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Physician Readiness for Expert Practice

Advanced Training in Endocrinology **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 Endocrinology 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.

Changes to program requirements for 2017–18	Rationale for changes
New Research Project requirement for trainees commencing training in 2017 onwards.	To align with College-wide implementation of research projects to enable trainees to gain research skills and experience.
Final Supervisor's Report renamed ' Supervisor's Report '; additional Supervisor's Report replaces Mid-Year Progress Report for 12-month positions.	To ensure trainees and committees are better informed about trainee progress throughout the year.

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Endocrinology

Endocrinology is the study of the physiology and pathophysiology of hormones and hormone producing tissues.

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.

Program	Advanced Training in Endocrinology
Overseeing committee(s)	Advanced Training Committee in Endocrinology (Australasia) New Zealand Advanced Training Subcommittee in Endocrinology (New Zealand)
Entry requirements	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Download the Endocrinology (Adult Medicine) Advanced Training Curriculum (PDF 1MB)• Download the Endocrinology (Paediatrics) 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 Reports

- [Download the Endocrinology Supervisor's Report.\(doc 269KB\)](#)

Trainee's Reports (New Zealand only)

- [Download the Endocrinology Trainee Report Cover Sheet \(New Zealand\) \(.doc 103KB\)](#)
- [Download the Endocrinology Trainee Report Guidelines \(New Zealand\) \(.doc 62KB\)](#)

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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 Endocrinology \(.doc 427KB\)](#).

New Zealand Trainees

Download, complete and submit the [application form to apply for Advanced Training in Endocrinology \(.doc 213KB\)](#) 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

15 February	Closing date for applications for prospective approval of rotations in the current year
31 August	Closing date for applications for prospective approval of rotations in the second half of the current year

Closing dates for applications in New Zealand

31 March	Closing date for applications for prospective approval of April to August rotations.
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31 May	Closing date for applications for prospective approval of rotations in the second half of the current year.
31 October	Closing date for applications for prospective approval of rotations in the first half or whole of the following year.

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 Endocrinology \(Adult Medicine\) Advanced Training Curriculum \(PDF 1MB\)](#)
- [Download the Endocrinology \(Paediatrics\) 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

Core training (minimum 24 months)	Non-core training (maximum 12 months)
Content	
<ul style="list-style-type: none"> Endocrinology Advanced Training Curriculum – Adult Medicine or Paediatrics & Child Health Professional Qualities Curriculum 	<ul style="list-style-type: none"> Endocrinology Advanced Training Curriculum – Adult Medicine or Paediatrics & Child Health Professional Qualities Curriculum
Supervision	
<p>Supervision per rotation:</p> <ul style="list-style-type: none"> 1 supervisor with FRACP who is a practising endocrinologist A second supervisor who may or may not have FRACP 	<p>Supervision per rotation:</p> <ul style="list-style-type: none"> 1 supervisor with FRACP who is a practising endocrinologist A second supervisor who may or may not have FRACP
Teaching and learning requirements	
<p>Per year:</p> <ul style="list-style-type: none"> 2 Learning Needs Analysis 1 Professional Qualities Reflection 	<p>Per year:</p> <ul style="list-style-type: none"> 2 Learning Needs Analysis 1 Professional Qualities Reflection
Assessments	
<p>Per rotation:</p> <ul style="list-style-type: none"> 1 Supervisor's Report (2 for 12-month rotations) 1 Trainee's Report (NZ only) <p>Per year:</p> <ul style="list-style-type: none"> 2 Case-based Discussions 2 mini-Clinical Evaluation Exercises 	<p>Per rotation:</p> <ul style="list-style-type: none"> 1 Supervisor's Report (2 for 12-month rotations) 1 Trainee's Report (NZ only) <p>Per year:</p> <ul style="list-style-type: none"> 1 Case-based Discussions 1 mini-Clinical Evaluation Exercises

By the end of Advanced Training:

36 months of [certified training time](#) consisting of:

