

New Basic Training program

2020 Early Adopter Basic Training program requirements

Paediatrics & Child Health



RACP
Specialists. Together

About this document

This document outlines the training program requirements for **Foundation phase (first year) Basic Trainees in Paediatrics & Child Health** training in the Auckland Paediatric Network in December 2019 – November 2020 or in the Women's and Children's Hospital, Adelaide in February 2020 – January 2021. The RACP will work closely with the early adopter settings to tailor the program requirements, which may be subject to change.

The Auckland Paediatric Network and Women's and Children's Hospital are participating as **early adopters (group 1)** of the RACP's new Basic Training program. This involves working with the RACP to roll out the new program ahead of other training settings and providing feedback and advice as part of the evaluation of the new program and its implementation strategies.

The **Auckland Paediatric Network** includes Starship Children's Hospital, Kidz First Children's Hospital Middlemore, Waitakere Hospital, and Whangarei Hospital.

The training program at the **Women's and Children's Hospital** in Adelaide, South Australia, also includes rotations to Flinders Medical Centre.

For **more information** contact the RACP Curriculum Development team at curriculum@racp.edu.au.

Contents

Implementation overview	3
Early adopter implementation	3
Program overview	4
Purpose of Basic Training	4
Basic Training curricula standards	5
Learning, teaching, and assessment structure	7
2020 Training Program Requirements.....	10
Foundation phase	10
Appendix 1 – clinical experience requirements	12
Location of training	17

Implementation overview

The new Basic Training programs will be implemented over a number of years, starting with an introduction with the first group of early adopter training settings in 2020.

	Training year			
Phase of training Clinical/Training year period	2020 NZ Dec 19 – Nov 20 AU Feb 20 – Jan 21	2021 NZ Dec 20 – Nov 21 AU Feb 21 – Jan 22	2022 NZ Dec 21 – Nov 22 AU Feb 22 – Jan 23	2023 NZ Dec 22 – Nov 23 AU Feb 23 – Jan 24
Foundation (BT1)	New program introduction Early adopter settings (group 1) PREP All other settings	New program Early adopter settings (groups 1 and 2) PREP All other settings	New program All training settings	New program All training settings
Consolidation (BT2)	PREP All training settings	New program Early adopter settings (groups 1 and 2) PREP All other settings	New program All training settings	New program All training settings
Completion (BT3)	PREP* All training settings	PREP* All training settings	New program Early adopter settings (groups 1 and 2) PREP All other settings	New program All training settings

- * The Written Examination will be blueprinted to the new program knowledge guides (part of the curricula standards) from 2020 onwards.

New Basic Training programs implementation schedule

Early adopter implementation

Early adopter training settings will work with the RACP to lead the rollout of the new Basic Training programs. The purpose of the early adopter implementation is to:

- **Test the new training program.** Evaluate the delivery of a phase of training in an authentic training environment and identify opportunities for improvement of the training program.
- **Test supporting materials and activities.** Evaluate the implementation support activities to inform planning for full implementation of the new training programs.
- **Develop a network of change champions.** Foster relationships with stakeholders interested in leading and advocating for the change to the training programs.

Program overview

Purpose of Basic Training

The RACP offers Basic Training in Adult Internal Medicine or Paediatrics & Child Health.

The purpose of Basic Training is to:

- contribute to the development of a workforce of physicians who provide safe, high-quality care to meet the needs of the community
- build on trainees' existing knowledge, skills and attitudes to develop competence and confidence, and professional qualities
- ensure clinical exposure to a wide variety of patients and problems across medical specialties and settings
- establish a solid foundation for entry into Advanced Training and lifelong learning and practice as a physician
- help trainees make informed decisions about future career paths.

