Physician Readiness for Expert Practice

Advanced Training in Paediatric Cardiology

2019–20 Program Requirements Handbook

Paediatrics & Child Health Division
About the 2019–20 handbook

This handbook outlines the complete program requirements for the RACP Physician Readiness for Expert Practice (PREP) Advanced Training in Paediatric Cardiology Program. Satisfactory completion of these requirements is necessary for admission to Fellowship of the College or completion of post-Fellowship training.

The 2019–20 handbook applies to all Australian and New Zealand based trainees registered in a PREP program in 2019 and/or 2020, regardless of the year in which they commenced PREP Advanced Training. A trainee is considered to be in a PREP Advanced Training Program if they first enrolled in that program from 2011 onwards. Where not specified as being particular to either Australia or New Zealand, information applies to trainees and supervisors in both countries.

2019–20 Program requirement updates

Overseeing committees evaluate training requirements every two years (previously annually) to ensure that they are in line with educational best practice. Requirements are published and communicated accordingly. Changes to the training program that may substantially impact a trainee’s plan for training will be implemented following an extended period of notice. It is the trainee’s responsibility to ensure that they are following the correct handbook.

<table>
<thead>
<tr>
<th>Changes to program requirements for 2019–20</th>
<th>Rationale for changes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervisor’s Report</strong></td>
<td>To ensure trainees and committees are better informed about trainee progress throughout the year.</td>
</tr>
</tbody>
</table>


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Paediatric Cardiology
Paediatric Cardiology is a branch of medicine concerned with the prevention, investigation, therapy of, and research into, disease involving the cardiovascular system of children.

Program overview
Advanced Training provides a ‘depth’ of specialty training under supervision to prepare trainees for independent practice as consultants. It builds on the skills developed in preceding training through work-based assessments and learning tools as outlined in this handbook.

<table>
<thead>
<tr>
<th>Program</th>
<th>Advanced Training in Paediatric Cardiology</th>
</tr>
</thead>
</table>
| Overseeing committee(s) | Advanced Training Committee in Paediatric Cardiology (Australasia) (ATC)  
New Zealand Advanced Training Subcommittee in Paediatric Cardiology (New Zealand) (NZ ATS) |
| Entry requirements | • Completion of RACP Basic Physician Training, including the RACP Written and Clinical Examinations  
• Current medical registration  
• Appointment to an appropriate Advanced Training position |
| Minimum duration | 3 years (full-time equivalent (FTE)) |
| Curricula | • Download the Paediatric Cardiology Advanced Training Curriculum (PDF 1MB)  
• Download the Professional Qualities Curriculum (PDF 1MB) |
| Qualification | Fellowship of the Royal Australasian College of Physicians (FRACP) |

Quick links
- Apply or re-register  
- Program requirements overview  
- Important dates  
- Advanced Training Portal  
- Accredited training sites  
- Part-time training  
- Membership fees (including training fees)  
- Supervision  
- Download the Advanced Training supervisor amendment form (DOC 153KB)  
- Download the Advanced Training interruption of training form (DOC 1.1MB) |

Learning and assessment tool forms
Supervisor’s and Trainee’s Reports
- Download the Paediatric Cardiology Supervisor’s Report (DOC 391KB)  
- Download the Paediatric Cardiology Attachment for Supervisor’s Report (New Zealand) (DOC 38KB)  
- Download the Paediatric Cardiology Trainees Report Cover Sheet (DOC 103KB) |

Logbooks
- Download the Cardiology (Paediatrics) Logbook Template (XLS 141KB)  
- Download the Psychosocial logbook template (New Zealand Paediatrics) (DOC 131KB)  
- Download the Psychosocial logbook example (New Zealand Paediatrics) (PDF 1MB)
Contact us

Australia
Phone: +61 2 8247 6231
Email: cardiology@racp.edu.au

New Zealand
Phone: +64 4 472 6713
Email: cardiology@racp.org.nz
Apply for Advanced Training

Eligibility
New trainees can apply for Advanced Training after completing Basic Training, including passing the Divisional Written and Clinical Examinations. They must have current medical registration and appointment to an appropriate Advanced Training position at a suitable training site.

