

# RURAL HEALTH EDUCATION AND TRAINING



Healthy and sustainable rural, regional and remote communities across Australia

This Fact Sheet provides an overview of some of the education and training pathways available for students and health professionals considering working in rural areas.



Many regional, rural and remote (rural) areas experience shortages of health professionals. To address this, governments, universities, training colleges and professional organisations have put in place a number of programs and initiatives to encourage health students and qualified health professionals to consider a rural or remote career.

There is growing evidence about the approaches that increase the likelihood that participants will choose (and be retained in) rural practice.

Promising approaches include:

- encouraging school students from rural areas to choose health professions as their career
- extended rural clinical placements for rural- as well as for metropolitan-origin students
- postgraduate training opportunities in rural settings<sup>1,2,3</sup>
- positive rural exposure in the early postgraduate years
- personal and professional support in these placements.<sup>4</sup>

## Rural education and training programs and priorities

### The Rural Health Multidisciplinary Training (RHMT) Program

The Rural Health Multidisciplinary Training (RHMT) program,<sup>5</sup> funded by the Australian Government Department of Health and Aged Care, exists to:

- provide effective rural training experience for health students

- develop an evidence base for the efficacy of rural training strategies in delivering rural health workforce outcomes
- support rural health professionals to improve Aboriginal and Torres Strait Islander health outcomes
- increase the number of health and medical students who come from rural areas
- maximise the investment of program funds for rural, regional and remote areas to maintain well-supported academic networks
- create networks and rural clinical training experiences that encourage students to remain in a rural community after they complete their training.

### The RHMT's focus on Aboriginal and Torres Strait Islander health

One of the goals of the RHMT program is to help improve the health of Aboriginal and Torres Strait Islander peoples.<sup>6</sup>

Some strategies to achieve this are:

- embedding Aboriginal and Torres Strait Islander health in the rural training curricula of health professionals, informed by the Australian Government Department of Health and Aged Care's Aboriginal and Torres Strait Islander Health Curriculum Framework<sup>7</sup>
- recruiting Aboriginal and Torres Strait Islander academics and staff
- increasing the number of graduating Aboriginal and Torres Strait Islander health students
- rethinking strategies to support the Aboriginal and Torres Strait Islander health workforce.

## How does the RHMT Program help?

The RHMT program funds 21 Australian universities to support medical, dental, nursing, midwifery and allied health students in undertaking training placements in rural and remote Australia.

There are:

- 19 Rural Clinical Schools (RCSs) providing training opportunities for medical students
- 19 University Departments of Rural Health (UDRHs) providing training opportunities for nursing, midwifery and allied health students
- 6 dental schools offering Dental Training Expanding Rural Placements (DTERPs) to support dental students
- 26 Regional Training Hubs (RTHs) to support medical training pathways in a region.

The [Department of Health and Aged Care](#) website provides information about universities offering training placements. Further information – including links to participating RCSs and UDRHs – is available through the Federation of Rural Australian Medical Educators (FRAME) and on the website of the Australian Rural Health Education Network (ARHEN) at [arhen.org.au](http://arhen.org.au).

The RCSs, and UDRHs provide a range of academic and practical supports to students on placement which may include free or subsidised accommodation, social activities, cultural awareness training, academic and research support, as well as financial assistance.

In addition, many higher education institutions (HEIs) offer programs to assist students with accommodation, financial support (student loans, emergency grants, bursaries) and scholarships. Students wanting to access support should contact their relevant HEI rural training department for advice and information.

## Rural generalism and rural generalist pathways

'Rural generalism' is developing as a model of practice across health professions in rural locations. 'Generalism' is based on the premise that all health professionals in rural Australia must have a broad range of skills within their discipline to meet the varied needs in a community. Using a full and diverse range of clinical skills – often without others to refer to or call on – can be seen as one of the advantages of working in health care in rural Australia.