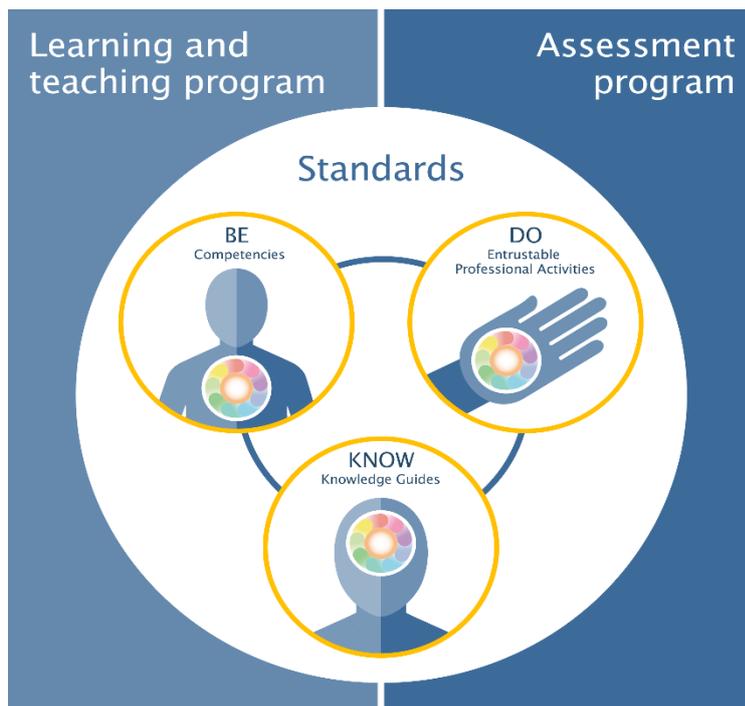
Learning occurs primarily in the workplace, supported and supervised by consultants and peers.

This requires a balance of the dual roles of training and service delivery in the workplace.



Image of a hospital building and weighing scales; left scale stipulates 'Training' and right is 'Service Delivery'

Basic Training curricula standards



The **RACP curriculum model** is made up of curricula standards supported by learning, teaching, and assessment programs.

Learning and teaching programs outline the strategies and methods to learn and teach curricula standards, including required and recommended learning activities.

Assessment programs outline the planned use of assessment methods to provide an overall picture of the trainee's competence over time.

Image of the Learning and teaching program and assessment program

The **curricula standards** outline the educational objectives of the training program and the standard against which trainees' abilities are measured.



- 49 **competencies** in 10 domains of professional practice
- Outlines the expected professional behaviours, values and practices of trainees.



- 8 **Entrustable Professional Activities (EPAs)**
- Outlines the essential work tasks trainees need to be able to perform in the workplace.



- 18 Adult Medicine and 17 Paediatrics & Child Health **knowledge guides**
- Outlines the expected baseline knowledge of trainees.

www.racp.edu.au/trainees/basic-training/curricula-renewal/standards

Learning goals

The curricula standards form ten key learning goals that guide learning, teaching, and assessment in the new programs.



Clinical assessment

Clinically assess patients, incorporating interview, examination, and formulation of a differential diagnosis and management plan



Communication with patients

Discuss diagnoses and management plans with patients and their families or carers



Documentation

Document the progress of patients in multiple settings



Prescribing

Prescribe medications tailored to patients' needs and conditions



Transfer of care

Transfer care of patients



Investigations

Choose, organise, and interpret investigations



Acutely unwell patients

Assess and manage acutely unwell patients



Procedures

Plan, prepare for, perform, and provide after care for important procedures



Professional behaviours

Behave in accordance with the expected professional behaviours, values, and practices



Knowledge

Acquire the baseline level of knowledge for Basic Training

Images of New Basic Training programs: Learning goals

Learning, teaching, and assessment structure

The Learning, Teaching, and Assessment structure defines the framework for delivery and trainee achievement of the curricula standards in the Basic Training programs.



Image of New Basic Training programs: Learning, Teaching, and Assessment structure

The Basic Training program is structured in three phases:

- 1 Foundation**
 - Orient trainees and confirm their readiness to progress in the Basic Training program
- 2 Consolidation**
 - Support trainees' professional development in the workplace
- 3 Completion**
 - Confirm trainees' achievement of the curriculum standards and completion of Basic Training
 - Support trainees' transition to Advanced Training

- A **selection decision** is made before entry into the program.
- A **progress decision** is made at the end of each phase of training.
- A **completion decision** is made at the end of the training program, resulting in a completion certificate.