Advanced Training positions
Core training usually needs to be undertaken at accredited training sites that have been accredited by the overseeing committee for Advanced Training in the relevant specialty.
Some specialty groups conduct a coordinated Advanced Trainee Selection and Matching process for appointing trainees to training positions. Details of participating states, regions and specialties are available from June each year.
Please note that the College is not responsible for trainee recruitment and has no role in the recruitment process.

Approval and certification of training
Once trainees have secured a training position, they must prospectively apply for approval as per the Progression through Training Policy.

Approval of training periods will be determined by the overseeing committee. To be approved, a trainee’s individual training program must be consistent with the training requirements and appropriate for the stage in training.
Upon completion of each rotation or calendar year of training, the overseeing committee considers each trainee’s progress according to the program requirements. If all requirements of training have been satisfactorily completed, the overseeing committee will certify the period of training.

Prospective changes to approval of training
Trainees should inform the relevant committee as soon as possible if information outlined in their application changes. Some changes may require a revision of the approval decision and may affect the certification of training.
Changes to applications which require prospective approval may include changes to supervision, sites, dates of rotations and flexible training arrangements.

How to apply
Both new and current trainees need to apply for Advanced Training each year.
Trainees must organise the timely submission of all necessary documentation, keep a copy of the application for future reference and pay required fees.

Australian Trainees
Apply online for Advanced Training by the due dates below.
Where online registration is not available please download, complete and submit the application form to apply for Advanced Training in Paediatric Cardiology (DOC 472KB).

New Zealand Trainees
Download, complete and submit the application form to apply for Advanced Training in Paediatric Cardiology (DOC 475KB) by the due dates below.

Closing dates for applications in Australia

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 February</td>
<td>Closing date for applications for prospective approval of rotations in the current year</td>
</tr>
<tr>
<td>31 August</td>
<td>Closing date for applications for prospective approval of rotations in the second half of the current year</td>
</tr>
</tbody>
</table>
## Closing dates for applications in New Zealand

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 March</td>
<td>Closing date for applications for prospective approval of April to August rotations</td>
</tr>
<tr>
<td>31 May</td>
<td>Closing date for applications for prospective approval of rotations in the second half of the current year</td>
</tr>
<tr>
<td>31 October</td>
<td>Closing date for applications for prospective approval of rotations in the first half or whole of the following year</td>
</tr>
</tbody>
</table>
College training program resources

This handbook should be used alongside the following resources.

Curricula

RACP curricula outline the learning objectives and associated knowledge, skills, attitudes and behaviours required of graduates of College training programs across program-specific/clinical and non-program/non-clinical attributes.

- Download the Paediatric Cardiology Advanced Training Curriculum (PDF 1MB)
- Download the Professional Qualities Curriculum (PDF 1MB)

Advanced Training Portal

Resources for many of the requirements of this training program can be accessed through the Advanced Training Portal. These include:

- detailed information on training rotations, including approval and certification decisions
- information sheets, workflows, rating forms and interactive video tutorials for online tools
- online teaching and learning and formative assessment tools
- past examination results
- summary of training completed and required.

Education policies

Education policies underpin all training requirements. Key education policies include the following:

- Academic Integrity in Training
- Flexible Training
- Progression through Training
- Recognition of Prior Learning (RPL)
- Special Consideration for Assessments
- Trainee in Difficulty Support (TIDS).

Variations in training and flexible training options

Variations in training processes cover dual, joint, conjoint and post-fellowship training. Flexible training option information covers part-time training, interruptions to training, withdrawing from training and exceptional circumstances.

Trainee responsibilities

All trainees are adult learners who must understand trainee responsibilities and play a role in teaching and mentoring junior doctors.

The College is committed to supporting trainees who are experiencing difficulty in their training. If trainees or supervisors are experiencing difficulty, they should contact their Education Officer and the Training Support Unit.

The Training Support Unit has Resources for trainees covering topics including learning support and mentoring.

Supervisor roles and responsibilities

Supervision in PREP training involves a comprehensive level of educationally-focused support for trainees. The College runs supervisor workshops to help develop required skills for this role.