Originally focused on rural general practitioners, rural generalist pathways now also exist for the allied health professions and are being developed for nursing. This includes delivering services to people with a wide range of clinical presentations from across the age spectrum and in various clinical settings (including inpatient, ambulatory care and community).<sup>8</sup>

## Rural generalists in medicine

Rural Generalists are GPs who provide primary care services and emergency medicine and are trained to provide care in additional areas such as obstetrics, anaesthetics or mental health services.<sup>9</sup>

The National Rural Generalist Pathway is the national framework that has been established to coordinate training and support, across the country, to attract and retain **rural generalist doctors**. To become a rural generalist, a doctor must be a Fellow of the Australian College of Rural and Remote Medicine (FACRRM).<sup>a</sup> For those who train through the RACGP, additional training is required to attain Rural Generalist Fellowship (FRACGP-RG).

### <sup>b</sup>Rural generalists in nursing

The National Rural and Remote Nursing Generalist Framework 2023–2027 was released in late March 2023.<sup>10</sup> The framework guides **Registered Nurses** who wish to transition to rural and remote nursing generalist practice, where nurses are encouraged (and needed) to work to their full scope of practice. The framework is also useful for employers and co-workers helping RNs to develop and acquire the broad range of skills needed for work in rural and remote health care settings.

## Rural generalists in allied health

The Allied Health Rural Generalist Pathway (AHRGP) is a workforce development strategy to increase access to a highly skilled allied health workforce for rural and remote Australian communities.

The AHRGP supports early career allied health professionals to develop the skills they need in order to serve rural and remote communities. It comprises three distinct elements:

- a formal post-graduate education program
- structured workplace supervision and support
- **service model development** to innovate and implement solutions for geographically dispersed and culturally diverse populations.

Further information can be found on the Services for Australian Rural & Remote Allied Health (SARRAH) website at [sarrah.org.au/ahrgp](http://sarrah.org.au/ahrgp).<sup>11</sup>

## National rural-based training and education programs

### The Murray-Darling Medical Schools Network

The Murray-Darling Medical Schools Network (MDMSN) is part of the Stronger Rural Health Strategy<sup>12</sup> and aims to build the **rural medical** workforce.<sup>13</sup> The MDMSN is informed by evidence from the RHMT program that students are more likely to work in rural areas after graduating if they:

- come from a rural background and/or
- undertake long-term rural training.

<sup>a</sup> The Australian College of Rural and Remote Medicine (ACRRM) ([acrrm.org.au](http://acrrm.org.au))

<sup>b</sup> The Royal Australian College of General Practitioners (RACGP) ([racgp.org.au](http://racgp.org.au))

The MDMSN had its first student intake in 2021. Most (if not all) of participants' study and training is undertaken in the Murray-Darling region of New South Wales and Victoria, which removes the need for rural students to move to metropolitan areas.

The five rurally based university medical school programs of the MDMSN are at:

- the University of New South Wales (offered at Wagga Wagga, Port Macquarie and Sydney)
- the University of Sydney (Dubbo)
- Charles Sturt University (Orange)
- the Monash End-to-End Rural Cohort – Rural Health (Churchill, Bendigo, Mildura)
- the University of Melbourne (Shepparton), with a pathway for undergraduate biomedical (medical) students from La Trobe University (Bendigo and Albury–Wodonga).

### The Bonded Medical Program

The Bonded Medical Program<sup>14</sup> also aims to address the shortage of medical professionals in rural Australia by providing Australian Government-supported places in medical courses at Australian universities.

In return, bonded participants commit to work for three years, post-graduation, in an eligible location (such as a rural or remote area categorised as MM2 to MM7; a Distribution Priority Area (DPA); or an outer metropolitan district of workforce shortage).<sup>15,16</sup> This is called a 'return of service obligation'.

There are two legacy programs associated with the Bonded Medical Program:

- the Medical Rural Bonded Scholarship scheme
- the Bonded Medical Places scheme.

Existing participants of these two legacy schemes can apply to opt in to the Bonded Medical Program.

### Classifications of remoteness

The **Modified Monash Model** (MMM) is a scale of categories for remoteness and population size. (Ranging from MM 1 to MM 7, MM 1 is a 'Major city', and MM 7 is 'Very remote'.) These categories are used by governments to measure and distribute the health workforce in rural and remote areas.

The **Distribution Priority Area** (DPA) classification system identifies locations in Australia with a shortage of general practitioner services.

## Training pathways for health disciplines

### Medical training pathways

It takes 10 to 20 years for a trainee to progress through medical school, internship, residency, and traineeship on a vocational training program, in order to become a Fellow of an Australian specialist medical college.

