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

## 2019–20 Program requirement updates

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

<table>
<thead>
<tr>
<th>Changes to program requirements for 2019–20</th>
<th>Rationale for changes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Training time in Australasia</strong></td>
<td>New minimum time requirement for New Zealand trainees.</td>
</tr>
<tr>
<td><strong>Logbook</strong></td>
<td>1 new outpatients logbook over the course of training. This must include 30 developmental cases.*</td>
</tr>
<tr>
<td></td>
<td>*Australian trainees who commenced training before 2016 who do not submit their logbook by the end of the 2019 training year will need to complete the 30 developmental cases.</td>
</tr>
<tr>
<td><strong>Professional Qualities Reflection</strong></td>
<td>New requirement of 1 per year (required for New Zealand, recommended for Australia).</td>
</tr>
<tr>
<td><strong>Research Project</strong></td>
<td>All trainees are now required to complete 1 RACP Research Project over course of training.</td>
</tr>
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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 Specialty 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

Logbook

- Download the General Paediatrics 100 New Outpatients Logbook (Australia) (.doc 62KB)  
- Download the General Paediatrics 100 New Outpatients Logbook (New Zealand) (.doc 63KB)  
- Download the Child Protection Logbook (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)

Supervisor’s reports

- 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)

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 the program requirements. If all requirements of training have been satisfactorily completed, the overseeing committee will certify the period of training.

Prospective changes to approval of training
Trainees should inform the relevant committee as soon as possible if information outlined in their application changes. Some changes may require a revision of the approval decision and may affect the certification of training.

Changes to applications which require prospective approval may include changes to supervision, sites, dates of rotations and flexible training arrangements.
How to apply
Both new and current trainees need to apply for Advanced Training each year. Trainees must organise the timely submission of all necessary documentation, keep a copy of the application for future reference and pay required fees. Trainees must submit an Application for Interruption of Advanced Training when not intending to have training certified towards core or non-core time-based requirements. Register your period of interruption by the relevant application due dates.

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 472KB).

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

Closing dates for applications in Australia

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

This handbook should be used alongside the following resources.

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

- Download the 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:

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

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

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

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

Trainee responsibilities
All trainees are adult learners who must understand trainee responsibilities and play a role in teaching and mentoring junior doctors.
The College is committed to supporting trainees who are experiencing difficulty in their training. If trainees or supervisors are experiencing difficulty, they should contact their Education Officer and the Training Support Unit.
The Training Support Unit has Resources for trainees covering topics including learning support and mentoring.

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

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

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

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

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

Admission to Fellowship

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

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

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

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

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

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

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

Program requirements overview

<table>
<thead>
<tr>
<th>Core training (minimum 24 months)</th>
<th>Non-core training (maximum 12 months)</th>
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<tbody>
<tr>
<td>Content</td>
<td></td>
</tr>
<tr>
<td>• Download the Specialty Advanced Training Curriculum (PDF 1MB).</td>
<td></td>
</tr>
<tr>
<td>• Download the Professional Qualities Curriculum (PDF 1MB).</td>
<td></td>
</tr>
</tbody>
</table>

Supervision per rotation:

• 1 supervisor with FRACP
• 1 supervisor who may or may not have FRACP

Work-based learning and assessment tools

Per rotation:

• 1 Supervisor’s Report (2 for 12-month rotations)
• 1 Trainee’s Report (NZ only)
• 1 Learning Needs Analysis (minimum of 2 per year)

Per year:

• 4 Case-based Discussions
• 4 mini-Clinical Evaluation Exercise
• 1 Professional Qualities Reflection (required for NZ, recommended for AU)

Over the course of training:

• 6 Direct Observation of Procedural Skills

By the end of Advanced Training:

36 months of certified training time consisting of:

• 24 months core training
• 12 months non-core training
• 1 Logbook of 100 new outpatients including 30 developmental cases
• Child Protection Training
• Neonatal Training^  
• 1 RACP Research Project
• Developmental and Psychosocial 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 core training
- 12 months 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 core general paediatrics training
  - including at least 6 months rural training
- 6 months core acute care training
- 6 months core 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 core 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 training**

This may include one or more of the followings:
- 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 core acute care training
- 6 months core 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 training

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 non-core training

A maximum of 12 months of non-core training may be undertaken in further core clinical training, 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 Australasia
### Time-based requirements - Training time and rotations

At least 24 months of Advanced Training in General Paediatrics must be undertaken in Australia and/or New Zealand. For New Zealand, this will also be considered on a case by case basis by the NZ ATC.