Accreditation of settings

Core training is usually conducted in training positions at accredited training sites that have been accredited by the overseeing committee.
eLearning@RACP

eLearning@RACP is a central, online space which supports College members in their learning. It contains educational resources developed by the RACP or shared by other postgraduate medical colleges. College members can login and access courses and modules designed and developed in collaboration with Fellows, trainees and education committees, on topics including:

- communication
- Indigenous health
- research
- supervisor professional development
- telesupervision.

These courses and modules are optional and completion is not a program requirement.

Admission to Fellowship

Trainees are eligible to be admitted to Fellowship of the College on the completion of all requirements of training. The College will invite trainees to apply for Fellowship once the overseeing committee has recommended them for admission. The admission process involves completion of an application form, and the payment of a fee.

New Fellows will receive formal notification from the College that they have been admitted to Fellowship. In addition to the award of Fellowship, individuals who complete training are issued a letter confirming the completion of their training. Fellows who complete another training program subsequent to admission to Fellowship receive a letter confirming all of the RACP training programs that they have completed.

All Fellows in Australia, New Zealand and overseas who are in active practice must meet the requirements of a Continuing Professional Development (CPD) program.
Program requirements

Program requirements are the components of a training program that a trainee must complete in order to progress through training. Mandatory program requirements are linked to the certification of training, progression through training and program completion.

Program requirements are made up of formative and summative assessments, teaching and learning activities, the type and duration of rotations, course work and other requirements, such as minimum overall duration of training.

Overseeing committees evaluate training requirements every two years (previously annually) to ensure that they are in line with educational best practice. Requirements are published and communicated accordingly. Changes to the training program that may substantially impact a trainee’s plan for training will be implemented following an extended period of notice.

It is the trainee’s responsibility to ensure that they are following the correct handbook and are aware of the current program requirements. They must also ensure that they are familiar with current RACP education policies and processes, such as those for dual trainees.

Program requirements overview

<table>
<thead>
<tr>
<th>Core training (36 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>• <strong>Paediatric Cardiology Advanced Training Curriculum</strong></td>
</tr>
<tr>
<td>• <strong>Professional Qualities Curriculum</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervision – Australia</th>
<th>Supervision – New Zealand</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Supervision</strong> per rotation:</td>
<td><strong>Supervision</strong> per rotation:</td>
</tr>
<tr>
<td>• 2 supervisors with FRACP (required)</td>
<td>• 1 supervisor with FRACP (required)</td>
</tr>
<tr>
<td></td>
<td>• 1 supervisor who may or may not have FRACP</td>
</tr>
</tbody>
</table>

**Work-based learning and assessment tools**

Per rotation:
- 1 **Supervisor’s Report** (2 for 12-month rotations)
- 1 **Trainee’s Report** (NZ only)

Per year:
- 2 **Case-based Discussions**
- 2 **Direct Observation of Procedural Skills**
- 2 **Learning Needs Analysis**
- 2 **mini-Clinical Evaluation Exercise**

**By the end of Advanced Training:**

36 months of **certified training time** consisting of:
- 36 months of core training
- 1 **Logbook** documenting completion of required procedures
- **Developmental and Psychosocial Training**
- 1 **published article and/or presentation** (for trainees who commenced training before 2018)
- 2 **Quality Assurance/Audits** (for trainees who commenced training before 2018)
- 1 **Research Project** (for trainees commencing training in 2018 onwards)
### Time-based requirements - Training time and rotations

<table>
<thead>
<tr>
<th>Purpose</th>
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<tbody>
<tr>
<td>To ensure adequate time for trainees to gain necessary learning experiences across a range of relevant rotations.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Total training time</th>
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</thead>
<tbody>
<tr>
<td>3 years (36 months FTE)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training rotations</th>
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</thead>
<tbody>
<tr>
<td>A minimum of 36 months must be spent in accredited core clinical training positions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Training time in Australia/New Zealand</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 24 months of Advanced Training in Paediatric Cardiology must be undertaken in Australia and/or New Zealand. This is to ensure that trainees receive adequate exposure to local practices and health services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is strongly recommended that trainees complete their Advanced Training at more than one training site.</td>
</tr>
</tbody>
</table>