### Prevocational training

#### Medical study – four to six years

It can typically take between four and six years (undergraduate or postgraduate) for a student to complete a program of medical study that qualifies them for general registration as a medical practitioner.

#### Internship – twelve months to two years

In Australia, all medical graduates must then complete an internship or postgraduate year 1 (PGY 1) to gain general registration with the Medical Board of Australia.<sup>17</sup> This part of training lasts for 12 months (but up to two years in some cases). While it is usually undertaken in a public hospital, interns will also increasingly spend part of their training in general practice, community-based settings and private hospitals.<sup>18</sup>

#### Residency – a minimum of one year

After their internship, most doctors in training then spend at least one year (at least PGY 2) working in the public hospital system, gaining additional clinical experience in a range of settings, and with increasing levels of responsibility. (This is known as 'residency', and the trainee doctor is called a 'Resident'). After this training, doctors can choose whether they will apply to join a recognised medical specialty program. Each state and territory manages and supports interns and junior doctors, including opportunities for them to undertake rural training. (See Table 2 later in this fact sheet.)

#### Vocational training – between three and seven years

While some specialist medical colleges accept entrants after successful completion of postgraduate year 1 (PGY1), most prefer applicants to have completed PGY2 and PGY3. Once accepted into a specialist medical college, doctors become Registrars (for example, a GP Registrar, Medical Registrar, Surgical Registrar or Other Registrar). Specialist training programs and examinations are administered by the specialist medical colleges and take between three and seven full-time years to complete. This is the necessary training required to obtain Fellowship within one of the recognised specialist medical colleges.

## The John Flynn Prevocational Doctor Program

As part of the 2020–21 Budget, the Australian Government announced the John Flynn Prevocational Doctor Program (JFPDP) to provide opportunities for experience in rural primary care for hospital-based PGY1 to PGY5 prevocational doctors.

The JFPDP commenced on 1 January 2023, and by the 2025 training year (in regions categorised as MM 2 to MM7), it will incrementally increase rural primary care rotations for hospital-based prevocational doctors in rural areas.

Health departments in each state and the Northern Territory are eligible for funding. As consortia-led organisations, participating jurisdictions will support rotations based on community need and workforce shortages in their regions.

For further information, visit the program website at [health.gov.au/our-work/john-flynn-prevocational-doctor-program](https://health.gov.au/our-work/john-flynn-prevocational-doctor-program)

## General Practice training

General Practitioners are medical specialists and are vital part of the rural health workforce. Over the period 2019 to 2023, as part of the Stronger Rural Health Strategy, the Australian Government implemented an initiative designed to simplify general practice training.<sup>19</sup>

A key element is the Australian General Practice Training (AGPT) program which supports the majority of GP Fellowship training that occurs in Australia. The Australian Government provides additional funding towards other college-run training pathways and supports training delivered through the Remote Vocational Training Scheme (RVTS). For further information, visit the RVTS website at [health.gov.au/our-work/john-flynn-prevocational-doctor-program](https://health.gov.au/our-work/john-flynn-prevocational-doctor-program)

To become a rural generalist, a doctor must be a Fellow of the Australian College of Rural and Remote Medicine (FACRRM) or, for those who train through the RACGP, attain a Rural Generalist Fellowship (FRACGP-RG).

To become a registered specialist general practitioner whose medical services can be supported through the Medicare Benefits Schedule (MBS), doctors can train for entry to Fellowship with either of the two general practice colleges:

### Fellowship of Australian College of Rural and Remote Medicine (FACRRM) ([acrrm.org.au](https://acrrm.org.au))

Training pathways:

- Australian General Practice Training (AGPT)
- Rural Generalist Training Scheme (RGTS)
- Remote Vocational Training Scheme (RVTS)
- Independent Pathway

### Fellowship of the Royal Australian College of General Practitioners (FRACGP or FRACGP-RG) ([racgp.org.au](https://racgp.org.au))<sup>20</sup>

Training pathways:

- Australian General Practice Training (AGPT)
- Remote Vocational Training Scheme (RVTS)
- Practice Experience Program (PEP)

## Other medical specialty training

As the vocational training for most medical specialties is undertaken in public hospitals, the states and territories are responsible for funding most of the medical specialist training posts. Training is increasingly becoming available in other settings, including through rotations in private hospitals and in regional, rural and community health settings. A number of specialist colleges have an active focus on recruiting rural students and rural training for part of the vocational training program.

