About the 2017–18 handbook

This handbook outlines the complete program requirements for the RACP Physician Readiness for Expert Practice (PREP) Advanced Training in General Paediatrics 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>Training rotations required for core-training have been changed for trainees commencing training in 2017 onwards.</td>
<td>To increase trainees’ knowledge and skills in core general paediatrics practice, and ensure adequate general paediatrics exposure.</td>
</tr>
<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>
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2017–18 PREP Advanced Training in General Paediatrics Program Requirements Handbook 3
General Paediatrics

General paediatrics is a broad based multidisciplinary specialty, which, on referral from primary care providers, provides expert diagnosis, treatment and care for infants, children and young people aged up to 19 years.

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 General Paediatrics</th>
</tr>
</thead>
</table>
| Overseeing committee(s)                      | Advanced Training Committee in General Paediatrics (Australia)  
Advanced Training Committee in General Paediatrics (New Zealand) |
| 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 General 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 Report

- Download the General Paediatrics Supervisor's Report (.doc 351KB)

Trainee’s Reports (New Zealand only)

- Download the General Paediatrics Trainee Report Cover Sheet (.doc 69KB)
- Download the General Paediatrics Trainee Report Guidelines (.doc 61KB)

Project report forms

- Download the General Paediatrics Project report cover sheet (.doc 138KB)
- Download the General Paediatrics Project Supervisor's Report cover sheet (.doc 146KB)
- Download the General Paediatrics Project Checklist (.doc 46KB)
Logbook submission forms

- Download the General Paediatrics 100 New Outpatients Log Book (Australia) (.doc 62KB)
- Download the General Paediatrics 100 New Outpatients Log Book (New Zealand) (.doc 63KB)
- Download the Child Protection Log Book (Australia) (.doc 47KB)
- Download the Child Protection Logbook (New Zealand) (.doc 143KB)
- Download the Psychosocial Logbook (New Zealand) (.doc 131KB)
- Download the Sample Psychosocial Logbook (for NZ specialty paediatric trainees only) (PDF 1 MB)

Contact us

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Phone: +61 2 9256 5444
Email: GeneralPaedsAdvanced@racp.edu.au

New Zealand
Phone: +64 4 472 6713
Email: GeneralPaediatrics@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 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 General Paediatrics (.doc 814KB).

New Zealand Trainees
Download, complete and submit the application form to apply for Advanced Training in General Paediatrics (.doc 619KB) 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>31 May</td>
<td>Closing date for applications for prospective approval of rotations in the</td>
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<tr>
<td>Date</td>
<td>Event</td>
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<td>-----------</td>
<td>----------------------------------------------------------------------</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 General 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 certification of training, annually and when determining completion of training.

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</th>
<th>Non-core training</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(minimum 24 months)</strong></td>
<td><strong>(maximum 12 months)</strong></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td><strong>Content</strong></td>
</tr>
<tr>
<td>• General Paediatrics Advanced Training Curriculum</td>
<td>• General Paediatrics Advanced Training Curriculum</td>
</tr>
<tr>
<td>• Professional Qualities Curriculum</td>
<td>• Professional Qualities Curriculum</td>
</tr>
<tr>
<td><strong>Supervision</strong> per rotation:</td>
<td><strong>Supervision</strong> per rotation:</td>
</tr>
<tr>
<td>• 1 supervisor with FRACP</td>
<td>• 1 supervisor with FRACP</td>
</tr>
<tr>
<td>• A second supervisor who may or may not have FRACP</td>
<td>• A second supervisor who may or may not have FRACP</td>
</tr>
<tr>
<td><strong>Teaching and learning requirements</strong></td>
<td><strong>Teaching and learning requirements</strong></td>
</tr>
<tr>
<td>Per rotation:</td>
<td>Per rotation:</td>
</tr>
<tr>
<td>• 1 Learning Needs Analysis (or minimum of 2 per year)</td>
<td>• 1 Learning Needs Analysis (or minimum of 2 per year)</td>
</tr>
<tr>
<td><strong>Assessments</strong></td>
<td><strong>Assessments</strong></td>
</tr>
<tr>
<td>Per rotation:</td>
<td>Per rotation:</td>
</tr>
<tr>
<td>• 1 Supervisor’s Report (minimum 2 per year)</td>
<td>• 1 Supervisor’s Report (minimum 2 per year)</td>
</tr>
<tr>
<td>• 1 Trainee’s Report (New Zealand trainees only)</td>
<td>• 1 Trainee’s Report (New Zealand trainees only)</td>
</tr>
<tr>
<td>Per year:</td>
<td>Per year:</td>
</tr>
<tr>
<td>• 4 Case-based Discussions</td>
<td>• 4 Case-based Discussions</td>
</tr>
<tr>
<td>• 4 Mini-Clinical Evaluation Exercise</td>
<td>• 4 Mini-Clinical Evaluation Exercise</td>
</tr>
<tr>
<td>Over the course of training:</td>
<td>Over the course of training:</td>
</tr>
<tr>
<td>• 6 Direct Observation of Procedural Skills</td>
<td>• 6 Direct Observation of Procedural Skills</td>
</tr>
</tbody>
</table>

