About the 2017–18 handbook

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

The 2017–18 handbook applies to all Australian and New Zealand based trainees registered in a PREP program in 2017 and/or 2018, regardless of the year in which they commenced PREP Advanced Training. A trainee is considered to be in a PREP Advanced Training Program if they first enrolled in that program from 2011 onwards. Where not specified as being particular to either Australia or New Zealand, information applies to trainees and supervisors in both countries.

2017–18 Program requirement updates

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

<table>
<thead>
<tr>
<th>Changes to program requirements for 2017–18</th>
<th>Rationale for changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Research Project requirement for trainees commencing training in 2017 onwards.</td>
<td>To align with College-wide implementation of research projects to enable trainees to gain research skills and experience.</td>
</tr>
<tr>
<td>Final Supervisor’s Report renamed ‘Supervisor’s Report’.</td>
<td>To reflect the change below.</td>
</tr>
<tr>
<td>Additional Supervisor’s Report replaces Mid-Year Progress Report for 12 month positions for New Zealand trainees.</td>
<td>To ensure trainees and committees are better informed about trainee progress throughout the year and to align Australian and New Zealand training requirements.</td>
</tr>
<tr>
<td>The Case-based Discussion requirement has increased from three per year to four per year.</td>
<td>To ensure reliability of assessment across the whole training year.</td>
</tr>
</tbody>
</table>
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Geriatric Medicine
A geriatrician has expertise in the diagnosis and management of complex and/or multifactorial internal medicine disorders that impact upon the cognition and functional status of the older person.

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

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

Learning and assessment tool forms
Supervisor's Reports
- Download the Geriatric Medicine Supervisor's Report (.doc 384KB)

Research Project
- Download the Geriatric Medicine Project Cover Sheet (.doc 122KB)
- Download the Geriatric Medicine Types of Projects Sheet (.doc 120KB)
- Download the Geriatric Medicine Tutorial on Academic Honesty (.pptx 123KB)
- Download the Geriatric Medicine Guidelines for Project Reviewers (PDF 51KB)
- Download the Geriatric Medicine Project Reviewer Form (.doc 120KB)
Contact us

Australia
Phone: +61 2 8247 6214
Email: Geriatrics@racp.edu.au

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

For dual training with geriatric medicine, the second specialty must be relevant to the practice of geriatric medicine and the overall training plan must support the breadth of experience required by a geriatrician. The overseeing committees in Geriatric Medicine may prospectively approve up to 12 months of a second specialty towards Advanced Training in Geriatric Medicine and may make individual recommendations for achieving this goal. Specialties without direct relevance to geriatric medicine will require 36 months of approved training in geriatric medicine.

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.

Approval of Training in excess of a site’s accreditation
The overseeing committees strongly recommend that trainees complete their Advanced Training at more than one training site (Hospital or Health Service). Individual sites are accredited for a maximum period of training based on standard criteria.

It is acknowledged that for some trainees that this may cause hardship. The overseeing committee will consider individual applications for Approval of Training in excess of a site’s accreditation. The application should be based on sound educational grounds, not on social situation or inconvenience. The trainee is required to provide evidence that the proposed training will:

- not be compromised compared with moving to another site
- not be duplicating a rotation that had already been certified
- increase the breadth and depth of training

Trainees should not assume that the Application for Prospective Approval of Training will be accepted by the overseeing committees. To avoid trainees being disadvantaged, Applications for
Prospective Approval of Training that are inconsistent with a site’s accreditation must be submitted at least three months prior to the commencement of the rotation.

**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 Geriatric Medicine (.doc 445KB)](#).

**New Zealand Trainees**
Download, complete and submit the [application form to apply for Advanced Training in Geriatric Medicine (.doc 445KB)](#) 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 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 Geriatric Medicine Advanced Training Curriculum (PDF 1MB)
- Download the Professional Qualities Curriculum (PDF 1MB)

Advanced Training Portal

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

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

Education policies

Education policies underpin all training requirements.

Key education policies include the following:

- Academic Honesty and Plagiarism
- Flexible Training
- Progression through Training
- Recognition of Prior Learning
- Special Consideration for Assessments
- Trainee in Difficulty Support Policy

Variations in training and flexible training options

Variations in training processes cover dual, joint, conjoint and post-fellowship training.