The Australian Government Department of Health and Aged Care funds the Specialist Training Program (STP),<sup>21</sup> which has a strong focus on increasing the number of specialists working in regional, rural and remote areas. A component of the STP is the Flexible Approach to Training in Expanded Settings (FATES) program, which aims to broaden the skills of the specialist workforce and to bring more specialists to regional areas.<sup>22</sup> A number of training posts in private hospitals are also supported.

The Royal Australasian College of Surgeons (RACS) has a Rural Surgery Section which advocates for appropriate surgical training; continuing professional development; research and practice development; as well as focusing on surgical workforce issues in a rural context. (For further details, see RACS: Activities at [surgeons.org/Resources/interest-groups-sections/rural-surgery/activities](https://surgeons.org/Resources/interest-groups-sections/rural-surgery/activities))

## Nursing and midwifery education and training pathways

Programs of study approved by the Nursing and Midwifery Board of Australia (NMBA) lead to qualification for registration as an **Enrolled Nurse (EN)**, **Registered Nurse (RN)** or **Registered Midwife (RM)**. The following summary draws from the web page of the Nursing and Midwifery Board of Australia, which provides details on all providers and their approved programs of study.<sup>23</sup>

### Diploma of Nursing

A Diploma of Nursing is an 18-month or two-year full-time program of study that leads to the qualification of 'EN' (**Enrolled Nurse** or Division 2). These courses are offered through the Vocational Education and Training (VET) sector by Registered Training Organisations (RTOs).

## Bachelor of Nursing

A Bachelor of Nursing is a three-year full-time program of study that leads to the qualification of 'RN' (**Registered Nurse** or Division 1) and is offered by higher education providers (HEPs), usually universities.

### Additional components

Some HEPs offer programs with an additional component that extends to four years (for example, Bachelor of Nursing/Bachelor of Paramedicine or Bachelor of Nursing/Bachelor of Midwifery). Bachelor of Nursing (Graduate Entry) and Master of Nursing programs are available through some universities.

To qualify as a **Nurse Practitioner (NP)**, an RN must have completed 5,000 hours of advanced clinical practice (as defined by the NMBA) and a Master of Nurse Practitioner (minimum 18 months duration). NPs are educated and authorised to diagnose, to prescribe scheduled medicines and to order diagnostic investigations within their field of practice.

### Midwifery

For those wishing to qualify as midwives, pathways through HEPs include:

- a three-year full-time Bachelor of Midwifery
- the combined Bachelor of Nursing/Bachelor of Midwifery
- a Bachelor of Midwifery (Graduate Entry)
- a Graduate Diploma of Midwifery
- a Master of Midwifery.

**Endorsed midwives (EMs)** are midwives who have completed an NMBA-approved prescribing program and are endorsed by the NMBA. EMs can prescribe scheduled medicines and order diagnostic investigations.

A number of nursing and midwifery RTOs and HEPs are located in regional towns, making study more accessible for nursing students and professionals in rural Australia. For ENs, RNs and midwives, it is not mandatory to undertake a graduate program (that is, a transition to practice, new graduate year, or graduate placement) to be employed as a registered nurse or midwife. However, many rural hospitals offer graduate-year programs, offering excellent clinical experience for nurses.

The NMBA has a useful *Fact sheet: Scope of practice and capabilities of nurses and midwives*.<sup>24</sup> (Education pathways, outcomes and clinical placement requirements are also included.)

## Dental training pathways

The Dental Board of Australia regulates dental practitioners: dental specialists, dentists, dental therapists, dental hygienists, oral health therapists and dental prosthetists. The Australian Dental Council (ADC) is the accreditation authority responsible for accrediting education providers and programs of study.