**By the end of Advanced Training:**
36 months of certified training time consisting of:
- 24 months of core training
- 12 months of non-core training
- 1 Logbook of 100 new outpatients
- 1 Research Project
- Child Protection Training
- Developmental and Psychosocial Training*^
- Neonatal Training^

*Completion of the 6 months of core community/developmental training component will satisfy the Developmental and Psychosocial Training requirement.

^ can be completed in either Basic Training or Advanced 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))
Advanced Training time in General Paediatrics must be completed at more than one training site, with at least six months at a second site.

**Training rotations**
36 months of certified training time consisting of:
- 24 months of core training
- 12 months of non-core training

**Definition of core training for trainees who commenced training from 2017 onwards**
Trainees must undertake core training (minimum 24 months) in accredited settings.

- 12 months general paediatrics training#
  - including at least 6 months rural training*^  
- 6 months acute care training  
- 6 months community/developmental training

# Australian trainees must complete 6 months of this at a site with a perinatal component  
* Australian trainees can complete this in Advanced or Basic Training.  
^ New Zealand trainees must complete this in Advanced Training.

**Twelve months general paediatrics training**
For Australian trainees this is 12 months of general paediatrics training at an accredited site including at least 6 months at a site accredited for rural training and at least 6 months at a site with a perinatal component. A perinatal component within a general paediatric position must involve access to neonatal deliveries and aftercare of babies who are at least 34 weeks in gestation.

For New Zealand trainees this is 6 months rural training plus 6 months general paediatric training at an accredited tertiary, metropolitan or rural site.

All trainees should note that this does not include nights/relief, clinical specialties, acute care training, such as paediatric intensive care, neonatology and paediatric emergency medicine training, or community/developmental training as they are other core requirements of the training program.

**Rural training component guidelines**
Australian trainees may contact the Education Officer to find out if they are eligible to have rural training completed in Basic Training count towards Advanced Training.

Suitable rural training sites must provide trainees with the opportunity to experience:
- complex cases  
- independent care  
- continuity of care  
- special care nursery/perinatal component  
- regular and ongoing outpatient experience (minimum 2 outpatient sessions per week seeing referred patients, including new patients, fully supervised by consultant paediatrician)  
- paediatric emergency care provided by paediatric staff  
- opportunity and requirement to deal with paediatric emergencies, including stabilisation and treatment in the acute and ongoing phase, which is often required because of geographical isolation.
**Time-based requirements - Training time and rotations**

- provision of intensive care or high-dependency care for limited periods, again often required because of geographical isolation
- development of relationships with community services and multidisciplinary teams, to care for developmental, behavioural and child protection cases
- outreach specialty clinics or telehealth sessions creating the shared care often required for difficult, complex and specialty cases. (This is certainly important though it is recognised that in some rural areas this may not be available.)

The criteria for exclusion include:
- accredited as a level two hospital for Basic Training
- sub-specialists on-site
- case mix limited by close locality to a tertiary centre, allowing patients to bypass peripheral hospital at their own choice

**Six months core acute care**

This may include one or more of the following:
- neonatal intensive care
- paediatric intensive care
- emergency medicine
- neonatal and paediatric retrievals

**Six months core community/developmental training**

This may occur in one or more of the following areas:
- ambulatory care in paediatrics
- adolescent medicine
- child and adolescent psychiatry
- rehabilitation
- palliative care
- community
- developmental
- child protection
- community/developmental training in a rural/regional setting as part of a 12-month position

**Definition of core training for trainees who commenced training before 2017**

Trainees must undertake core training (minimum 24 months) in accredited settings.
- 6 months core general paediatric/clinical specialty training
- 6 months core rural training
- 6 months acute training
- 6 months community/developmental training

**Six months core general paediatric/clinical specialty training**

Clinical specialties training does not include acute care training, such as paediatric intensive care, neonatology and paediatric emergency medicine training, or community/developmental training as they are other core requirements of the training program. Up to three months nights/relief may be accredited as core training provided there is supervision with readily available consultants, a diverse clinical experience, supervised handovers and participation in training activities.