Image of a clock and bulls-eye target with the arrow in the middle

Basic Training is a **hybrid time- and competency-based training program**. There is a minimum time requirement of three years full-time equivalent clinical experience. Progress and completion decisions are based on evidence of trainees' competence.

The Basic Training program may be started in post-graduate year (PGY) 2 at the earliest, though local factors may mean that the program is started later in some areas of Australia and New Zealand.

Assessment tools

New mobile-friendly assessment tools will capture evidence of work-based learning and progress through training, supplemented by formal examinations.



Registration Form

- Enrol trainees and assess entry criteria



Learning Capture

- Trainee enters evidence of work-based learning linked to learning goals



Observation Capture

- Supervised observation of trainees' work-based performance linked to learning goals



Learning Plan

- Plan learning over a phase of training and each rotation



Rotation Progress Report

- Assess trainees' progress over a rotation



Phase Progress Report

- Assess trainees' progress over a phase of training



Written Examination

- Assess trainees' applied knowledge



Clinical Examination

- Assess trainees' ability to perform clinical assessment of patients.

Image of New Basic Training programs: Assessment toolkit

Continuous work-based assessment

The ten learning goals will be continuously assessed through regular capture of work-based learning to form an overall picture of trainees' progress over time.

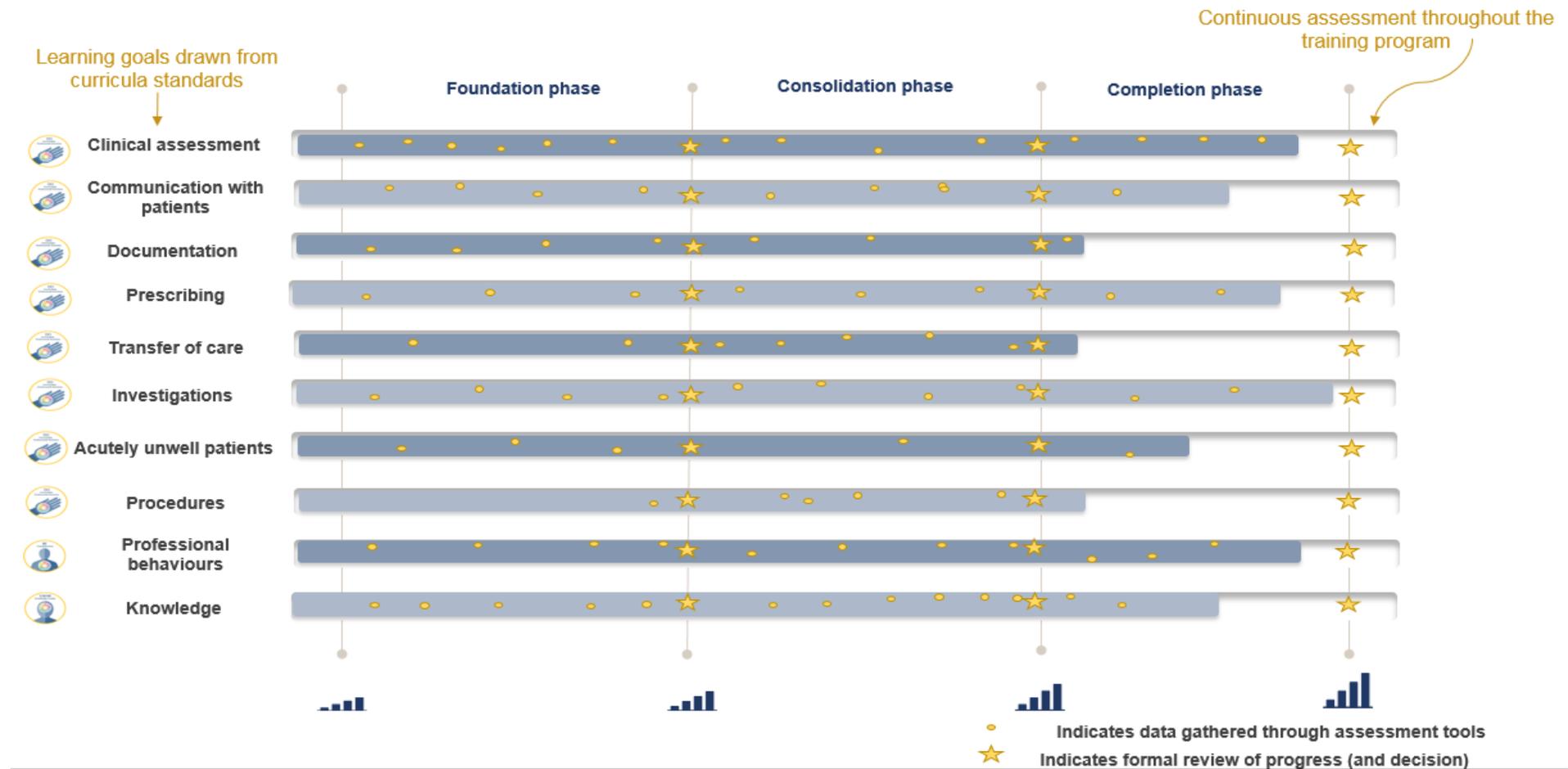


Image of continuous work-based assessment against the ten key learning goals

2020 Training Program Requirements

Foundation phase

This table outlines the requirements for Foundation phase (first year) trainees in early adopter (group 1) training settings in 2020.

Early adopter training settings 2020

FOUNDATION PHASE TRAINING REQUIREMENTS

Learning program requirements



12 months full-time equivalent (FTE) of clinical experience in approved training rotations.

See Appendix 1 for details.



6 learning courses:

- RACP Basic Training Orientation resource*
- RACP Communication Skills resource
<https://elearning.racp.edu.au/mod/page/view.php?id=6942>
- RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence resource <https://elearning.racp.edu.au/course/view.php?id=79>