**Table 1: Examples of professional-entry programs that lead to qualification as a dental practitioner**

Area of dental practice	Programs of study
Dentist	Bachelor of Dental Science/Bachelor of Dental Surgery (5 years) Doctor of Clinical Dentistry in Oral Medicine (Master's degree 3 years)
Dental hygienist, dental therapist, oral health therapist	Bachelor of Oral Health (Therapy and Hygiene) (3 years)
Dental prosthetist	Bachelor of Dental Prosthetics (3 years)

Full details of accredited programs of study, including for dental specialties, are provided at the ADC's website at [adc.org.au/accreditation/accredited-programs/list](http://adc.org.au/accreditation/accredited-programs/list)

## Allied health training pathways

Allied health professionals are university qualified practitioners with specialised expertise in preventing, diagnosing and treating a range of conditions and illnesses. Allied health professionals often work within a multidisciplinary health team to provide specialised support for different patient needs.<sup>25</sup> Some allied health professions are regulated by national boards in the same way that medical practitioners; nurses and midwives; and dental and oral health practitioners are. Other allied health professionals are self-regulated.

Allied Health Professions Australia (AHPA) provides details of the 27 allied health professions comprising its membership.<sup>26</sup> This includes information on each profession's qualifications and any clinical placement or internship requirements.

### Allied health assistants

The role of the 'allied health assistant' is a growing field, covering a range of disciplines. Allied health assistant roles involve work – under the supervision and direction of an allied health professional – to perform clinical and non-clinical duties. Allied health assistants may be engaged to work in a discipline-specific area or to assist in the delivery of allied health services across a multidisciplinary team. Courses are offered through the VET sector by RTOs at Certificate III and Certificate IV level (in Allied Health Assistance), which can be in a specific field such as Physiotherapy, Occupational Therapy or Nutrition & Dietetics.

### Professional registration in allied health

While most allied health graduates can apply for general registration (if registration is required), a period of provisional registration applies to graduates of both pharmacy and psychology, as outlined below.

#### Provisional registration – Pharmacy

To be eligible to apply for general registration, pharmacy graduates of Pharmacy Board of Australia approved Australian programs of study must first apply for provisional registration, which can be done towards the end of the final year of study. This also applies to those who graduate in New Zealand or another overseas country. A period of

supervised practice (internship) is required after graduation.

Supervised practice must occur under a preceptor and in a pharmacy approved by the Pharmacy Board of Australia, and 1,824 hours must be completed. Once a minimum of 75 percent of supervised practice hours have been completed, interns must pass both written and oral Board registration examinations.<sup>27</sup>

The Rural Pharmacy Student Placement Allowance Program provides financial support to Australian universities to facilitate Pharmacy Student placements in rural and remote communities. The allowance assists with students' travel and accommodation costs for participating in placements in rural and remote areas. Full details of the program of study and of administrative support for students can be found on the Pharmacy Programs Administrator website at [ppaonline.com.au/programs/rural-support-programs/rural-pharmacy-student-placement-and-administrative-support](http://ppaonline.com.au/programs/rural-support-programs/rural-pharmacy-student-placement-and-administrative-support)

### Provisional registration – Psychology

Provisional registration is required in order to enter and complete either of the two supervised practice pathways to general registration as a psychologist. General registration allows psychologists to work in any area of psychology that is within their scope of practice and to use the title 'Psychologist'.

To become eligible for general registration, the minimum qualification required is a six-year sequence of education and training. This typically includes a four-year sequence of accredited study in psychology approved by the Psychology Board, followed by a two-year Board approved supervised practice program. (This two-year program is the period of 'provisional' registration.)

When applying for provisional registration, fourth-year graduates can choose from the following training pathways:

- the higher degree pathway: an approved postgraduate degree accredited at the fifth- and sixth-year level (such as a two-year Master's degree) or higher (such as a three- or four-year Doctorate).<sup>28</sup> See [psychologyboard.gov.au/Registration/Provisional/Higher-Degree.aspx](http://psychologyboard.gov.au/Registration/Provisional/Higher-Degree.aspx)
- the 5+1 internship pathway (which comprises a fifth-year degree plus a single-year internship).<sup>29</sup> See [psychologyboard.gov.au/Registration/Provisional/5-1-Internship-Program.aspx](http://psychologyboard.gov.au/Registration/Provisional/5-1-Internship-Program.aspx)

In the rural context:

- La Trobe University offers a placement program for the 5 + 1 pathway that requires a rural placement
- the Centre for Rural and Remote Health (CRRH) and the College of Healthcare Sciences at James Cook University are offering 'Masterclasses' for experienced professional/clinical supervisors. The Masterclass program aims to improve the supervision of interns and other psychologists in rural and remote communities.<sup>30</sup>

For those who have **qualified and completed training overseas**, application for provisional registration includes assessment of their qualifications to determine whether a two-year program or a transition program is to be completed. A **return-to-practice** program may also be required for those who have taken a break from psychological practice.