- 24 months of core training
 - 12 months required clinical training (Adult Medicine trainees only)
 - 12 months core training
- 12 months of non-core training
- [Meeting attendance](#) as required
- 1 [Trainee interview](#) (Australian trainees only)
- 1 [Logbook](#) (Paediatrics & Child Health trainees only)
- [Developmental and Psychosocial Training](#) (Paediatric & Child Health trainees only)
- 1 [Research Project](#) (for trainees commencing training in 2017 onwards)
- 2 [Abstracts](#) (for Australian trainees commencing training in 2017 onwards)
- 3 [Abstracts](#) (for Australian trainees who commenced training before 2017)
- 2 [Case reports](#) (for New Zealand trainees commencing training in 2017 onwards)
- 3 [Case reports, small projects or audits](#) (for New Zealand trainees who commenced training before 2017)

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:

- 24 months of core training
 - 12 months required clinical training (Adult Medicine trainees only)
 - 12 months core training
- 12 months of non-core training

Trainees may commence the training program in either a core, a RCY (Adult Medicine trainees only) or a non-core training position.

It is strongly recommended that trainees complete their Advanced Training at more than one training site.

Core training

A minimum of 24 months (FTE) must be spent in accredited training positions.

For Adult Medicine trainees, of the 24 months of core training, 12 months must be in a required clinical training position. No more than one Required Clinical Year (RCY) is to be counted towards training. Any additional RCY undertaken will be certified as Core Training.

Non-core training

A maximum of 12 months of non-core training may be undertaken in clinical training in other disciplines or in research.

It is recommended that non-core training incorporate an endocrine component and follow the endocrine advanced training curriculum. Appropriate rotations that may be approved by the overseeing committee include but are not limited to: chemical pathology, genetics, nephrology, transplant/autoimmune pathology, nuclear medicine, obstetric medicine (Australia only) and general medicine.

Attendance at two clinic sessions per week (endocrine or diabetes) is recommended with one clinic per week accepted under special circumstances, e.g. a research year or certain paediatric rotations.

Child & Adolescent Psychiatry terms may also be counted towards non-core endocrine training if it meets non-core training requirements. Trainees undertaking Developmental & Psychosocial Training in other paediatric terms must complete the 6 months of training in addition to the 36 months of endocrine training.

Training time in Australia/New Zealand

At least 12 months of Advanced Training in Endocrinology 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 training

- 1 supervisor with FRACP who is a practising endocrinologist
- A second supervisor who may or may not have FRACP

Non-core training

- 1 supervisor with FRACP who is a practising endocrinologist
- 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.

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 <i>Australia:</i> Two per core year (one per six-month period, later in the rotation), one per non-core year due by 31 January of the following year <i>New Zealand:</i> Two per core year, one per non-core year due by the end of each training rotation
More information <ul style="list-style-type: none">• Enter CbD rating form data into the Advanced Training Portal• Case-based Discussion information sheet, workflow, rating form and other resources

Learning Needs Analysis (LNA)
Purpose To embed the process of planning and evaluating learning in the trainee's practice.
Requirement <i>Australia:</i> Two per year, early in the year/rotation due by 31 January of the following year (core and non-core) <i>New Zealand:</i> Two per year, one per six month period, early in the year/rotation due by the end of the rotation (core and non-core)
More information <ul style="list-style-type: none">• Complete and submit the LNA via the Advanced Training Portal• Learning Needs Analysis information sheet, workflow and other resources

Logbook of cases
Purpose To ensure that trainees have adequate exposure to a breadth of cases throughout the duration of their training.

Logbook of cases

Requirement

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

One kept over the course of training

Paediatrics and Child Health trainees need to compile a logbook of cases. The logbook will be reviewed during the second year of training at the trainee's interview with a paediatric representative of the relevant committee.

Trainees may be asked to submit the logbook for review by the committee at any time during training.

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 core year (one per six-month period, later in the rotation), one per non-core year due by 31 January of the following year

New Zealand: Two per core year, one per non-core year due by the end of each 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](#)

Professional Qualities Reflection (PQR)

Purpose

To help trainees to articulate and formalise ideas and insights about their professional development through the process of reflection.

Requirement

One per year (core and non-core) due any time during the year

More information

- Complete and submit the PQR via the [Advanced Training Portal](#)
- [Professional Qualities Reflection information sheet and workflow](#)

Research Projects

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'.

For trainees who commenced training before 2017:

Not required – Research requirements must be completed as outlined below.

More information

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

Abstracts (Australian trainees only)

Requirement

Australia

For trainees commencing training in 2017 onwards:

Two case reports over the course of training due by 15 October for trainees applying for Fellowship in December

For trainees who commenced training before 2017:

Three abstracts over the course of training due by 15 October for trainees applying for Fellowship in December – two of the three abstracts may be case reports, but at least one of the three abstracts submitted must be a research study or clinical audit.