Flexible training option information covers part-time training, interruptions to training, withdrawing from training and exceptional circumstances.

Trainee responsibilities

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

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

Supervisor roles and responsibilities

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

Accreditation of settings

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

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

- Communication
- Indigenous Health
- Research
- Supervisor Professional Development
- Telesupervision

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

Admission to Fellowship

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

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

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

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

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

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

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

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

## Supervision

**Supervision** per rotation:
- 1 primary supervisor who is a geriatrician with FRACP
- 1 supervisor who may or may not have FRACP or be a geriatrician

It is recommended that all trainees also have a mentor during core training who is a geriatrician

**Supervision** per rotation:
- For trainees who are not dual training:
  - 1 supervisor who is a geriatrician with FRACP
  - 1 supervisor either with FRACP or Fellowship of another College (appropriate to the rotation)

**For trainees who are dual training:**
- 2 supervisors with FRACP or Fellowship of another College (appropriate to the rotation)

It is recommended that all trainees also have a mentor during non-core training who is a geriatrician

## Teaching and learning requirements

Per rotation:
- 1 Learning Needs Analysis (minimum of two for twelve month rotations)
Per year:
- 2 Professional Qualities Reflections (minimum of one every six months)

### Assessments

Per rotation:
- 1 Supervisor’s Report (two for twelve month rotations)
Per year:
- 4 Case-based Discussions (minimum of two every six months)
- 4 Mini-Clinical Evaluation Exercises (minimum of two every six months)

Per rotation:
- 1 Learning Needs Analysis (minimum of two for twelve month rotations)
Per year:
- 2 Professional Qualities Reflection (minimum of one every six months)

Per rotation:
- 1 Supervisor’s Report (two for twelve month rotations)
Per year:
- 4 Case-based Discussions (minimum of two every six months)
- 4 Mini-Clinical Evaluation Exercises (minimum of two every six months)

## By the end of Advanced Training:

36 months of certified training time consisting of:
- 24 months of core training (minimum)
- 12 months of non-core training (maximum)

Research project requirement:
- 1 Research Project (for trainees commencing training in 2017 onwards)
- 2 Research Projects (for trainees who commenced training before 2017)
**Time-based requirements - Training time and rotations**

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

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

**Training rotations**

**Core training:**
- 24 months (FTE) must be in a core training position as prospectively approved by the overseeing committee.

**Non-core training:**
- Up to 12 months (maximum) may be certified as non-core training.

No single training program will suit the training needs of every Advanced Trainee. The overseeing committee will consider individual requests to vary the requirements, and will take into consideration the trainee's overall training program. Other clinical options may be acceptable as core or non-core training. The trainee should prospectively seek the advice of the overseeing committee.

There is a wide range of training options reflecting the diversity of practice undertaken by geriatricians. It is recommended that trainees attempt to plan their whole Advanced Training, while maintaining flexibility.

Advanced Training is differentiated from service commitments on the basis that training follows a prospectively approved training plan in accredited settings under the supervision of an accredited supervisor. Terms should be of adequate duration to ensure that training needs can be met - four to six months duration is recommended. Terms of three to four months will be considered, provided they form a component of a full year's continuous program.

The following do not satisfy criteria for core or non-core training in Australia or New Zealand:
- terms of less than three months duration, relieving terms or night cover

**Core training**
A minimum of 24 months (FTE) must be spent in accredited training positions under the supervision of a geriatrician who is a Fellow of the RACP.
Core training is comprised of [Level A](#) training with an optional six months of [Level B](#) training.

**Non-core training**
[Non-core training](#) may be undertaken in geriatric medicine, other disciplines or research to complement core training. A maximum of 12 months of non-core training may be approved.

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

Trainees intending to undertake training outside Australia or New Zealand should enquire about the suitability of these training positions with their overseeing committee well before applying for prospective approval of the training period. The period of overseas training must comply with the requirements of training outlined in this handbook, including completion of workplace-based assessments and teaching and learning tools, supervision and achievement of learning objectives outlined in the program-specific and Professional Qualities Curricula. Once the committee has confirmed the suitability of the post, trainees should complete the usual application process for prospective approval of training.