Applicants for general registration must then undertake the National Psychology Exam, which tests applied knowledge from the fifth and sixth years of training.<sup>31</sup>

### The paramedic education and training pathway

The Paramedicine Board of Australia is responsible for the regulation of paramedics. The Paramedicine Accreditation Committee assesses and accredits education providers' paramedicine programs of study, which are then approved by the Board.

There are a range of entry-to-practice programs that lead to qualification as a paramedic, including:

- Bachelor of Nursing/Bachelor of Paramedicine (four years full-time)
- Bachelor of Paramedicine (three years full-time)
- Graduate Diploma of Clinical Practice (Paramedic) (one year full-time)
- Bachelor of Science (Paramedicine) (three years full-time).

Students can also undertake a VET qualification (for example, through an RTO), and then progress to university. Some courses in paramedicine include a compulsory rural placement.

### Aboriginal and/or Torres Strait Islander Health Practitioner training pathways

Practitioners who wish to practise using the title 'Aboriginal and/or Torres Strait Islander Health Practitioner' must apply for national registration with the Aboriginal and Torres Strait Islander Health Practice Board of Australia.

Online applications are available to:

- final-year students who are due to complete, within the next 12 weeks, an Australian-approved program of study
- graduates who have completed an Australian-approved program of study within the preceding two years.

A Certificate IV in Aboriginal and/or Torres Strait Islander Primary Health Care Practice is the approved program of study.<sup>32</sup> The course is offered at a number of institutions and can take between 12 and 24 months to complete. The program includes 800 work-placement hours (500 hours of which must be clinical).

## Supporting rural communities and their health workforce

### Rural Workforce Agencies

Rural Workforce Agencies (RWAs) operate in every Australian state and in the Northern Territory. RWAs are funded by the Australian Government Department of Health and Aged Care to identify the rural health workforce needs in their state or territory; to increase access to essential primary health care services; and to support workforce capability and sustainability. The RWAs attract, recruit and support the health professionals who are needed in rural communities. They also provide a range of services including recruitment for rural practices; personal and family support; professional skills development; GP locum relief programs; and support for overseas-trained doctors.

**The National Rural Health Student Network (NRHSN)** is funded to foster and support students' interest in rural careers during their undergraduate university years. The NRHSN has more than 9,000 members who belong to 29 university Rural Health Clubs from all states and territories. It brings together people studying medicine, nursing and allied health and encourages them to pursue rural health careers.

### State and territory training bodies

As major employers of health professionals, all state and territory health departments have resources (and, in many cases, dedicated units) to support clinical training across health professions, outlined in Table 2.

#### Reduction of Higher Education Loan Program (HELP) debts

The Reduction of Higher Education Loan Program (HELP) debt supports eligible doctors and nurse practitioners who live and work in rural, remote or very remote areas of Australia. This is a joint initiative between the Department of Education and the Department of Health and Aged Care. [health.gov.au/our-work/help-for-rural-doctors-and-nurse-practitioners](http://health.gov.au/our-work/help-for-rural-doctors-and-nurse-practitioners)

#### Scholarships

There are a range of scholarships available to support students from rural backgrounds and students focussing their studies on rural health. The National Rural Health Alliance website provides a listing of many of these scholarships: [ruralhealth.org.au/scholarships](http://ruralhealth.org.au/scholarships)

Table 2: Resources and sources of information for clinical health training in each jurisdiction