### Supervision requirements

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide trainees with appropriate support and guidance to complete the training program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Australia</strong></td>
</tr>
<tr>
<td>• 2 supervisors with FRACP</td>
</tr>
<tr>
<td><strong>New Zealand</strong></td>
</tr>
<tr>
<td>• 1 supervisor with FRACP</td>
</tr>
<tr>
<td>• 1 supervisor who may or may not have FRACP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>More information</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <a href="#">Supervision</a></td>
</tr>
<tr>
<td>• <a href="#">Download the Advanced Training supervisor amendment form (DOC 153KB)</a></td>
</tr>
</tbody>
</table>
Work-based learning and assessment tools

PREP teaching and learning activities are designed to support reflective practice and self-directed learning. A variety of teaching and learning activities and assessments are used throughout PREP training. These activities cater to a range of learning needs, styles and situations that may arise in workplace training, and aim to facilitate learning and enhance the attainment of desired learning outcomes.

Trainees are required to complete all teaching and learning activities, including formative and summative assessments, throughout training.

Formative assessments focus on assessment for learning through feedback and guidance. The College’s formative assessments aid the trainee and supervisor through a formal feedback discussion, prompting areas for discussion highlighted by the trainee’s performance. The College’s formative assessments are based on existing workplace-based assessment methods and best practice in medical education.

Summative assessments focus on judgements about trainee progression, resulting in pass or fail decisions on a trainee’s performance.

### Case-based Discussion (CbD)

**Purpose**
To guide the trainee’s learning through structured feedback and help the supervisor evaluate the expertise and judgement exercised in clinical cases. This is a formative assessment.

**Requirement**
- **Australia:** Two per year, due by 31 January of the following year
- **New Zealand:** Two per year, due by the end of the training rotation

**More information**
- Enter CbD rating form data into the [Advanced Training Portal](#)
- [Case-based Discussion information sheet, workflow, rating form and other resources](#)

### Direct Observation of Procedural Skills (DOPS)

**Purpose**
To guide trainee learning and achievement of competency in procedural skills through direct observation and the provision of structured feedback. This is a formative assessment.

**Requirement**
- **Australia:** Two per year, due by 31 January of the following year
- **New Zealand:** Two per year, due by the end of the training rotation

**Acceptable procedures**
- Cardiac Catheterisation
- Echocardiography

**More information**
- Enter DOPS rating form data into the [Advanced Training Portal](#)
- [DOPS Information sheet, rating form, workflow and procedure lists](#)

### Learning Needs Analysis (LNA)

**Purpose**
To embed the process of planning and evaluating learning in the trainee’s practice.

**Requirement**
- **Australia:** Two per year, early in the rotation due by 31 January of the following year
**Learning Needs Analysis (LNA)**

**New Zealand:** Two per year, early in the rotation due by the end of the training rotation

**More information**
- Complete and submit the LNA via the [Advanced Training Portal](#)
- [Learning Needs Analysis information sheet, workflow and other resources](#)

<table>
<thead>
<tr>
<th>Logbook of Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>To ensure that trainees have adequate exposure to a range of clinical procedures and techniques in preparation for physician practice.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>One over the course of training kept and updated regularly throughout training. A summary of procedure numbers is to be submitted with each Supervisor’s Report.</td>
</tr>
<tr>
<td>All trainees must maintain a logbook of clinical procedures performed, including information about the level of supervision for each procedure. The accuracy and currency of the logbook are of the utmost importance. The logbook must be maintained using the logbook template and be available at all times for review. Supervisors are required to confirm in their reports that the logbook is a true and accurate record of trainees’ experience and that all training requirements have been fulfilled.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedures/activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Adenosine challenge:</strong></td>
</tr>
<tr>
<td>• Perform an adenosine challenge</td>
</tr>
<tr>
<td>* <strong>Minimum number:</strong> 10 cases</td>
</tr>
</tbody>
</table>

| **Ambulatory care:** |
| • Manage patients in an ambulatory care (outpatient) setting under supervision |
|  \* **Minimum number:** 200 patients |

| **Balloon atrial septostomy:** |
| • Perform balloon atrial septostomy cases under supervision and demonstrate competency as an independent operator |
|  \* **Minimum number:** 5 cases |