There are many relief organisations where supervised clinical experience may be obtained. It is anticipated that such experience enhances trainees' breadth and depth of knowledge, and allows experience that could not be obtained in the Australian or New Zealand teaching...
### Time-based requirements - Training time and rotations

Hospital environment. All trainees undertaking such posts should consider having an Australian or New Zealand co-supervisor with whom they communicate at least every three months.

### Other requirements

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

- Acknowledging that the requirement to train in more than one hospital/health service may cause personal inconvenience, particularly to train in rural locations, the overseeing committee will place emphasis on the impact of such training when considering requests to vary this requirement.

<table>
<thead>
<tr>
<th>Component of training</th>
<th>Core training</th>
<th>Non-core training</th>
<th>Specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level A</strong></td>
<td>Minimum 24 months</td>
<td>Maximum 12 months</td>
<td><strong>Minimum 18 months</strong></td>
</tr>
<tr>
<td>Geriatric medicine under the direct clinical supervision of a geriatrician, which should include an adequate diversity of: acute aged care, ambulatory care, community care, geriatric emergency medicine, geriatric rehabilitation, orthogeriatrics, perioperative medicine and stroke rehabilitation.</td>
<td>Maximum 36 months</td>
<td>Not applicable</td>
<td>The overseeing committee requires trainees to demonstrate diversity in areas of core training. Level A training exceeding 24 months in one location or under one supervisor will not be certified.</td>
</tr>
<tr>
<td><strong>Level B</strong></td>
<td>Maximum 6 months per specialty</td>
<td>Maximum 12 months</td>
<td><strong>0–18 months</strong></td>
</tr>
<tr>
<td>Training relevant to geriatric medicine but not under the direct clinical supervision of a geriatrician. These disciplines may include general medicine, rehabilitation, palliative care, psychiatry of old age.</td>
<td></td>
<td></td>
<td>Level B training exceeding six months in one discipline will not be certified as Level B but may be certified as Level C subject to the overall training program being of sufficient breadth.</td>
</tr>
<tr>
<td><strong>Level C</strong></td>
<td>Not eligible</td>
<td>Maximum 12 months</td>
<td><strong>0–12 months</strong></td>
</tr>
<tr>
<td>Other areas of relevance to geriatric medicine including research, education and other subspecialties of relevance.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Example training programs

1) 24 months Level A  
   6 months Level B  
   6 months Level C  

2) 24 months Level A  
   12 months Level C  

3) 18 months Level A
<table>
<thead>
<tr>
<th>Component of training</th>
<th>Core training</th>
<th>Non-core training</th>
<th>Specifications</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Minimum 24 months</td>
<td>Maximum 12 months</td>
<td></td>
</tr>
<tr>
<td>Core training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18 months Level B (in at least three different disciplines)</td>
<td></td>
<td>6 months core plus 12 months non-core</td>
<td></td>
</tr>
</tbody>
</table>

**Supervision requirements**

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

**Core training**
2 supervisors required per rotation:
- 1 primary supervisor who is a geriatrician with FRACP
- A supervisor who may or may not have FRACP or be a geriatrician

It is recommended that trainees also have a mentor during core training who is a geriatrician

**Non-core training**
Per rotation:

**For trainees who are not dual training:**
- 1 supervisor who is a geriatrician with FRACP
- 1 supervisor either with FRACP or Fellowship of another College (appropriate to the rotation)

**For trainees who are dual training:**
- 2 supervisors with FRACP or Fellowship of another College (appropriate to the rotation)

It is recommended that all trainees also have a mentor during non-core training who is a geriatrician

**More information**
- Supervision
- Download the Advanced Training supervisor amendment form (.doc 153KB)
Work-based learning and assessment tools

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

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

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

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

<table>
<thead>
<tr>
<th>Case-based Discussion (CbD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>To guide the trainee’s learning through structured feedback and help the supervisor evaluate the expertise and judgement exercised in clinical cases. This is a formative assessment.</td>
</tr>
<tr>
<td><strong>Requirement</strong></td>
</tr>
<tr>
<td>Four per year (minimum of two every six months) (core and non-core training)</td>
</tr>
<tr>
<td><strong>Australia:</strong> 31 January of the following year</td>
</tr>
<tr>
<td><strong>New Zealand:</strong> By end of final training rotation</td>
</tr>
<tr>
<td><strong>More information</strong></td>
</tr>
<tr>
<td>• Enter CbD rating form data into the Advanced Training Portal</td>
</tr>
<tr>
<td>• Case-based Discussion information sheet, workflow, rating form and other resources</td>
</tr>
</tbody>
</table>

