Physician Readiness for Expert Practice

Advanced Training in Clinical Haematology

2017–18 Program Requirements Handbook

Adult Medicine Division

Paediatrics & Child Health Division
About the 2017–18 handbook

This handbook outlines the complete program requirements for the RACP Physician Readiness for Expert Practice (PREP) Advanced Training in Clinical Haematology Program.

Satisfactory completion of these requirements is necessary for admission to Fellowship of the College or completion of post-Fellowship training.

The 2017–18 handbook applies to all Australian and New Zealand based trainees registered in a PREP program in 2017 and/or 2018, 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.

2017–18 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 2017–18</th>
<th>Rationale for changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Research Project requirement for trainees commencing training in 2017 onwards.</td>
<td>To align with College-wide implementation of research projects to enable trainees to gain research skills and experience.</td>
</tr>
<tr>
<td>Final Supervisor’s Report renamed ‘Supervisor’s Report; additional Supervisor’s Report replaces Mid-Year Progress Report for 12-month positions.</td>
<td>To ensure trainees and committees are better informed about trainee progress throughout the year.</td>
</tr>
</tbody>
</table>
Table of contents

About the 2017–18 handbook .................................................................................................................. 2
  2017–18 Program requirement updates ............................................................................................... 2

Program overview ................................................................................................................................... 5

Quick links ............................................................................................................................................. 5

Learning and assessment tool forms .................................................................................................. 5

Apply for Advanced Training ................................................................................................................ 6
  Eligibility ........................................................................................................................................... 6
  Advanced Training positions .............................................................................................................. 6
  Approval and certification of training ................................................................................................. 6
  How to apply ...................................................................................................................................... 6

College training program resources ................................................................................................... 8
  Curricula ........................................................................................................................................... 8
  Advanced Training Portal ................................................................................................................... 8
  Education policies ............................................................................................................................. 8
  Variations in training and flexible training options .......................................................................... 8
  Trainee responsibilities ....................................................................................................................... 8
  Supervisor roles and responsibilities ................................................................................................. 8
  Accreditation of settings ...................................................................................................................... 8
  eLearning@RACP ............................................................................................................................. 9
  Admission to Fellowship ................................................................................................................... 9

Program requirements .......................................................................................................................... 10
  Program requirements overview ....................................................................................................... 10
  Time-based requirements - Training time and rotations .................................................................. 11
  Supervision requirements .................................................................................................................. 11

Work-based learning and assessment tools ......................................................................................... 12
  Case-based Discussion (CbD) ............................................................................................................. 12
  Learning Needs Analysis (LNA) ........................................................................................................ 12
  Mini-Clinical Evaluation Exercise (mini-CEX) ................................................................................. 12
  Supervisor’s Reports .......................................................................................................................... 13
  Other requirements ........................................................................................................................... 14

Important dates ..................................................................................................................................... 17
  Australia .......................................................................................................................................... 17
  New Zealand .................................................................................................................................... 18

More information ................................................................................................................................. 19
  RACP policies ................................................................................................................................. 19
RACP initiatives .................................................................................................................................. 19
Useful contacts ................................................................................................................................... 19
Clinical Haematology

Haematology is an integrated discipline incorporating clinical and laboratory aspects of diseases of the blood and blood-forming organs.

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 Clinical Haematology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overseeing committee(s)</td>
<td>Committee for Joint College Training in Haematology (Australasia) (CJCT)</td>
</tr>
<tr>
<td></td>
<td>New Zealand Joint College Training Subcommittee in Haematology (New Zealand) (JCTS)</td>
</tr>
<tr>
<td>Entry requirements</td>
<td>Completion of RACP Basic Physician Training, including the RACP Written and Clinical Examinations</td>
</tr>
<tr>
<td></td>
<td>Current Medical registration</td>
</tr>
<tr>
<td></td>
<td>Appointment to an appropriate Advanced Training position</td>
</tr>
<tr>
<td>Minimum duration</td>
<td>3 years (full-time equivalent (FTE))</td>
</tr>
<tr>
<td>Curricula</td>
<td>Download the Haematology Advanced Training Curriculum (PDF 1MB)</td>
</tr>
<tr>
<td></td>
<td>Download the Professional Qualities Curriculum (PDF 1MB)</td>
</tr>
<tr>
<td>Qualification</td>
<td>Fellowship of the Royal Australasian College of Physicians (FRACP)</td>
</tr>
</tbody>
</table>