**Six months core rural training**

*Australian Trainees may apply to have Rural training completed in Basic Training count towards Advanced Training. Please contact the Education Officer to find out if you are eligible and for more information on the application process.*
Time-based requirements - Training time and rotations

Suitable rural training sites must provide trainees with the opportunity to experience:
- complex cases
- independent care
- continuity of care
- special care nursery/perinatal component
- regular and ongoing outpatient experience (minimum 2 outpatient sessions per week seeing referred patients, including new patients, fully supervised by consultant paediatrician)
- paediatric emergency care provided by paediatric staff
- opportunity and requirement to deal with paediatric emergencies, including stabilisation and treatment in the acute and ongoing phase, which is often required because of geographical isolation
- provision of intensive care or high-dependency care for limited periods, again often required because of geographical isolation
- development of relationships with community services and multidisciplinary teams, to care for developmental, behavioural and child protection cases
- outreach specialty clinics or telehealth sessions creating the shared care often required for difficult, complex and specialty cases. (This is certainly important though it is recognised that in some rural areas this may not be available.)

The criteria for exclusion include:
- accredited as a level two hospital for Basic Training
- sub-specialists on-site
- case mix limited by close locality to a tertiary centre, allowing patients to bypass peripheral hospital at their own choice.

**Six months core acute care**

This may include one or more of the following:
- neonatal intensive care
- paediatric intensive care
- emergency medicine
- neonatal and paediatric retrievals.

**Six months core community/developmental training**

This may occur in one or more of the following areas:
- ambulatory care in pediatrics
- adolescent medicine
- child and adolescent psychiatry
- rehabilitation
- palliative care
- community
- developmental
- child protection
- community/developmental training in a rural/regional setting as part of a 12-month position

**Definition of non-core training**

A maximum of 12 months of non-core training may be undertaken in clinical training in other disciplines, or in research. Non-clinical time may be approved for research including PhD or Masters by thesis. Time spent on coursework will not be approved. All training requirements must be adhered to.

**Training time in Australia/New Zealand**
## Time-based requirements - Training time and rotations

**Australian trainees:** At least 24 months of Advanced Training in General Paediatrics must be undertaken in Australia and/or New Zealand.

**New Zealand trainees:** This will be considered on a case by case basis by the NZ ATC.

## Supervision requirements

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

<table>
<thead>
<tr>
<th><strong>Core training</strong></th>
<th></th>
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<tbody>
<tr>
<td>Per rotation:</td>
<td></td>
</tr>
<tr>
<td>• 1 supervisor with FRACP</td>
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<tr>
<td>• A second supervisor who may or may not have FRACP</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Non-core training</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Per rotation:</td>
<td></td>
</tr>
<tr>
<td>• 1 supervisor with FRACP</td>
<td></td>
</tr>
<tr>
<td>• A second supervisor who may or may not have FRACP</td>
<td></td>
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</tbody>
</table>

### 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**
Four per year (core and non-core)
- **Australia**: Due by 31 January of the following year
- **New Zealand**: Due by 31 October

**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**: Six over the course of Advanced Training (core and non-core training)
- **New Zealand**: Six over the course of Basic and Advanced Training (core and non-core training)

**Acceptable procedures**

*Mandatory procedures:*
- Nasogastric tube placement
- Bag mask ventilation/neopuff use
- Intubation
- Lumbar puncture
- Sterile urine collection
- Neonatal cannulation

*Optional procedures:*
- Intercostal catheter placement
### Direct Observation of Procedural Skills (DOPS)

- Percutaneous long line insertion
- Intraosseous needle insertion
- Central venous access
- Umbilical vessel catheterisation

**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**
One per rotation, early in the rotation, minimum two per year (core and non-core)

**Australia:** Due by 31 January of the following year

**New Zealand:** Due by the end of the training rotation

**More information**
- Access the LNA via the [Advanced Training Portal]
- [Learning Needs Analysis information sheet, workflow and other resources]

### 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**
Four per year (core and non-core)

**Australia:** Due by 31 January of the following year

**New Zealand:** Due by 31 October

**More information**
- Access 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**
The following applies to core and non-core years.