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

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

**Requirement**
Four per year (minimum of two every six months) (core and non-core training)

**Australia:** 31 January of the following year  
**New Zealand:** By end of final training rotation

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

### Professional Qualities Reflection (PQR)

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

**Requirement**
Two per year (minimum of one every six months), early in the rotation (core and non-core)

**Australia:** 31 January of the following year  
**New Zealand:** By end of final training rotation

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

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

**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.

**Requirement**
For trainees commencing training in 2017 onwards:
One over the course of training due by the annual submission date in any year before the end of Advanced Training.

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

The research project must be marked as satisfactory prior to admission to Fellowship. It is recommended that trainees submit their research project by the annual submission date in their penultimate year of training to allow time for marking and resubmission of research projects initially marked ‘Resubmit’.

For trainees who commenced training before 2017:
This project is not required - see below for pre-2017 Research Project requirements.

**More information**
- [More information on Research Projects](#)  
- [Research Projects eLearning@RACP module](#)
Research Project (for trainees commencing training in 2017 onwards)

- Education policies

Research Project (for trainees who commenced training before 2017)

**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.

**Requirement**

*For trainees commencing training in 2017 onwards:*
These projects are not required - see above for 2017 onwards Research Project requirements.

*For trainees who commenced training before 2017:*
Two satisfactory projects by the end of Advanced Training.
At least one project must be submitted and assessed as satisfactory prior to entry into the final 12 months of training in geriatric medicine. This refers to full months. For part-time trainees this is worked out on a pro-rata basis.
Dual trainees entering training in geriatric medicine with retrospective approval of training in their first specialty must submit their first project in the first year of geriatric medicine training in order to be eligible to enter the final 12 months of training.
Trainees will not be certified for time spent in training in their final year prior to submission of a first satisfactory project.

**Project topic**
The project topic must have direct relevance to Geriatric Medicine.

**Dual trainees**
Projects prepared for another training program will not be accepted to satisfy the project requirements. Dual trainees should contact the Education Officer for each committee that is supervising their training if they have questions regarding the project requirements.

**Plagiarism**
Plagiarism involves copying or paraphrasing another author’s ideas or writing, without acknowledging the source, and representing them as your own. Please use this short online quiz to check your understanding: [http://www.lib.monash.edu/tutorials/citing/citing-quiz/quiz.html](http://www.lib.monash.edu/tutorials/citing/citing-quiz/quiz.html). Software and other electronic methods will be used to detect plagiarism in random audits. Strict penalties apply for breaches of academic honesty.

Help from a member of the ANZSGM Scientific and Research (S&R) Committee

Members of the ANZSGM Scientific and Research Committee are available to provide advice to supervisors and trainees regarding research project design and execution.

<table>
<thead>
<tr>
<th>Name</th>
<th>State/Country</th>
<th>Email address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vasi Naganathan</td>
<td>NSW</td>
<td><a href="mailto:vasi.naganathan@sydney.edu.au">vasi.naganathan@sydney.edu.au</a></td>
</tr>
<tr>
<td>Jacqui Close</td>
<td>NSW</td>
<td><a href="mailto:j.close@unsw.edu.au">j.close@unsw.edu.au</a></td>
</tr>
<tr>
<td>Gideon Caplan</td>
<td>NSW</td>
<td><a href="mailto:G.Caplan@unsw.edu.au">G.Caplan@unsw.edu.au</a></td>
</tr>
<tr>
<td>Louise Waite</td>
<td>NSW</td>
<td><a href="mailto:louise.waite@sswhs.nsw.gov.au">louise.waite@sswhs.nsw.gov.au</a></td>
</tr>
<tr>
<td>Martin Connolly</td>
<td>NZ</td>
<td><a href="mailto:martin.connolly@waitematadhb.govt.nz">martin.connolly@waitematadhb.govt.nz</a></td>
</tr>
<tr>
<td>Ruth Hubbard</td>
<td>QLD</td>
<td><a href="mailto:r.hubbard1@uq.edu.au">r.hubbard1@uq.edu.au</a></td>
</tr>
</tbody>
</table>
Research Project (for trainees who commenced training before 2017)