New Zealand: Not required

An abstract in this context is considered to be either an abstract submitted to a scientific meeting or a summary of a presentation at a regional, state or national meeting. Presentations made within the trainee's own hospital (e.g. Hospital Grand Rounds, journal club etc) are not acceptable.

The abstract is to be 200–300 words and should be submitted with the Supervisor's Report.

Case report

Generally this should describe a new or novel aspect of a particular case. The cases may be sourced from any aspect of endocrinology. The submitted abstract should be a summary of the presented case, accompanied by documentation of where the case was presented. If published, a copy of the publication should be attached.

Case reports, audits, small projects (New Zealand trainees only)

Requirement

Australia: Not required

New Zealand:

For trainees commencing training in 2017 onwards:

2 case reports over the course of training due by 31 October in the final year of training

For trainees who commenced training before 2017:

3 case reports, audits or small projects over the course of training, one per year due by 31 October

Case report

Generally this should describe a new or novel aspect of a particular case. The cases may be sourced from any aspect of endocrinology. The cases should include a detailed description of the case and a detailed review of the available literature. Published case reports that are essentially “letters to the editor” of a medical journal are usually too short on detail and inadequately referenced to be satisfactory.

Audit

This should be an audit of an area of interest to the trainee. It may audit a novel project or a program within the hospital. A detailed discussion of the findings is expected.

Small project

Small projects will generally consist of a smaller body of work completed within one year. These may take several forms, including:

- Case series illustrating a novel clinical finding or problem
- Departmental audit
- Narrative review
- A cross-sectional study relevant to endocrinology

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

Supervisor's Reports

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.

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 (core and non-core) submitted with the 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
<p>Purpose</p> <p>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.</p>
<p>Requirement</p> <p>This is a requirement for Paediatrics & Child Health trainees only.</p> <p>Australia: Once over entire training period (Basic Training <i>and</i> Advanced Training) for six months due by the end of Advanced Training</p> <p>New Zealand: Once over entire training period (Basic Training <i>and</i> Advanced Training) for three months due by the end of Advanced Training</p>
<p>More information</p> <ul style="list-style-type: none">• More information on Developmental and Psychosocial Training• Learning and assessment tool forms

Meeting attendance
<p>Purpose</p> <p>To ensure participation and interaction with other endocrinology trainees and endocrinology experts throughout training.</p>
<p>Requirement - Australia</p> <p>Adult Medicine trainees – attendance at one of each of the following by the end of the training program (three in total):</p> <ul style="list-style-type: none">• Endocrine Society of Australia Seminar• Australian & New Zealand Bone & Mineral Society Bone Densitometry Course, The Annual Scientific Meeting of Australian & New Zealand Bone & Mineral Society or The Australian & New Zealand Bone & Mineral Society Advanced Clinical Postgraduate Meeting• Australian Diabetes Society John R Turtle Diabetes Clinical Skills training course <p>Paediatrics & Child Health trainees – attendance at two of the following by the end of the training program:</p> <ul style="list-style-type: none">• Fellows School by Australian Paediatric Endocrine Group (at least once)• Fellows School by Asia –Pacific Paediatric Endocrine Society• Fellows School by European Society for Paediatric Endocrinology• Science School by International Society for Paediatric and Adolescent Diabetes
<p>Requirement – New Zealand</p> <p>Attendance at the following meetings by the end of Advanced Training</p> <p>Adult Medicine trainees:</p> <p>Attendance* at the following meetings by the end of Advanced Training</p> <ol style="list-style-type: none">1. NZSE clinical meeting + trainee day (all meetings)2. NZSSD (at least once during training period)3. One American or European Endocrine meeting OR Clinical Endocrinology Update with Board Review Course (preferably during final year of training)4. Endocrine Society of Australia Seminar Meeting (at least once during advanced training)5. One clinical bone densitometry course6. Bone meeting e.g. Rotorua bone meeting, ANZBMS annual meeting (one meeting during training period)7. Any additional NZ endocrine/diabetes trainee days.