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 Reports

- Download the Clinical Haematology Supervisors Report (Australia) (.doc 330KB)
- Download the Clinical Haematology Supervisors Report (New Zealand) (PDF 68KB)

Research Project

- Download the Clinical Haematology Research Project Cover Sheet (.doc 156KB)

Contact us

Australia
Phone: +61 2 8247 6218
Email: Haematology@racp.edu.au

New Zealand
Phone: +64 4 472 6713
Email: Haematology@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.

How to apply
Both new and current trainees need to apply for Advanced Training each year.

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 Clinical Haematology (.doc 472KB).

New Zealand Trainees
Download, complete and submit the application form to apply for Advanced Training in Clinical Haematology (.doc 475KB) by the due dates below.
Trainees must organise the timely submission of all necessary documentation, keep a copy of the application for future reference and pay required fees.

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>Date</td>
<td>Description</td>
</tr>
<tr>
<td>----------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>31 May</td>
<td>Closing date for applications for prospective approval of rotations in the</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>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 Haematology 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:
- summary of training completed and required
- detailed information on training rotations, including approval and certification decisions
- past examination results
- online teaching and learning and formative assessment tools
- information sheets, workflows, rating forms and interactive video tutorials for online tools

Education policies
Education policies underpin all training requirements.
Key education policies include the following:
- Academic Honesty and Plagiarism
- Flexible Training
- Progression through Training
- Recognition of Prior Learning
- Special Consideration for Assessments
- Trainee in Difficulty Support Policy

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.

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 clinical 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 (minimum 24 months)</th>
<th>Non-core training (maximum 12 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>• Haematology Advanced Training Curriculum</td>
<td>• Haematology Advanced Training Curriculum</td>
</tr>
<tr>
<td>• Professional Qualities Curriculum</td>
<td>• Professional Qualities Curriculum</td>
</tr>
</tbody>
</table>

**Supervision** per rotation:
- 1 supervisor with FRACP
- A second supervisor who may or may not have FRACP

**Supervision** per rotation:
- 1 supervisor with FRACP
- A second supervisor who may or may not have FRACP

**Teaching and learning requirements**

**Per year:**
- 2 Learning Needs Analysis

**Per year:**
- 2 Learning Needs Analysis

**Assessments**

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

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

**Per year:**
- 2 Case-based Discussions
- 2 mini-Clinical Evaluation Exercises

**Per year:**
- 2 Case-based Discussions
- 2 mini-Clinical Evaluation Exercises

**By the end of Advanced Training:**
36 months of certified training time consisting of:
- Minimum 24 months of core training:
  - 12–18 months core clinical training
  - 6–12 months core laboratory training
- Maximum 12 months of non-core training
- Research project requirement:
  - 1 Research Project (for trainees commencing training in 2017 onwards)
  - 1 Research Project (for trainees who commenced training before 2017)
- Developmental and Psychosocial Training (Paediatric & Child Health trainees only)
- Advanced Life Support Course (New Zealand Paediatrics & Child Health trainees only if not already completed during Basic Training).
### Time-based requirements - Training time and rotations

**Purpose**
To ensure adequate time for trainees to gain necessary learning experiences across a range of relevant rotations.

**Total training time**
3 years (36 months (FTE))

**Training rotations**
36 months of certified training time consisting of:
- Minimum 24 months of core training:
  - 12–18 months core clinical training
  - 6–12 months core laboratory training
- Maximum 12 months of non-core training

**Core training**
A minimum of 24 months FTE must be spent in accredited core clinical training positions under the supervision of a Fellow of the RACP. Of this, a minimum of:
- 12 months of clinical training must be undertaken in an accredited clinical training setting
- 6 months of laboratory training must be undertaken in an accredited laboratory setting.
The remaining six months of core training can be completed in either a core clinical or core laboratory training position.