<table>
<thead>
<tr>
<th>Name</th>
<th>State</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Robert Prowse</td>
<td>SA</td>
<td><a href="mailto:robert.prowse@health.sa.gov.au">robert.prowse@health.sa.gov.au</a></td>
</tr>
<tr>
<td>Ronald Leong</td>
<td>VIC</td>
<td><a href="mailto:r.leong@cgmc.org.au">r.leong@cgmc.org.au</a></td>
</tr>
<tr>
<td>Chris Moran</td>
<td>VIC</td>
<td><a href="mailto:c.moran@cgmc.org.au">c.moran@cgmc.org.au</a></td>
</tr>
<tr>
<td>Velandi Srikanth</td>
<td>VIC</td>
<td><a href="mailto:velandai.srikanth@med.monash.edu.au">velandai.srikanth@med.monash.edu.au</a></td>
</tr>
<tr>
<td>Leon Flicker</td>
<td>WA</td>
<td><a href="mailto:leonflic@cyllene.uwa.edu.au">leonflic@cyllene.uwa.edu.au</a></td>
</tr>
<tr>
<td>Sean Maher</td>
<td>WA</td>
<td><a href="mailto:Sean.Maher@health.wa.gov.au">Sean.Maher@health.wa.gov.au</a></td>
</tr>
</tbody>
</table>

Presentations
It is strongly recommended that all trainees present their project work at local and national scientific meetings. Submissions for oral presentations at the Australian & New Zealand Society for Geriatric Medicine (ANZSGM) Annual Scientific Meeting are highly competitive so the most novel and highest quality studies are selected.

Submission process
Please follow the submission process on the project cover sheet for all projects, including project revisions.

Project revisions
When submitting a revised project a covering note outlining the changes made in response to the reviewers’ comments should be included. A good way to present responses to reviewers’ comments is to summarise the responses in table form. Prepare three columns:
1. Reviewers’ comments;
2. Detail about what changes were made and
3. Page and paragraph details, with one separate row for each of the reviewers’ comments.

More information
• Learning and assessment tool forms
• More information on Research Projects
• Education policies

Supervisor’s Report

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.
One Supervisor’s Report is due per rotation, two for twelve-month rotations, minimum two per year (core and non-core)

Australia
For Advanced Trainees in 12-month positions:
• One Supervisor’s Report is to be submitted by 15 July for the first six months of the calendar year.
• One Supervisor’s Report is to be submitted by 31 January of the following year covering the final six months of the calendar year.

For Advanced Trainees in positions of six months or less with separate supervisors, or at separate sites:
• One Supervisor’s Report should be completed for each rotation and submitted to the College by 15 July (for first half of the year) and 31 January the following year (for the
Advanced Trainees approaching the end of their training should submit a report that covers the whole second half of the year by 15 October.

**New Zealand**

For Advanced Trainees in 12-month positions:

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

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

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

The Supervisor’s Report must be completed by supervisors who have directly supervised the trainee. If the supervisor has not directly supervised the trainee throughout the whole rotation, the supervisor should obtain individual reports from those who have directly supervised the trainee and provide a composite report.

Supervisors should discuss the report with the trainee prior to both parties signing the report, and trainees should be provided with a copy of each report.