Jurisdiction	Government agency/ information source	Web address
Australian Capital Territory	ACT Health: Clinical Placement Office	<a href="http://health.act.gov.au/health-professionals/clinical-placement-office">health.act.gov.au/health-professionals/clinical-placement-office</a>
New South Wales	Health Education and Training Institute, NSW	<a href="http://heti.nsw.gov.au">heti.nsw.gov.au</a>
Northern Territory	NT Health: Student placements	<a href="http://health.nt.gov.au/careers/student-placements">health.nt.gov.au/careers/student-placements</a>
	NT Health: Training and education for health professionals	<a href="http://health.nt.gov.au/professionals/training-and-education-for-health-professionals">health.nt.gov.au/professionals/training-and-education-for-health-professionals</a>
Queensland	Queensland Health: Clinical placements	<a href="http://health.qld.gov.au/employment/clinical-placement">health.qld.gov.au/employment/clinical-placement</a>
South Australia	SA Health: Better Placed	<a href="http://sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/clinical+resources/education+and+training/excellence+in+health+education">sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/clinical+resources/education+and+training/excellence+in+health+education</a>
Tasmania	Tasmanian Government Department of Health: Student opportunities	<a href="http://health.tas.gov.au/careers/student-opportunities">health.tas.gov.au/careers/student-opportunities</a>
Victoria	Victorian Government Department of Health: Education and training for the health workforce	<a href="http://health.vic.gov.au/health-workforce/education-and-training">health.vic.gov.au/health-workforce/education-and-training</a>
Western Australia	WA Health: Careers: Be part of WA Health, where you belong	<a href="http://health.wa.gov.au/careers">health.wa.gov.au/careers</a>
	WA Country Health Services: Work with us	<a href="http://wacountry.health.wa.gov.au/Our-workforce/Work-with-us">wacountry.health.wa.gov.au/Our-workforce/Work-with-us</a>

## Conclusion

We cannot overcome the inequities in health status and health care in rural Australia without sufficient numbers of appropriately trained and well-supported health professionals. Australian, state and territory governments, and Australian health professional bodies, have worked to identify approaches that can make careers in rural and remote more attractive to entrants in medicine and allied health professions.

This Fact Sheet outlines four important streams of policy and practice that may achieve this change:

- the recruitment into health professional training of students who have grown up in rural and remote areas
- providing opportunities, and support, for students from rural backgrounds to undertake their entry-to-practice and post-graduate training in rural areas
- encouragement of 'rural generalism', including training that develops the breadth of skills required for the rural and remote context
- a greater focus on support for rural and remote (and particularly Aboriginal and Torres Strait Islander) students at all stages of their preparation for, and entry to, health professions in rural areas.

**Table 3: Abbreviations used in this Fact Sheet**

ACRRM	Australian College of Rural and Remote Medicine
ADC	Australian Dental Council
AGPT	Australian General Practice Training
AHPA	Allied Health Professions Australia
AHRGP	Allied Health Rural Generalist Pathway
ARHEN	Australian Rural Health Education Network
CRRH	Centre for Rural and Remote Health
DPA	Distribution Priority Area
DTERP	Dental Training Expanding Rural Placements
EM	Endorsed Midwife
EN (or Division 2)	Enrolled Nurse
FACRRM	Fellow of the Australian College of Rural and Remote Medicine
FATES	Flexible Approach to Training in Expanded Settings Program
FRACGP-RG	Fellow of the Royal Australian College of General Practice – Rural Generalist
FRAME	Federation of Rural Australian Medical Educators
GP	General Practitioner
HEI	higher education institution
HELP	Higher Education Loan Program
HEP	higher education providers

JFPDP	John Flynn Prevocational Doctor Program
MBS	Medicare Benefits Schedule
MM	Modified Monash categories
MDMSN	Murray-Darling Medical Schools Network
NMBA	Nursing and Midwifery Board of Australia
NP	Nurse Practitioner
NRHSN	National Rural Health Student Network
PEP	Practice Experience Program
PGY1, PGY2, PGY3	postgraduate years 1, 2 and 3
RACGP	Royal Australian College of General Practitioners
RACS	Royal Australasian College of Surgeons
RCS	Rural Clinical School
RGTS	Rural Generalist Training Scheme
RHMT	Rural Health Multidisciplinary Training Program
RM	Registered Midwife
RN (or Division 1)	Registered Nurse
RTH	Regional Training Hubs
RTOs	Registered Training Organisations
RVTS	Remote Vocational Training Scheme
RWAs	Rural Workforce Agencies
SARRAH	Services for Australian Rural & Remote Allied Health
STP	Specialist Training Program
UDRH	University Departments of Rural Health
VET	Vocational Education and Training



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