- RACP Ethics resource
<https://elearning.racp.edu.au/course/view.php?id=182>
- RACP Leadership, Management, and Teamwork resource*
- Advanced Paediatric Life Support course or equivalent
<https://www.racp.edu.au/docs/default-source/default-document-library/minimum-standards-for-resuscitation-competency-in-basic-training.pdf?sfvrsn=4>

*resource is not yet available

The RACP Basic Training Orientation resource should be completed by the end of the Foundation phase. The other courses can be completed in any sequence over the course of training, though it is recommended that trainees complete them in the Foundation phase.

Teaching program requirements



During their training, trainees are required to have named individuals or entities for the following supervision roles:

- Network Director (where a network exists only)
- Director of Paediatric Education
- Education Supervisor
- Rotation Supervisor
- Progress Review Panel*

People may act in multiple supervision roles.

* Progress Review Panels will be introduced in the second half of 2020

Assessment program requirements



1 Registration form

- Apply online <https://members.racp.edu.au/registration/introduction/start/> from mid-November 2019 to 31 January 2020 in New Zealand or 28 February in Australia

First half of 2020
using the Basic Training Portal

Second half of 2020
using the new system



1 Learning Needs Analysis

- Between December 2019 – February 2020 (at the start of the Foundation phase)

1 Learning plan

- Learning plan to cover the phase and rotations
- ~June 2020



1 Professional Qualities Reflection

- Between December 2019 – ~May 2020

6 Learning captures

- ~June 2020 – January 2021
- Minimum of one per month



2 Mini-Clinical Evaluation Exercise

- Between December 2019 – ~May 2020
- Approximately one per quarter

6 Observation captures

- ~June 2020 – January 2021
- Minimum of one per month



~2 Ward/Service Consultant Reports*

- ~December 2019 – ~May 2020
- At the end of each rotation
- * Not collected on the Basic Training Portal

~2 Rotation progress reports

- ~June 2020 – January 2021
- At the end of each rotation



1 Mid-phase (year) progress report

~May 2020

1 Phase progress report

- Towards the end of the phase (year) of training

Images of assessment program requirements

Appendix 1 – clinical experience requirements

Over the course of Basic Training in Paediatrics & Child Health, trainees are required to:

Clinical experience

- Complete 36-months of certified training time, of which:
 - 24-months must be in **core** paediatric rotations, including a minimum of:
 - 9 months in general paediatric medicine
 - 3 months in paediatric emergency medicine
 - 3 months in neonatology in a perinatal unit
 - 3 months in a paediatric medical specialty
 - 12-months may be spent in either 'core' or '**non-core**' rotations

Location of training

- Complete at least 24 months of training in accredited training settings in Australia and/or New Zealand.

Rotation type	Minimum time required	Maximum time allowed	Related Knowledge Guide(s) and rotation guidelines
Core rotations	General paediatrics	9 months (33-39 weeks)	27 months <ul style="list-style-type: none"> • General and community paediatrics https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/general-and-community-paediatrics • Dermatology https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/dermatology-pch
	Neonatology	3 months (10-13 weeks)	9 months <ul style="list-style-type: none"> • Neonatal and perinatal medicine https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/neonatal-and-perinatal-medicine <p>Notes</p>

Rotation type	Minimum time required	Maximum time allowed	Related Knowledge Guide(s) and rotation guidelines
			<p><i>Australia</i></p> <p>A minimum of 3 months must be completed in a perinatal unit that includes the long-term management of ventilated babies. Training in a Neonatal Intensive Care Unit that does not have inborn facilities does not satisfy the minimum time requirement. Provided the 3-month minimum in a perinatal unit is met, trainees can complete up to 9 months in a non-perinatal unit as part of the maximum allowable time in neonatology.</p> <p><i>New Zealand</i></p> <p>Maximum 12 months in neonatology including skills in neonatal resuscitation and intensive care, or sufficient experience in neonatal training to acquire the appropriate consultation to primary care providers, as determined by the Director of Paediatric Education based on a review of logbook experience or other sources.</p>
Paediatric emergency medicine	3 months (10-13 weeks)	12 months	<ul style="list-style-type: none"> Emergency medicine https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/emergency-medicine <p>Notes</p> <p><i>Australia</i></p> <p>A minimum of 3 months training must be in a paediatric emergency department or dedicated paediatric section of a mixed emergency department where the trainee sees only paediatric patients.</p> <p><i>New Zealand</i></p> <p>A minimum of 3 months training must be in a paediatric emergency department or sufficient experience in acute general paediatrics to manage common emergencies, as determined by the Director of Paediatric Education.</p>

Rotation type	Minimum time required	Maximum time allowed	Related Knowledge Guide(s) and rotation guidelines
Paediatric specialties*	3 months (10-13 weeks)	6 months	Notes Trainees should spend a maximum of six months in any of the following specialties.
* Adolescent and young adult medicine			<ul style="list-style-type: none"> Adolescent and Young Adult Medicine https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/adolescent-and-young-adult-medicine
* Paediatric cardiology			<ul style="list-style-type: none"> Cardiology https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/cardiology-pch
* Clinical genetics			<ul style="list-style-type: none"> Genetic and Metabolic Medicine https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/genetic-and-metabolic-medicine-pch
* Clinical pharmacology			<ul style="list-style-type: none"> Clinical Sciences https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/clinical-sciences
* Paediatric endocrinology			<ul style="list-style-type: none"> Endocrinology https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/endocrinology-pch
* Paediatric gastroenterology			<ul style="list-style-type: none"> Gastroenterology https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/gastroenterology-pch
* Paediatric haematology			<ul style="list-style-type: none"> Haematology and Oncology https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/haematology-and-oncology