**Non-core training**
A maximum of 12 months of non-core training may be undertaken in clinical training in other disciplines, or in research.
Trainees must submit a project during non-core training to their nominated supervisors before training can be completed. This project can be part of a higher degree or clinical research.

**Training time in Australia/New Zealand**
At least 12 months of Advanced Training in Clinical Haematology must be undertaken in Australia and/or New Zealand.

### Supervision requirements

**Purpose**
To provide trainees with appropriate support and guidance to complete the training program.

**Core and non-core training**
Per rotation:
- 1 supervisor with FRACP
- A second supervisor who may or may not have FRACP

**More information**
- [Supervision](#)
- [Download the Advanced Training supervisor amendment form (.doc 153KB)](#)
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.

<table>
<thead>
<tr>
<th>Case-based Discussion (CbD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>Requirement</strong></td>
</tr>
<tr>
<td><strong>Australia:</strong> Two per year, one per six month period, early in the rotation due by 31 January of the following year (core and non-core)</td>
</tr>
<tr>
<td><strong>New Zealand:</strong> Two per year, one per six month period, early in the rotation due by the end of the rotation (core and non-core)</td>
</tr>
<tr>
<td><strong>More information</strong></td>
</tr>
<tr>
<td>• Enter CbD rating form data into the Advanced Training Portal</td>
</tr>
<tr>
<td>• Case-based Discussion information sheet, workflow, rating form and other resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Needs Analysis (LNA)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>To embed the process of planning and evaluating learning in the trainee’s practice.</td>
</tr>
<tr>
<td><strong>Requirement</strong></td>
</tr>
<tr>
<td><strong>Australia:</strong> Two per year, one per six month period, early in the rotation due by 31 January of the following year (core and non-core)</td>
</tr>
<tr>
<td><strong>New Zealand:</strong> Two per year, one per six month period, early in the rotation due by the end of the rotation (core and non-core)</td>
</tr>
<tr>
<td><strong>More information</strong></td>
</tr>
<tr>
<td>• Complete and submit the LNA via the Advanced Training Portal</td>
</tr>
<tr>
<td>• Learning Needs Analysis information sheet, workflow and other resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mini-Clinical Evaluation Exercise (mini-CEX)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>For the trainee to receive timely, structured feedback on their performance in real clinical situations. This is a formative assessment.</td>
</tr>
</tbody>
</table>
Mini-Clinical Evaluation Exercise (mini-CEX)

**Requirement**

**Australia:** Two per year, one per six month period due by 31 January of the following year (core and non-core)

**New Zealand:** Two per year, one per six month period due by the end of the rotation (core and non-core)

**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 per rotation for 12 month rotations (core and non-core)

**Australia**

For Advanced Trainees in 12-month positions:

- One Supervisor’s Report is to be submitted by 15 July for the first six months of the calendar year.
- One Supervisor’s Report is to be submitted by 31 January of the following year covering the final six months of the calendar year.

For Advanced Trainees in positions of six months or less with separate supervisors, or at separate sites:

- One Supervisor’s Report should be completed for each rotation and submitted to the College by 15 July (for first half of the year) and 31 January the following year (for the second half of the year).

Advanced Trainees approaching the end of their training should submit a report that covers the whole second half of the year by 15 October.

**New Zealand**

For Advanced Trainees in 12-month positions:

- One Supervisor’s Report is to be submitted by 31 May for the first six months of the rotation.
- One Supervisor’s Report is to be submitted by 31 October covering the full 12 months.

For Advanced Trainees in three, four, or six-month positions:

- 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.
Supervisor’s Reports

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

Other requirements

Advanced Life Support (Paediatrics) course or equivalent (for New Zealand Paediatrics & Child Health trainees only)

Purpose
To provide trainees with the necessary skills and guidelines to support patients requiring resuscitation.

Requirement
This is a requirement for New Zealand Paediatrics & Child Health trainees only.
Australia: Not required
New Zealand: Trainees must complete an ALS course, or equivalent, prior to the completion of Advanced Training. Trainees must submit a certified copy of their ALS certificate to the New Zealand Advanced Training Unit as proof of their completion of the course.