**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
**Supervisor’s Reports**

- 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) or by the end of the rotation.

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](#)

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**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
**Trainee’s Report**

More information
- More information on Trainee’s Reports
- Learning and assessment tool forms

**Other requirements**

**Child Protection Training**

**Purpose**
To ensure that trainees have adequate exposure to child protection cases.

**Requirement**
Once over entire training period (Basic Training and Advanced Training), due by the end of Advanced Training. Logbook must be completed during Advanced Training only.

Completion of Child Protection Training requires:
- Logbook of 15 documented child protection cases;
- 3 months in an accredited child protection training position
- completion of a recognised child protection course
- on-site training with a child protection medical officer/specialist

Supervision can be performed by a child protection officer/specialist, a paediatrician responsible for child protection at a specific site.

Trainees can contact the Education Officer for further information about the documentation required for recognition this requirement.

**More information**
- Learning and assessment tool forms

**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

Completion of the 6 months of core community/developmental training component will satisfy the Developmental and Psychosocial Training requirement.

**More information**
- More information on Developmental and Psychosocial Training
- Learning and assessment tool forms
## Logbook of 100 new outpatients

**Purpose**
To ensure that trainees have adequate exposure to independently seen 100 new outpatients.

**Requirement**
One over the course of Advanced Training

Over the course of three years of Advanced Training, the trainee should have the opportunity to independently see 100 new outpatients, of which 30 cases are focusing on developmental paediatrics.* The number of new outpatients seen each term should be recorded by the trainee’s supervisors on their Supervisor’s Reports. The trainee will also be asked to record the total number of new outpatients seen to date on their annual application for approval of training. All trainees are to keep a record of the new cases they have seen in a logbook, and submit this once 100 outpatients have been seen.

*Australian trainees who commenced Advanced Training in General Paediatrics before 2016 do not need to complete the 30 developmental paediatrics cases, however they must still complete 100 cases in total.

**More information**
- Learning and assessment tool forms

## Neonatal Training

**Purpose**
To ensure that trainees have adequate exposure to neonatal training.

**Requirement**
Once over entire training period (Basic Training and Advanced Training), due by the end of Advanced Training.

Trainees must demonstrate that they have completed six months of neonatal training in a tertiary referral centre during the course of their physician training program (Basic Training and/or Advanced Training).

The trainee’s supervisor must confirm in their Supervisor’s Report that this component has been satisfactorily completed for this period of training. The trainee will also be asked to confirm in their Annual Applications for Approval of Advanced Training that this component has been completed.

**More information**
- 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 end of Advanced Training*.
Research Project

**Australia:** Due by 31 March, 15 June or 15 September

**New Zealand:** Due by 31 May in final year of training

*The research project must be marked as satisfactory prior to admission to Fellowship. It is recommended that Australian trainees submit their research project by 31 March in their final year of training and New Zealand trainees submit their project by 31 May in their final 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 over the course of training due by the end of Advanced Training*.

**Australia:** Due by 31 March, 15 June or 15 September

**New Zealand:** Due by 31 May in final year of training

*The research project must be marked as satisfactory prior to admission to Fellowship. It is recommended that Australian trainees submit their research project by 31 March in their final year of training and New Zealand trainees submit their project by 31 May in their final year of training to allow time for marking and resubmission of research projects initially marked ‘Resubmit’.

Advanced Trainees are required to submit one written project report before the completion of Advanced Training in General Paediatrics.

Project reports may take several forms including:

- Clinical or laboratory research presented in a form suitable for, or already submitted for, publication to a peer-reviewed journal (Vancouver guidelines).
- A substantial research proposal, including background, rationale, hypothesis, methodology, feasibility, ethics issues and approval, parent information sheet, and budget; accompanied by a comprehensive literature review (standard equivalent to an NHMRC Project Grant Application or Health Research Council New Zealand).
- A report and commentary on a substantial piece of original work which is complete, e.g. thesis for a Doctorate or other higher degree. This piece of work must be relevant to the practice of paediatrics and child health. The reviewing committee will need to view the transcript of the academic record certifying completion.
- Quality assurance, action research, or an audit/evaluation of a service or clinical program, accompanied by a literature review.
- A systematic review of the literature – the Cochrane Collaboration is an example of the process to be used.
- Completion of a Masters of Public Health.