<table>
<thead>
<tr>
<th>Supervision requirements</th>
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<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>To provide trainees with appropriate support and guidance to complete the training program.</td>
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<tr>
<td><strong>Core and non-core training</strong></td>
</tr>
<tr>
<td>Per rotation:</td>
</tr>
<tr>
<td>• 1 supervisor with FRACP</td>
</tr>
<tr>
<td>• 1 supervisor who may or may not have FRACP</td>
</tr>
<tr>
<td><strong>More information</strong></td>
</tr>
<tr>
<td>• <a href="#">Supervision</a></td>
</tr>
<tr>
<td>• <a href="#">Download the Advanced Training supervisor amendment form (.doc 153KB)</a></td>
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</tbody>
</table>
Work-based learning and assessment tools

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

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

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

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

<table>
<thead>
<tr>
<th>Case-based Discussion (CbD)</th>
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<tbody>
<tr>
<td><strong>Purpose</strong></td>
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<tr>
<td><strong>Requirement</strong></td>
</tr>
<tr>
<td>Australia:</td>
</tr>
<tr>
<td>New Zealand:</td>
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<tr>
<td><strong>More information</strong></td>
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<table>
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<tr>
<th>Direct Observation of Procedural Skills (DOPS)</th>
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<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td><strong>Requirement</strong></td>
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<tr>
<td>New Zealand:</td>
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<table>
<thead>
<tr>
<th>Acceptable procedures</th>
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<tbody>
<tr>
<td><strong>Mandatory procedures:</strong></td>
</tr>
<tr>
<td>Nasogastric tube placement</td>
</tr>
<tr>
<td>Bag mask ventilation/neopuff use</td>
</tr>
<tr>
<td>Intubation</td>
</tr>
<tr>
<td>Lumbar puncture</td>
</tr>
<tr>
<td>Sterile urine collection</td>
</tr>
<tr>
<td>Neonatal cannulation</td>
</tr>
<tr>
<td><strong>Optional procedures:</strong></td>
</tr>
</tbody>
</table>
### Direct Observation of Procedural Skills (DOPS)
- Intercostal catheter placement
- 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, two per year
- **Australia**: Due by 31 January of the following year
- **New Zealand**: Due by the end of the training rotation

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

### 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
- **Australia**: Due by 31 January of the following year
- **New Zealand**: Due by 31 October

**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**
- **Australia**: One per year (recommended) due by 31 January of the following year
- **New Zealand**: One per year due by 31 October
### Professional Qualities Reflection (PQR)

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

### 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 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) 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**
### Supervisor’s Reports

- More information on Supervisor’s Reports
- Learning and assessment tool forms
- Progression Through Training Policy

### Trainee’s Report

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

**Requirement**
- **Australia:** Not required
- **New Zealand:** One per rotation submitted with the 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

#### 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;
  - at least one of the following:
    - 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**
## Developmental and Psychosocial Training

**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

**Purpose**
To ensure that trainees have adequate exposure to independently see 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 training before 2016 who do not submit their logbook by the end of the 2019 training year will need to complete the 30 developmental cases

**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 requirements

<table>
<thead>
<tr>
<th>Research Project</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>To enable trainees to gain experience in research methods; in interpretation of research literature; in participation in research at some stage of their career; and to develop quality improvement skills. Submission of a research project provides evidence of the skills of considering and defining research problems; the systematic acquisition, analysis, synthesis and interpretation of data; and effective written communication.</td>
</tr>
<tr>
<td><strong>Requirement</strong></td>
</tr>
<tr>
<td>One over the course of training due by the end of Advanced Training.</td>
</tr>
<tr>
<td><strong>Australia</strong>: Due by 31 March, 15 June or 15 September</td>
</tr>
<tr>
<td><strong>New Zealand</strong>: Due by 31 May in final year of training</td>
</tr>
<tr>
<td>The research project must be marked as satisfactory prior to admission to Fellowship. It is recommended that trainees submit their research project in their penultimate year of training to allow time for marking and resubmission of research projects initially marked ‘Resubmit’.</td>
</tr>
</tbody>
</table>