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
This is a requirement for Paediatrics & Child Health trainees only.
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 Project

## Purpose
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.

## Research Project (for trainees commencing training in 2017 onwards)

### Requirement

**For trainees commencing training in 2017 onwards:**

One over the course of training due by the annual submission date in any year before the end of Advanced Training.

**Australia:** Due by 15 September  
**New Zealand:** Due by 31 October

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'.

### More information
- [More information on Research Projects](#)  
- [Research Projects eLearning@RACP module](#)  
- [Education policies](#)

## Research Project (for trainees who commenced training before 2017)

### Requirement

**For trainees who commenced training before 2017:**

One project by the end of training to be submitted during non-core training

**Australia:** Due by 15 September  
**New Zealand:** Due by 31 October

The project is to be presented in a standard scientific format. A thesis or project prepared for a higher qualification such as a PhD or MD may also be submitted as a project.

### Role of the supervisor

The role of the supervisor is to assist the trainee in their selection of the project and project design, and to guide them in their completion of the project. The supervisor is not a joint author. The supervisor is asked to certify that the project is ready for submission. Trainees must allow adequate time for their supervisor to read and provide feedback prior to completion of their Advanced Training program.

### Acceptable project formats

Research projects are a major requirement for physician training, and should be of an appropriate standard. Projects are assessed on scientific merit and on their unique and honest intellectual content. The project must be submitted in an acceptable format and have direct relevance to the practice of clinical haematology. Projects must be presented in a standard suitable for publication and adhere to the norms of scientific writing, with defined aims, clearly articulated objectives and prospectively defined methodology. The conclusions should relate to the aims, and discussion should place the work in the context of current literature. Projects need to be written in sound English, free from grammatical and typographical errors. A standard, consistent method of citing the literature must be used.

### Project submission

Projects must be submitted in hardcopy with the appropriate project cover sheet, and include
<table>
<thead>
<tr>
<th>Research Project (for trainees who commenced training before 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>original trainee and supervisor signatures. Trainees are required to submit the project before the deadline for the results to be received in the same year</td>
</tr>
</tbody>
</table>

**More information**
- [Learning and assessment tool forms](#)
## Important dates

### Australia

<table>
<thead>
<tr>
<th>Period</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January–March</strong></td>
<td></td>
</tr>
<tr>
<td>15 February</td>
<td>Applications for Approval of Advanced Training due</td>
</tr>
<tr>
<td></td>
<td>Other activities to be completed this quarter</td>
</tr>
<tr>
<td></td>
<td>Learning Needs Analysis</td>
</tr>
<tr>
<td></td>
<td>Case-based Discussion</td>
</tr>
<tr>
<td><strong>April–June</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activities to be completed this quarter</td>
</tr>
<tr>
<td></td>
<td>Learning Needs Analysis self-evaluation</td>
</tr>
<tr>
<td></td>
<td>Mini-Clinical Evaluation Exercise</td>
</tr>
<tr>
<td><strong>July–September</strong></td>
<td></td>
</tr>
<tr>
<td>15 July</td>
<td>Supervisor’s Report due for all trainees</td>
</tr>
<tr>
<td>31 August</td>
<td>Applications for Approval of Advanced Training for the second half of the year due</td>
</tr>
<tr>
<td>15 September</td>
<td>Research Project submission date</td>
</tr>
<tr>
<td></td>
<td>Other activities to be completed this quarter</td>
</tr>
<tr>
<td></td>
<td>Learning Needs Analysis</td>
</tr>
<tr>
<td></td>
<td>Case-based Discussion</td>
</tr>
<tr>
<td><strong>October–December</strong></td>
<td></td>
</tr>
<tr>
<td>15 October</td>
<td>Supervisor’s Report and all PREP tools due for trainees eligible for December Fellowship</td>
</tr>
<tr>
<td></td>
<td>Other activities to be completed this quarter</td>
</tr>
<tr>
<td></td>
<td>Learning Needs Analysis self-evaluation</td>
</tr>
<tr>
<td></td>
<td>Mini-Clinical Evaluation Exercise</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td></td>
</tr>
<tr>
<td>31 January</td>
<td>Previous year’s Supervisor’s Report and all PREP tools due for trainees not applying for Fellowship in December</td>
</tr>
<tr>
<td></td>
<td>Other activities to be completed this quarter</td>
</tr>
</tbody>
</table>
### December – February