Project reports must be pertinent to the practice of general paediatrics and to the training program.

**Role of the supervisor**

The role of the supervisor is to assist the trainee in the selection of the project and project design, and to guide the trainee in completion of the project. The supervisor is not a joint author. Trainees are expected to be able to write clear, succinct reports. Trainees who have
**Research Project**

Language difficulties should undertake additional courses or training to address this problem. 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 submission.

The overseeing committee advises trainees to choose their supervisors for projects carefully. The supervisor of the project needs to be able to guide the trainee with respect to choice of project, methodology, statistical analysis, interpretation, and quality of presentation. It is possible that supervisors chosen by trainees to supervise training rotations do not have the necessary skills and experience to adequately supervise the completion of a project. Trainees are therefore advised to choose a separate project supervisor, rather than expecting their clinical supervisor to fill both roles.

Trainees should note that this can introduce problems if there is not clear communication between supervisors. Particular caution is required to ensure that the trainee’s term supervisor remains aware of the trainee’s progress in their project work.

**Acceptable project formats**

Projects should be novel and incorporate original thought. Trainees will sometimes be working as part of a larger group or project; however, trainees are required to make an original contribution to the planning or interpretation of their study.

Projects should be presented in a standard suitable for publication and should adhere to the usual norms of scientific writing. Projects should provide defined aims, clearly articulated objectives and prospectively defined methodology. The conclusions should relate to the aims. Discussion should place the new work in the context of the published literature. In addition, projects should be written in sound English, free from grammatical and typographical errors. A standard, consistent method of citing the literature should be used.

**More information**

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

### Australia

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

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

#### 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
- 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

**Other activities to be completed this quarter**
- Case-based Discussion
- Direct Observation of Procedural Skills
- Learning Needs Analysis
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>
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<tbody>
<tr>
<td><strong>Member Services Contact Centre</strong></td>
<td>Australia</td>
</tr>
<tr>
<td>First point of contact for general enquiries.</td>
<td>Email: <a href="mailto:racp@racp.edu.au">racp@racp.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Phone: 1300 MyRACP</td>
</tr>
<tr>
<td></td>
<td>1300 69 7227</td>
</tr>
<tr>
<td></td>
<td>New Zealand</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:racp@racp.org.nz">racp@racp.org.nz</a></td>
</tr>
<tr>
<td></td>
<td>Phone: 0508 MyRACP</td>
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<td>0508 69 7227</td>
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<tr>
<th>Other College contacts</th>
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<tbody>
<tr>
<td><strong>Education Officers</strong></td>
<td>Australia</td>
</tr>
<tr>
<td>Education officers administer the training program and can respond to training-related enquiries.</td>
<td>Email: <a href="mailto:GeneralPaedsAdvanced@racp.edu.au">GeneralPaedsAdvanced@racp.edu.au</a></td>
</tr>
<tr>
<td></td>
<td>Phone: +61 2 9256 5444</td>
</tr>
<tr>
<td><strong>New Zealand</strong></td>
<td>Email: <a href="mailto:GeneralPaediatrics@racp.org.nz">GeneralPaediatrics@racp.org.nz</a></td>
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<tr>
<td></td>
<td>Phone: +64 4 472 6713</td>
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| **Training Support** | Australia |
| The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training. | Email: trainingsupport@racp.edu.au |
| | Phone: +61 2 9256 5457 |
| **New Zealand** | Email: trainingsupport@racp.org.nz |
| | Phone: +64 4 472 6713 |

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

<p>| <strong>College Trainees’ Committee</strong> | Email: <a href="mailto:traineescommittee@racp.edu.au">traineescommittee@racp.edu.au</a> |
| The College Trainees’ Committee (CTC) reports to the College Board and represents and advocates on behalf of trainees. |  |</p>
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<tr>
<td><strong>New Zealand Trainees’ Committee</strong></td>
<td>Email: <a href="mailto:traineescommittee@racp.org.nz">traineescommittee@racp.org.nz</a></td>
</tr>
<tr>
<td>The New Zealand Trainees’ Committee represents and advocates on behalf of trainees.</td>
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