



RACP
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EDUCATE ADVOCATE INNOVATE

Physician Readiness for Expert Practice

Advanced Training in Immunology and Allergy

Joint RACP/RCPA Program

2017–18 Program Requirements Handbook

Adult Medicine Division/Paediatrics & Child Health Division



About the 2017–18 handbook

This handbook outlines the complete program requirements for the RACP Physician Readiness for Expert Practice (PREP) Advanced Training in Immunology and Allergy Joint RACP/RCPA (Joint Immunology and Allergy) Program.

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

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

2017–18 Program requirement updates

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

Changes to program requirements for 2017–18	Rationale for changes
New Research Project requirement for trainees commencing training in 2017 onwards.	To align with College-wide implementation of research projects to enable trainees to gain research skills and experience.

Table of contents

About the 2017–18 handbook	2
2017–18 Program requirement updates.....	2
Program overview.....	5
Quick links.....	5
Learning and assessment tool forms.....	5
Apply for Advanced Training	7
Eligibility	7
Advanced Training positions.....	7
Approval and certification of training	7
How to apply.....	7
College training program resources.....	8
Curricula	8
Advanced Training Portal.....	8
Education policies.....	8
Variations in training and flexible training options.....	8
Trainee responsibilities	8
Supervisor roles and responsibilities.....	8
Accreditation of settings.....	8
eLearning@RACP	9
Admission to Fellowship	9
Program requirements.....	10
Program requirements overview	11
Time-based requirements - Training time and rotations	12
Supervision requirements	12
Work-based learning and assessment tools.....	14
Case-based Discussion (CbD).....	14
Direct Observation of Procedural Skills (DOPS).....	14
Learning Needs Analysis (LNA)	15
Research Project	15
Supervisor's Reports	17
Trainee's Report	18
Other requirements.....	18
Important dates	19
More information.....	20
RACP policies.....	20

RACP initiatives20
Useful contacts20



Joint Immunology and Allergy

Immunology and Allergy physicians care for patients with a diverse range of disorders of the immune system. These fall into three major categories: Allergic disorders, Immune deficiency disorders and Autoimmune diseases.

Program overview

Advanced Training provides a 'depth' of specialty training under supervision to prepare trainees for independent practice as consultants. It builds on the skills developed in preceding training through work-based assessments and learning tools as outlined in this handbook.

Program	Advanced Training in Joint Immunology and Allergy
Overseeing committee(s)	Committee for Joint College Training in Immunology & Allergy (JCT)
Entry requirements	<ul style="list-style-type: none"> • Completion of RACP Basic Physician Training, including the RACP Written and Clinical Examinations • Current Medical registration • Appointment to an appropriate Advanced Training position <p>It is RCPA policy that trainees with FRACP are not eligible to undertake joint RACP/RCPA Advanced Training programs. Similarly, trainees who choose to receive FRACP before completion of a joint RACP/RCPA Advanced Training program will not be eligible to continue training in any joint RACP/RCPA program. Trainees are eligible to be admitted to Fellowship of the RACP and RCPA on the completion of all requirements of training.</p>
Minimum duration	4 years (full-time equivalent (FTE))
Curricula	<ul style="list-style-type: none"> • Download the Clinical Immunology and Allergy Advanced Training Curriculum (PDF 1MB) • Download the Professional Qualities Curriculum (PDF 1MB) • RCPA Immunopathology Trainee Handbook
Qualification	Fellowship of the Royal Australasian College of Physicians (FRACP) Fellowship of the Royal College of Pathologists of Australasia (FRCPA)

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 \(.doc 1.1MB\)](#)
- [The Royal College of Pathologists of Australasia](#)

Learning and assessment tool forms

Supervisor's Reports

- [Download the Joint Immunology and Allergy Mid-Year Progress Report \(.doc 198KB\)](#)
- [Download the Joint Immunology and Allergy Final Supervisor's Report \(.doc 487KB\)](#)

Trainee's Reports (New Zealand only)

- [Download the Joint Immunology and Allergy Trainee's Report cover sheet \(.doc 70KB\)](#)
- [Download the Joint Immunology and Allergy Trainee's Report guidelines \(.doc 62KB\)](#)

Project report submission

- [Download the Joint Immunology and Allergy Project Report cover sheets \(.doc 154KB\)](#)

Contact us

Phone: +61 2 8076 6388

Email: ImmunologyAllergy@racp.edu.au

Apply for Advanced Training

Eligibility

New trainees can apply for Advanced Training after completing Basic Training, including passing the Divisional Written and Clinical Examinations. They must have current medical registration and appointment to an appropriate Advanced Training position at a suitable training site.

Advanced Training positions

Core training usually needs to be undertaken at [accredited training sites](#) that have been accredited by the overseeing committee for Advanced Training in the relevant specialty.

Some specialty groups conduct a coordinated [Advanced Trainee Selection and Matching](#) process for appointing trainees to training positions. Details of participating states, regions and specialties are available from June each year.