Meeting attendance

Paediatrics and Child Health trainees:

Attendance* at the following meetings before completion of Advanced Training

1. Annual APEG meeting (Australasian)
2. Bi-annual APPES meeting (Asia and Pacific)
3. ESPE meeting (European)
4. PES meeting (North American)

Paediatric trainees should note that attendance at some of the meetings recommended for adult trainees may be very useful but is not essential.

*Trainees are required to submit an abstract for poster/oral presentations to all meetings they are attending (except where no abstract submission is available)

Trainee interview (Australian Trainees only)

Purpose

To permit formative assessment of the training undertaken to date; assist in the planning of future training directions; and allow feedback from the trainee to the overseeing committee.

Requirement

Australia: One over the course of training in the first core training year of Advanced Training

New Zealand: Not required

During the course of Advanced Training, each endocrinology trainee will undergo an interview with a member of the overseeing committee.

Important dates

Australia

January–March

15 February

- Applications for Approval of Advanced Training due

Other activities to be completed this quarter

- Learning Needs Analysis
- Case-based Discussion

April–June

Activities to be completed this quarter

- Learning Needs Analysis self-evaluation
- Mini-Clinical Evaluation Exercise
- Professional Qualities Reflection

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

Other activities to be completed this quarter

- Learning Needs Analysis
- Case-based Discussion

15 September

- Research Project submission date for trainees commencing training in 2017 onwards

October–December

15 October

- Supervisor's Report and all PREP tools due for trainees eligible for December Fellowship
- Abstract submission date

Other activities to be completed this quarter

- Learning Needs Analysis self-evaluation
- Mini-Clinical Evaluation Exercise

January

31 January

- Previous year's Supervisor's Report and all PREP tools due for trainees *not* applying for Fellowship in December
- Abstract due

New Zealand

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
- Trainee’s Report for the first half of the year due

Other activities to be completed this quarter:

- Case-based Discussion
- Learning Needs Analysis self-evaluation

June–August

Activities to be completed this quarter:

- Mini-Clinical Evaluation Exercise
- Learning Needs Analysis
- Professional Qualities Reflection

September–November

31 October

- Supervisor’s Report and all PREP tools due for all trainees
- Trainee’s Report for the 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
- Research Project submission date for trainees commencing training in 2017 onwards
- Case report/small project/audit submission date

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

Contact the College	
Member Services Contact Centre First point of contact for general enquiries.	Australia Email: raccp@raccp.edu.au Phone: 1300 MyRACP 1300 69 7227 New Zealand Email: raccp@raccp.org.nz Phone: 0508 MyRACP 0508 69 7227

Other College contacts	
Education Officers Education Officers administer the training program and can respond to training-related enquiries.	Australia Email: endocrinology@raccp.edu.au Phone: +61 2 8247 6280 New Zealand Email: endocrinology@raccp.org.nz Phone: +64 4 472 6713
Training Support The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.	Australia Email: trainingsupport@raccp.edu.au Phone: +61 2 9256 5457 New Zealand Email: trainingsupport@raccp.org.nz Phone: +64 4 472 6713
Supervisor Support The Supervisor Learning Support Unit provides and coordinates supervisor skills training.	Email: supervisor@raccp.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@raccp.edu.au
New Zealand Trainees' Committee	Email: traineescommittee@raccp.org.nz

Other College contacts

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

Endocrine Society of Australia

The [Endocrine Society of Australia](#) is one of the peak professional bodies representing endocrinology physicians/paediatricians in Australia and New Zealand.

Australian Diabetes Society

The [Australian Diabetes Society](#) is one of the peak professional bodies representing endocrinology physicians/paediatricians in Australia and New Zealand.

Australian and New Zealand Bone and Mineral Society

The [Australian and New Zealand Bone and Mineral Society](#) is one of the peak professional bodies representing endocrinology physicians/paediatricians in Australia and New Zealand.

Australasian Paediatric Endocrine Group

The [Australasian Paediatric Endocrine Group](#) is the peak professional body representing endocrinology paediatricians in Australia and New Zealand.

New Zealand Society of Endocrinology

The [New Zealand Society of Endocrinology](#) is composed of students, scientists, clinicians and other health practitioners who have an interest in any aspect of Endocrinology.

New Zealand Society for the Study of Diabetes

The [New Zealand Society for the Study of Diabetes](#) is the national advisory body on scientific and clinical diabetes care and standards.

www.racp.edu.au

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