| **Cardiac catheterisation:** |
| • Perform and report cardiac catheterisation and haemodynamics |
|  \* **Minimum number:** 100 cases |
| • Perform and report cardiac catheterisation as primary operator |
|  \* **Minimum number:** 20 cases, included in total requirement of 100 cases |

| **Direct current cardioversion:** |
| • Perform direct current cardioversion |
|  \* **Minimum number:** 5 cases |

| **Echocardiograms:** |
| • [Fetal echocardiograms](#) (observation and associated counselling) |
|  \* **Minimum number:** 20 studies |
| • Transoesophageal echocardiograms |
|  \* **Minimum number:** 50 studies, 25 studies as a primary operator (all studies should be reviewed and have finalised consultant reports) |
| • Transthoracic echocardiograms |
|  \* **Minimum number:** 600 cases, 300 under supervision of paediatric echocardiographer/cardiologist and at least 500 on patients with cardiac pathology (all studies should be reviewed and have finalised consultant reports) |

| **Electrocardiograms:** |
### Logbook of Procedures

- Interpret and report electrocardiograms on both inpatients and outpatients
  **Electrophysiology:**
  - Participate in clinical decision-making for electrophysiology study/ablation procedure, including observation of procedures and interpretation of reports
    - **Minimum number:** 10 cases
  **Exercise tests:**
  - Supervise and report exercise tests
    - **Minimum number:** 50 cases
  **Holter monitor:**
  - Supervise and report Holter monitor
    - **Minimum number:** 50 cases
  **Imaging:**
  - Interpret chest x-rays
  - Interpret results of cardiac MRI, thoracic CT and radionuclide imaging
    - **Minimum number:** 10 cases (in total)
  **Pacemaker:**
  - Observe pacemaker implantation
    - **Minimum number:** 5 cases
  - Participate in testing permanent pacemaker function
    - **Minimum number:** 20 cases
  - Perform pacemaker testing
    - **Minimum number:** 20 cases
  **Pericardial aspiration:**
  - Perform pericardial aspiration under supervision and demonstrate competency as an independent operator
    - **Minimum number:** 3-5 cases

### More information and resources
- [Learning and assessment tool forms](#)

### Mini-Clinical Evaluation Exercise (mini-CEX)

**Purpose**

For the trainee to receive timely, structured feedback on their performance in real clinical situations. This is a formative assessment.

**Requirement**

- **Australia:** Two per year, due by 31 January of the following year
- **New Zealand:** Two per year, due by the end of the training rotation

**More information**

- Complete and submit the mini-CEX via the [Advanced Training Portal](#)
- [Mini-Clinical Evaluation Exercise information sheet, workflow, rating form and other resources](#)
## Supervisor's Reports

### Purpose
To evaluate and provide feedback on the trainee’s progress, which informs the certification of training decision. This is a summative assessment.

### Requirement
One Supervisor’s Report is due per rotation, two for 12 month rotations.

#### Australia
One Supervisor’s Report should be completed for each rotation and submitted by 15 July (for first half of the year) and 31 January the following year (for the second half of the year). For Advanced Trainees in their final year, the Supervisor’s Report for the last rotation is to be submitted by 15 October.

#### New Zealand
One Supervisor’s Report must be completed for each rotation and submitted by 31 May (for rotations in the first half of the year) and 31 October (for rotations in the second half of the year).

The Supervisor’s Report must be completed by supervisors who have directly supervised the trainee. If the supervisor has not directly supervised the trainee throughout the whole rotation, the supervisor should obtain individual reports from those who have directly supervised the trainee and provide a composite report. Supervisors should discuss the report with the trainee prior to both parties signing the report, and trainees should be provided with a copy of each report. It is the trainee’s responsibility to ensure that all supervisors receive a copy of the Supervisor’s Report. Failure to do this may result in delays or non-certification of a period of training. Progression to the next year of training is dependent upon the College receiving satisfactory Supervisor’s Report(s) covering the full year/period of training completed. Trainees must provide copies of previous Supervisor's Report(s) to the next year's/rotation's supervisor. The College may provide subsequent supervisors with copies of past reports (and any other documents deemed relevant to the trainee’s training).

