Table 1: Monitoring indicators

Outputs	Monitoring indicators
Candidates are selected into the SET Program in line with the RACS Diversity and Inclusion plan and associated RACS policies and Specialty Training Boards/Committees regulations for selection into surgical training.	Number of applications to the Surgical Training program
	Number of Trainees entering the Surgical Training program
	Number of Trainees completing training
	Standardised generic selection processes
	Published, objective and transparent selection processes
Skilled, supported and engaged Supervisors	Number of Supervisors by years of fellowship and supervision
	Proportion of Supervisors who have completed training (by type of training)
	Trainee feedback on supervision
	Level of protected time for Supervision
	Supervisor self-assessment on performance
	Complaints against supervisors, with reason and outcome
	Supervisor nominated for awards, with reasons and outcome
Well trained, supported and engaged cohort of surgical Trainers	Number and type of surgical Trainers (RACS and non-RACS)
	Proportion of surgical trainers who have completed training (by type of training)
	Trainee feedback on training provided by Trainers
Accredited training posts provide Trainees, Trainers, and Supervisors with appropriate learning environment to support Trainees' learning outcomes	Number of posts proposed for accreditation by location
	Number of accredited training posts by location
	Number of accredited training posts filled by location
	Number of accredited training posts at risk of being withdrawn by location
	Number of accredited training posts lost by location
	Number of flexible training post requests by location
	Number of approved flexible training requests by location
	Trainee feedback on training post by location
	Number of met, partially met and unmet standards for hospital accreditation (General and Specialty specific standards) by location
Trained, supported and engaged Faculty to appropriately deliver courses and programs	Number of Faculty per course
	Proportion of Faculty who have completed training (by type of training)
	Trainee feedback on Faculty course delivery

Outputs	Monitoring indicators
Trainees are supported to progress to the level of competencies appropriate to their stage of training	Number of Trainees who voluntarily withdrew from the Surgical training program by stage of training and reason
	Number of Trainees dismissed from the Surgical training program by reason
	Number of Trainees remediated by reason and outcome
	Number of Trainees on performance management plans by stage of training
	Number of requests for Reconsideration by reason, and outcome
	Number of requests for Review by reason, and outcome
	Number of requests for Appeals by reason and outcome
	Level of leave taken in previous 12 months (annual, sick, personal, parental, carers)
	Trainee feedback on their own wellbeing and satisfaction
	Number of Trainees who experience interrupted training (with reasons)
Assessment and feedback on Trainees' learning, progression and competencies documented accurate and timely	Trainee feedback on the usefulness of formative assessments in achieving learning outcomes
	Supervisors feedback on the usefulness of formative assessments in Trainees' achieving learning outcomes
	Trainers feedback on the usefulness of formative assessments in Trainees' achieving learning outcomes
	Number of Trainees who passed each high-stake summative exam
	Number of SIMGs who passed each high-stake summative exam
Learning strategies and courses delivered in a way to support Trainees' learning outcomes	Trainee feedback on RACS and specialty mandated courses
	Supervisor feedback on RACS and Specialty mandated courses
	Trainer feedback on RACS and Specialty mandated courses
	Faculty feedback on RACS and Specialty mandated courses
	List of learning requirements including specification whether the requirement is on-site or off-site
Programs are supported by efficient and skilled administrative systems	Trainee feedback on administrative systems
	Trainers feedback on administrative systems
	Supervisors feedback on administrative systems
	Faculty feedback on administrative systems
	AMC/MCNZ assessments of administrative systems
	Administrative staff feedback on administrative systems
	Appropriate, transparent costing of training program components
	Trainees' perception of the economic value of Training