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

### Australia

<table>
<thead>
<tr>
<th>Month</th>
<th>Important Dates</th>
<th>Activities to be completed this quarter:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January–March</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 February</td>
<td>Applications for Approval of Advanced Training due</td>
<td>• Case-based Discussion</td>
</tr>
<tr>
<td></td>
<td>Other activities to be completed this quarter:</td>
<td>• Learning Needs Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mini-Clinical Evaluation Exercise</td>
</tr>
<tr>
<td>31 March</td>
<td>Research project submission date – trainees due for Fellowship in December should submit by this date</td>
<td></td>
</tr>
<tr>
<td><strong>April–June</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 June</td>
<td>Research project submission date</td>
<td>• Case-based Discussion</td>
</tr>
<tr>
<td></td>
<td>Activities to be completed this quarter:</td>
<td>• Learning Needs Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mini-Clinical Evaluation Exercise</td>
</tr>
<tr>
<td><strong>July–September</strong></td>
<td></td>
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<tr>
<td>15 July</td>
<td>Supervisor’s Report due for all trainees</td>
<td></td>
</tr>
<tr>
<td>31 August</td>
<td>Applications for Approval of Advanced Training for the second half of the year due</td>
<td></td>
</tr>
<tr>
<td>15 September</td>
<td>Research project submission date</td>
<td>• Case-based Discussion</td>
</tr>
<tr>
<td></td>
<td>Other activities to be completed this quarter:</td>
<td>• Learning Needs Analysis</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Mini-Clinical Evaluation Exercise</td>
</tr>
<tr>
<td><strong>October–December</strong></td>
<td></td>
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</tr>
<tr>
<td>15 October</td>
<td>Supervisor’s Report and all PREP tools due for trainees eligible for December Fellowship</td>
<td>• Case-based Discussion</td>
</tr>
<tr>
<td></td>
<td>Other activities to be completed this quarter:</td>
<td>• Learning Needs Analysis</td>
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<tr>
<td></td>
<td></td>
<td>• Mini-Clinical Evaluation Exercise</td>
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<tr>
<td></td>
<td></td>
<td>• Professional Qualities Reflection (recommended)</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td></td>
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</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>
<td></td>
</tr>
</tbody>
</table>
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
- Professional Qualities Reflection
More information

RACP policies

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

RACP initiatives

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

Useful contacts

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

<table>
<thead>
<tr>
<th>Other College contacts</th>
<th>Australia</th>
<th>New Zealand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Officers</td>
<td>Email: <a href="mailto:GeneralPaedsAdvanced@racp.edu.au">GeneralPaedsAdvanced@racp.edu.au</a>  Phone: +61 2 9256 5444</td>
<td>Email: <a href="mailto:GeneralPaediatrics@racp.org.nz">GeneralPaediatrics@racp.org.nz</a>  Phone: +64 4 472 6713</td>
</tr>
<tr>
<td>Training Support</td>
<td>Email: <a href="mailto:trainingsupport@racp.edu.au">trainingsupport@racp.edu.au</a>  Phone: +61 2 9256 5457</td>
<td>Email: <a href="mailto:trainingsupport@racp.org.nz">trainingsupport@racp.org.nz</a>  Phone: +64 4 472 6713</td>
</tr>
<tr>
<td>Supervisor Support</td>
<td>Email: <a href="mailto:supervisor@racp.edu.au">supervisor@racp.edu.au</a>  Phone: +61 2 8076 6300</td>
<td>Email:</td>
</tr>
<tr>
<td>College Trainees' Committee</td>
<td>Email: <a href="mailto:traineescommittee@racp.edu.au">traineescommittee@racp.edu.au</a></td>
<td></td>
</tr>
</tbody>
</table>
### Other College contacts

<table>
<thead>
<tr>
<th>New Zealand Trainees’ Committee</th>
<th>Email: <a href="mailto:traineescommittee@racp.org.nz">traineescommittee@racp.org.nz</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>The New Zealand Trainees’ Committee represents and advocates on behalf of trainees.</td>
<td></td>
</tr>
</tbody>
</table>