### More information
- [More information on Supervisor’s Reports](#)
- [Learning and assessment tool forms](#)
- [Progression Through Training Policy](#)

## Trainee’s Report

### Purpose
To provide feedback to the College for use in future training program evaluations and to encourage trainees to reflect on their training rotations to embed reflection and review into their practice.

### Requirement
#### Australia: Not required
#### New Zealand: One per rotation submitted with the Final Supervisor’s Report at the end of each rotation and due by 31 May/31 October

### More information
- [More information on Trainee’s Reports](#)
- [Learning and assessment tool forms](#)
## Other requirements

### Developmental and Psychosocial Training

**Purpose**

To assist trainees to develop a sophisticated understanding of child development, encompassing physical, cognitive, emotional, behavioural and social areas, which should be gained from the perspective of the child within the family and in the context of the community.

**Requirement**

**Australia:** Once over entire training period (Basic Training and Advanced Training) for six months due by the end of Advanced Training

**New Zealand:** Once over entire training period (Basic Training and Advanced Training) for three months due by the end of Advanced Training

**More information**

- [More information on Developmental and Psychosocial Training](#)
- [Learning and assessment tool forms](#)
### Research Requirements

#### Research Projects

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>To enable trainees to gain experience in research methods; in interpretation of research literature; in participation in research at some stage of their career; and to develop quality improvement skills. Submission of a research project provides evidence of the skills of considering and defining research problems; the systematic acquisition, analysis, synthesis and interpretation of data; and effective written communication.</td>
</tr>
</tbody>
</table>

#### Research Projects (for trainees who commenced training before 2018)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>For trainees commencing training in 2018 onwards:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The publication/presentation and Quality Assurance/Audits are not required – see below for research requirements for 2018 onwards.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Requirement</th>
<th>For trainees who commenced training before 2018:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>One publication/presentation and two Quality Assurance/Audits to be completed before the submission of the Supervisor's Report and due by 15 October in the final year of training.</td>
</tr>
</tbody>
</table>

#### Publication/presentation

Trainees are required to present or be a principal author of at least one published article at the Cardiac Society Annual Scientific Meeting (or equivalent) and/or prepare an article accepted by a peer-reviewed journal.

#### Quality Assurance/Audits

Trainees are required to complete two Quality Assurance/Audits. These must be presented at the training hospital during the training period, and must be certified by the Supervisor in the Supervisor's Report.

#### Research Projects (for trainees commencing training in 2018 onwards)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>One over the course of training due by the annual submission date of 15 September in any year before the end of Advanced Training.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>For trainees commencing training in 2018 onwards: Australia: Due by 15 September New Zealand: Due by 31 October</td>
</tr>
<tr>
<td></td>
<td>The research project must be marked as satisfactory prior to admission to Fellowship. It is recommended that trainees submit their research project by the annual submission date in their penultimate year of training to allow time for marking and resubmission of research projects initially marked ‘Resubmit’.</td>
</tr>
</tbody>
</table>

**More information**

- [More information on Research Projects](#)
- [Learning and assessment tool forms](#)
- [Research Projects eLearning@RACP module](#)
- [Education policies](#)
Important dates

Australia

January–March

15 February
- Applications for Approval of Advanced Training due

Other activities to be completed this quarter
- Direct Observation of Procedural Skills
- Learning Needs Analysis

April–June

Activities to be completed this quarter
- Learning Needs Analysis self-evaluation
- Mini-Clinical Evaluation Exercise
- Case-based Discussion

July–September

15 July
- Supervisor’s Report due for all trainees

31 August
- Applications for Approval of Advanced Training for the second half of the year due

15 September
- Research Projects for trainees who commenced training in 2018 onwards due

Other activities to be completed this quarter
- Learning Needs Analysis
- Case-based Discussion
- Direct Observation of Procedural Skills

October–December

15 October
- Publication/presentation and Quality Assurance/Audits due for trainees who commenced prior to 2018
- Supervisor’s Report and all PREP tools due for trainees eligible for Fellowship in December

January

31 January
- Previous year’s Supervisor’s Report and all PREP tools due for trainees not applying for Fellowship in December
### New Zealand

#### December–February

**Activities to be completed this quarter**
- Case-based Discussion
- Learning Needs Analysis
- Mini-Clinical Evaluation Exercise

