educational ecosystem?
 - Access
 - Protected time
 - Participation

The educational ecosystem must be continuously improved, through regular reviewing and collection of trainee feedback. Participation with the resources must be monitored and this information used to adapt the educational offerings over time.

Educational Mapping

- ☐ Resources mapped across the region
- ☐ Formal and informal opportunities identified
- ☐ Community-based opportunities included
- ☐ University and hub resources identified

Capacity Building

- ☐ Local educators identified
- ☐ Supervisor development options available
- ☐ Education responsibility shared across staff
- ☐ Succession planning considered

Multi-Site Collaboration

- ☐ Strengths mapped across organisations
- ☐ Sites contribute complementary experiences
- ☐ Activities coordinated across placements
- ☐ Progressive learning across the pathway

Educational Access

- ☐ Trainees can realistically attend activities
- ☐ Protected teaching time exists
- ☐ Virtual participation is available where required
- ☐ GP and community-based trainees are included

Communities of Practice

- ☐ Trainees connected to local networks
- ☐ Multidisciplinary opportunities available
- ☐ Peer learning opportunities available
- ☐ Regional collaborations established

Virtual and Distance Learning

- ☐ Access to online learning available
- ☐ Rostering supports participation
- ☐ Virtual communities of practice established
- ☐ External expertise accessible via technology

Research
☐ Existing academic partners identified
☐ Local research opportunities mapped
☐ Quality improvement projects available
☐ Research mentorship available
☐ Access to ethics / governance support identified
☐ Trainees connected to academic networks
☐ Research activity embedded within pathway design
☐ Opportunities available across multiple sites

Teaching and Educational Leadership
☐ Registrars have opportunities to teach
☐ Medical students integrated into the educational ecosystem
☐ Junior doctors included in educational activities
☐ Near-peer teaching opportunities available
☐ Simulation teaching opportunities available
☐ Trainee educators supported and recognised
☐ Educational leadership opportunities embedded within pathways
☐ Learning occurs across multiple training levels

A common mistake in pathway development is to view education purely as something delivered **to** registrars. The strongest regional systems instead view education as a **regional learning ecosystem**.

This ecosystem includes:

- Medical students
- Junior doctors
- Registrars
- Consultants
- Universities
- Training hubs
- Community providers
- Researchers
- Educators

Within this model, learning is not confined to accreditation requirements. It includes research, teaching, mentoring, quality improvement, community engagement, and professional development.

The most successful regional pathways therefore do not simply ask: "Can we provide enough education for accreditation?" Instead, they ask: "How do we create a regional learning community that develops clinicians throughout their entire career?"