Rotation type	Minimum time required	Maximum time allowed	Related Knowledge Guide(s) and rotation guidelines
* Paediatric immunology/allergy			<ul style="list-style-type: none"> Immunology and Allergy https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/immunology-and-allergy-pch
* Paediatric infectious diseases			<ul style="list-style-type: none"> Infectious Diseases https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/infectious-diseases-pch
* Paediatric medical oncology			<ul style="list-style-type: none"> Haematology and Oncology https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/haematology-and-oncology
* Metabolic medicine			<ul style="list-style-type: none"> Genetic and Metabolic Medicine https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/genetic-and-metabolic-medicine-pch
* Paediatric nephrology			<ul style="list-style-type: none"> Nephrology and Urology https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/nephrology-and-urology
* Paediatric neurology			<ul style="list-style-type: none"> Neurology https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/neurology-pch
* Paediatric palliative medicine			<ul style="list-style-type: none"> General and Community Paediatrics https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/general-and-community-paediatrics
* Paediatric rehabilitation medicine			<ul style="list-style-type: none"> General and Community Paediatrics https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/general-and-community-paediatrics

Rotation type	Minimum time required	Maximum time allowed	Related Knowledge Guide(s) and rotation guidelines
			renewal/standards/knowledge-guides/view/general-and-community-paediatrics
* Paediatric respiratory medicine			<ul style="list-style-type: none"> Respiratory and Sleep Medicine https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/respiratory-and-sleep-medicine-pch
* Paediatric rheumatology			<ul style="list-style-type: none"> Rheumatology https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/rheumatology-pch
* Paediatric sleep medicine			<ul style="list-style-type: none"> Respiratory and Sleep Medicine https://www.racp.edu.au/trainees/basic-training/curricula-renewal/standards/knowledge-guides/view/respiratory-and-sleep-medicine-pch
Non-core rotations	Paediatric anaesthetics	0 months	3 months
	Paediatric intensive care medicine	0 months	6 months
	Paediatric surgery	0 months	6 months
	Paediatric nights	0 months	6 months

Rotation type	Minimum time required	Maximum time allowed	Related Knowledge Guide(s) and rotation guidelines
Paediatric relieving	0 months	6 months	<p>Notes</p> <p>Trainees can spend up to 6 months on relief rotations provided the rotation meets the criteria for RACP training, including demonstrated:</p> <ul style="list-style-type: none"> • Supervision allocations as outlined in the teaching program requirements • Relevance of clinical experiences to delivering the learning goals of the program.
Other rotations	0 months	6 months	<p>Notes</p> <p>Director of Paediatric Education may approve additional rotations provided they meet the criteria for RACP training, including demonstrated:</p> <ul style="list-style-type: none"> • Supervision allocations as outlined in the teaching program requirements • Relevance of clinical experiences to delivering the learning goals of the program. <p>This may include supervised research, clinical improvement projects, or adult medicine rotations.</p> <p>A maximum of three months can be spent in dermatology, general practice, or obstetrics and gynaecology.</p>

Location of training

Basic Training in Paediatrics & Child Health is undertaken at training settings accredited by the RACP. Trainees are encouraged to train in at least two different settings over the course of Basic Training.

Australia

Location type	Minimum time required	Maximum time allowed	Related Knowledge Guide(s) and rotation guidelines
Level 3 teaching hospital	9 months	36 months	Notes <ul style="list-style-type: none"> At least nine months training must be spent in a Level 3 paediatric teaching hospital.
Level 2 teaching hospital	0 months	27 months	Notes <ul style="list-style-type: none"> Up to 27 months training may be spent in Level 2 paediatric teaching hospitals
Secondment hospitals	0 months	12 months	Notes <ul style="list-style-type: none"> Up to 12 months training may be spent in a secondment hospital on rotation from a Level 3 or Level 2 paediatric teaching hospital.

New Zealand

Trainees should confirm with their Director of Paediatric Education the maximum period of training that can be undertaken at each accredited training setting.

Training outside Australia and New Zealand

- At least 24 months of training must be undertaken in accredited training settings in Australia and/or New Zealand.
- Appropriate overseas training rotations must be able to meet the requirements of training, including meeting the supervision requirements and providing the opportunity for trainees to complete their assessment requirements and achieve learning goals.
- Trainees who are considering undertaking a short period of training overseas will need to get prospective approval from the RACP. Trainees should first speak to their Director of Paediatric Education and then contact the RACP Basic Training Unit for information on the application process.