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](#)
# Important dates

## Australia

<table>
<thead>
<tr>
<th>January–March</th>
<th>15 February</th>
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<tbody>
<tr>
<td>Applications for Approval of Advanced Training due</td>
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</table>

*Other activities to be completed this quarter*
- Case-based Discussion
- Learning Needs Analysis
- Mini-Clinical Evaluation Exercise
- Professional Qualities Reflection

<table>
<thead>
<tr>
<th>April–June</th>
<th>15 April</th>
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<tbody>
<tr>
<td>Research projects for trainees who first commenced training before 2017 with an August start date due</td>
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</table>

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

<table>
<thead>
<tr>
<th>July–September</th>
<th>15 July</th>
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<tr>
<td>Supervisor’s Report due for all trainees</td>
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</table>

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

*Other activities to be completed this quarter*
- Case-based Discussion
- Learning Needs Analysis
- Mini-Clinical Evaluation Exercise
- Professional Qualities Reflection

| 15 September | Research projects for trainees who first commenced training before 2017 with a February start date and for all trainees who commenced training in 2017 onwards due |

## October–December

| 15 October | Supervisor’s Report and all PREP tools due for trainees eligible for December Fellowship |

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

## January

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

#### December–February

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

#### March–May

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

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

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

#### June–August

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

#### September–November

**31 October**
- Supervisor’s Report due for all trainees
- Research projects 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
- Learning Needs Analysis self-evaluation
- Mini-Clinical Evaluation Exercise
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><strong>Australia</strong></td>
<td><strong>New Zealand</strong></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>
<td>Email: <a href="mailto:racp@racp.org.nz">racp@racp.org.nz</a></td>
</tr>
<tr>
<td><strong>Australia</strong></td>
<td>Phone: 1300 MyRACP 1300 69 7227</td>
<td><strong>New Zealand</strong></td>
</tr>
<tr>
<td><strong>New Zealand</strong></td>
<td>Email: <a href="mailto:racp@racp.org.nz">racp@racp.org.nz</a></td>
<td>Phone: 0508 MyRACP 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><strong>Australia</strong></td>
<td><strong>New Zealand</strong></td>
</tr>
<tr>
<td>Education Officers administer the training program and can respond to training-related enquiries.</td>
<td>Email: <a href="mailto:Geriatrics@racp.edu.au">Geriatrics@racp.edu.au</a></td>
<td>Email: <a href="mailto:Geriatrics@racp.org.nz">Geriatrics@racp.org.nz</a></td>
</tr>
<tr>
<td><strong>Australia</strong></td>
<td>Phone: +61 2 8247 6214</td>
<td><strong>New Zealand</strong></td>
</tr>
<tr>
<td><strong>New Zealand</strong></td>
<td>Email: <a href="mailto:Geriatrics@racp.org.nz">Geriatrics@racp.org.nz</a></td>
<td>Phone: +64 4 472 6713</td>
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<tr>
<th>Training Support</th>
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<tbody>
<tr>
<td>The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.</td>
<td><strong>Australia</strong></td>
<td><strong>New Zealand</strong></td>
</tr>
<tr>
<td><strong>Australia</strong></td>
<td>Email: <a href="mailto:trainingsupport@racp.edu.au">trainingsupport@racp.edu.au</a></td>
<td>Email: <a href="mailto:trainingsupport@racp.org.nz">trainingsupport@racp.org.nz</a></td>
</tr>
<tr>
<td><strong>New Zealand</strong></td>
<td>Phone: +61 2 9256 5457</td>
<td>Phone: +64 4 472 6713</td>
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<thead>
<tr>
<th>Supervisor Support</th>
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<tbody>
<tr>
<td>The Supervisor Learning Support Unit provides and coordinates supervisor skills training.</td>
<td>Email: <a href="mailto:supervisor@racp.edu.au">supervisor@racp.edu.au</a></td>
<td></td>
</tr>
<tr>
<td><strong>Australia</strong></td>
<td>Phone: +61 2 8076 6300</td>
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<table>
<thead>
<tr>
<th>College Trainees’ Committee</th>
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<tbody>
<tr>
<td>The <strong>College Trainees' Committee</strong> (CTC) reports to the College Board and represents and advocates on behalf of trainees.</td>
<td>Email: <a href="mailto:traineescommittee@racp.edu.au">traineescommittee@racp.edu.au</a></td>
<td></td>
</tr>
</tbody>
</table>
## Other College contacts

<table>
<thead>
<tr>
<th><strong>New Zealand Trainees’ Committee</strong></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>

## Other contacts

### Specialty societies

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

**The Australian and New Zealand Society for Geriatric Medicine**

The [Australian and New Zealand Society for Geriatric Medicine](http://www.aanzsg.org) is the peak professional body representing Geriatric Medicine physicians in Australia and New Zealand.