**Activities to be completed this quarter**
- 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

**Other activities to be completed this quarter**
- Case-based Discussion  
- Learning Needs Analysis self-evaluation

### June–August

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

### September–November

**31 October**
- Supervisor’s Report and all PREP tools due for all trainees  
- Research Project submission date  
- Applications for Approval of Advanced Training for the first half or whole of the following year due

**Other activities to be completed this quarter**
- Case-based Discussion  
- Learning Needs Analysis self-evaluation
More information

RACP policies
- Education policies
- Privacy Policy for Personal Information
- Code of Conduct and Working Together Policy

RACP initiatives
Pomegranate Podcasts (Pomcast) is a monthly medical podcast created by physicians, for physicians.
Evolve is a physician-led initiative to ensure the highest quality patient care through the identification and reduction of low-value practices and interventions.

Useful contacts

<table>
<thead>
<tr>
<th>Contact the College</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Member Services Contact Centre</strong></td>
</tr>
<tr>
<td>First point of contact for general enquiries.</td>
</tr>
<tr>
<td><strong>Australia</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:racp@racp.edu.au">racp@racp.edu.au</a></td>
</tr>
<tr>
<td>Phone: 1300 MyRACP</td>
</tr>
<tr>
<td>1300 69 7227</td>
</tr>
<tr>
<td><strong>New Zealand</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:racp@racp.org.nz">racp@racp.org.nz</a></td>
</tr>
<tr>
<td>Phone: 0508 MyRACP</td>
</tr>
<tr>
<td>0508 69 7227</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other College contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Officers</strong></td>
</tr>
<tr>
<td>Education Officers administer the training program and can respond to training-related enquiries.</td>
</tr>
<tr>
<td><strong>Australia</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:Haematology@racp.edu.au">Haematology@racp.edu.au</a></td>
</tr>
<tr>
<td>Phone: +61 2 8247 6218</td>
</tr>
<tr>
<td><strong>New Zealand</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:Haematology@racp.org.nz">Haematology@racp.org.nz</a></td>
</tr>
<tr>
<td>Phone: +64 4 472 6713</td>
</tr>
</tbody>
</table>

| **Training Support** |
| The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training. |
| **Australia** |
| Email: trainingsupport@racp.edu.au |
| Phone: +61 2 9256 5457 |
| **New Zealand** |
| Email: trainingsupport@racp.org.nz |
| Phone: +64 4 472 6713 |

| **Supervisor Support** |
| The Supervisor Learning Support Unit provides and coordinates supervisor skills training. |
| Email: supervisor@racp.edu.au |
| Phone: +61 2 8076 6300 |

| **College Trainees’ Committee** |
| The College Trainees’ Committee (CTC) reports to the College Board and represents and advocates on behalf of trainees. |
| Email: traineescommittee@racp.edu.au |

| **New Zealand Trainees’ Committee** |
| Email: traineescommittee@racp.org.nz |
Other College contacts

| The New Zealand Trainees’ Committee represents and advocates on behalf of trainees. |

Other contacts

**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.

**Haematology Society of Australia and New Zealand (HSANZ)**
The **Haematology Society of Australia and New Zealand (HSANZ)** is the peak professional body representing Clinical Haematology physicians/paediatricians in Australia and New Zealand.

**Australian and New Zealand Society of Blood Transfusion (ANZSBT)**
The **Australian and New Zealand Society of Blood Transfusion (ANZSBT)** comprises members from diverse scientific, technical and medical backgrounds working within the areas of blood transfusion and transfusion medicine within Australia and New Zealand.

**Australasian Society of Thrombosis and Haemostasis (ASTH)**
The **Australasian Society of Thrombosis and Haemostasis (ASTH)** represents nearly 300 clinicians and scientists committed to promoting and fostering the acquisition and diffusion of knowledge and ideas relating to normal and abnormal haemostasis.