#### March–May

**31 March**
- Applications for Approval of Advanced Training for April–August rotations due

**31 May**
- Applications for Approval of Advanced Training for the second half of the current year due
- Supervisor’s report due for all trainees
- Trainee’s Report for the first half of the year due

**Other activities to be completed this quarter**
- Direct Observation of Procedural Skills
- Learning Needs Analysis self-evaluation

#### June–August

- Professional Qualities Reflection

#### September–November

**15 October**
- Publication/presentation and Quality Assurance/Audits due for trainees who commenced prior to 2018

**31 October**
- Research Projects for trainees who commenced training in 2018 onwards due
- Supervisor’s Report and all PREP tools due for all trainees
- Trainee’s Report for second half of the year, or the whole year due
- Applications for Approval of Advanced Training for the first half or whole of the following year due
## More information

### RACP policies
- [Education policies](#)
- [Privacy Policy for Personal Information](#)
- [Code of Conduct and Working Together Policy](#)

### RACP initiatives
- **Curated Collections** are learning resource guides based on the contributions and peer review of RACP Fellows and other experts.
- **Evolve** is a physician-led initiative to ensure the highest quality patient care through the identification and reduction of low-value practices and interventions.
- **Pomegranate Health Podcasts** (Pomcast) is a monthly medical podcast created by physicians, for physicians.

### Useful contacts

<table>
<thead>
<tr>
<th>Contact the College</th>
<th>Australia</th>
<th>New Zealand</th>
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<tbody>
<tr>
<td><strong>Member Services Contact Centre</strong>&lt;br&gt;First point of contact for general enquiries.</td>
<td>Email: <a href="mailto:racp@racp.edu.au">racp@racp.edu.au</a>&lt;br&gt;Phone: 1300 MyRACP&lt;br&gt;1300 69 7227</td>
<td>Email: <a href="mailto:racp@racp.org.nz">racp@racp.org.nz</a>&lt;br&gt;Phone: 0508 MyRACP&lt;br&gt;0508 69 7227</td>
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<tr>
<td><strong>Education Officers</strong>&lt;br&gt;Education Officers administer the training program and can respond to training-related enquiries.</td>
<td>Email: <a href="mailto:cardiology@racp.edu.au">cardiology@racp.edu.au</a>&lt;br&gt;Phone: +61 2 8247 6286</td>
<td>Email: <a href="mailto:cardiology@racp.org.nz">cardiology@racp.org.nz</a>&lt;br&gt;Phone: +64 4 472 6713</td>
</tr>
<tr>
<td><strong>Training Support</strong>&lt;br&gt;The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.</td>
<td>Email: <a href="mailto:trainingsupport@racp.edu.au">trainingsupport@racp.edu.au</a>&lt;br&gt;Phone: +61 2 9256 5457</td>
<td>Email: <a href="mailto:trainingsupport@racp.org.nz">trainingsupport@racp.org.nz</a>&lt;br&gt;Phone: +64 4 472 6713</td>
</tr>
<tr>
<td><strong>Supervisor Support</strong>&lt;br&gt;The Supervisor Learning Support Unit provides and coordinates supervisor skills training.</td>
<td>Email: <a href="mailto:supervisor@racp.edu.au">supervisor@racp.edu.au</a>&lt;br&gt;Phone: +61 2 8076 6300</td>
<td></td>
</tr>
<tr>
<td><strong>College Trainees’ Committee</strong>&lt;br&gt;The College Trainees’ Committee (CTC) reports to the College Board and represents and advocates on behalf of trainees.</td>
<td>Email: <a href="mailto:traineescommittee@racp.edu.au">traineescommittee@racp.edu.au</a></td>
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</table>

### Specialty Societies

**Specialty societies** are medical/scientific societies that bring together research and clinical scientists and physicians who are actively involved in a particular area of medical practice, e.g. cardiology, geriatric medicine. The specialty societies are independent organisations that contribute to physician education through their members’ involvement in College education committees and activities.

**The Specialty Society of Australia (Australia)**

The [Cardiac Society of Australia and New Zealand](#) is the peak professional body representing cardiology physicians/paediatricians in Australia and New Zealand.