Please note that the College is not responsible for trainee recruitment and has no role in the recruitment process.

Approval and certification of training

Once trainees have secured a training position, they must prospectively apply for approval as per the [Progression through Training Policy](#).

Approval of training periods will be determined by the overseeing committee. To be approved, a trainee's individual training program must be consistent with the training requirements and appropriate for the stage in training.

Upon completion of each rotation or calendar year of training, the overseeing committee considers each trainee's progress according to the program requirements. If all requirements of training have been satisfactorily completed, the overseeing committee will certify the period of training.

How to apply

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

Australian Trainees

[Apply online for Advanced Training](#) by the due dates below.

Where online registration is not available please download, complete and submit the [application form to apply for Advanced Training in Joint Immunology and Allergy \(.doc 472KB\)](#).

New Zealand Trainees

Download, complete and submit the [application form to apply for Advanced Training in Joint Immunology and Allergy \(.doc 475KB\)](#) by the due dates below.

Trainees must organise the timely submission of all necessary documentation, keep a copy of the application for future reference and pay required [fees](#).

Closing dates for applications

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

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 Clinical Immunology and Allergy Advanced Training Curriculum \(PDF 1MB\)](#)
- [Download the Professional Qualities Curriculum \(PDF 1MB\)](#)
- [RCPA Immunopathology Trainee Handbook](#)

Advanced Training Portal

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

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

Education policies

[Education policies](#) underpin all training requirements.

Key education policies include the following:

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

Variations in training and flexible training options

[Variations in training](#) processes cover dual, joint, conjoint and post-fellowship training.

[Flexible training option](#) information covers part-time training, interruptions to training, withdrawing from training and exceptional circumstances.

Trainee responsibilities

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

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

Supervisor roles and responsibilities

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

Accreditation of settings

Core training is usually conducted in training positions at [accredited training sites](#) that have been accredited by the overseeing committee.

eLearning@RACP

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

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

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

Admission to Fellowship

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

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

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

Program requirements

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

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

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

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

Program requirements overview

Core training (minimum 24 months)	Non-core training (maximum 12 months)
Content	
<ul style="list-style-type: none"> • Clinical Immunology and Allergy Advanced Training Curriculum • Professional Qualities Curriculum • RCPA Immunopathology Trainee Handbook 	<ul style="list-style-type: none"> • Clinical Immunology and Allergy Advanced Training Curriculum • Professional Qualities Curriculum • RCPA Immunopathology Trainee Handbook
Supervision	
<p>Supervision per rotation:</p> <ul style="list-style-type: none"> • 1 supervisor with FRACP (for clinical training rotations) • 1 supervisor with FRCPA (for laboratory training rotations) • 1 additional supervisor for each rotation who may or may not have FRACP or FRCPA (recommended) 	<p>Supervision per rotation:</p> <ul style="list-style-type: none"> • 1 supervisor with FRACP or FRCPA • 1 supervisor who may or may not have FRACP or FRCPA (recommended)
Teaching and learning requirements	
<p>Per year:</p> <ul style="list-style-type: none"> • 2 Learning Needs Analysis (only required during clinical training) 	
Assessments	
<p>Per rotation:</p> <ul style="list-style-type: none"> • 1 Final Supervisor's Report • 1 Trainee's Report (NZ only) <p>Per year:</p> <ul style="list-style-type: none"> • 1 Mid-Year Progress Report (for 12-month rotations) • 4 Case-based Discussions (only required during clinical training) • 2 Direct Observations of Procedural Skills (only required during clinical training) 	<p>Per rotation:</p> <ul style="list-style-type: none"> • 1 Final Supervisor's Report • 1 Trainee's Report (NZ only) <p>Per year:</p> <ul style="list-style-type: none"> • 1 Mid-Year Progress Report (for 12-month rotations)

By the end of Advanced Training:

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

- 42 months of core training
 - 18 months core clinical training
 - 24 months core laboratory training
- 6 months of non-core training
- Research Project requirement:
 - 1 [Research Project](#) (for trainees commencing training in 2017 onwards)
 - 1 [Research Project](#) (for trainees who commenced training before 2017)
- [RCPA Part I Examination](#)
- [RCPA Part II Examination](#)
- [Developmental and Psychosocial Training](#) (Paediatric & Child Health trainees only)

Time-based requirements - Training time and rotations
<p>Purpose</p> <p>To ensure adequate time for trainees to gain necessary learning experiences across a range of relevant rotations.</p>
<p>Total training time</p> <p>4 years (48 months) (FTE)</p>
<p>Training rotations</p> <ul style="list-style-type: none"> • 42 months core training (minimum): <ul style="list-style-type: none"> ◦ 18 months core clinical training (minimum) ◦ 24 months core laboratory training (minimum) • 6 months non-core clinical training (maximum)
<p>Core training</p> <p>Core clinical training must be spent in an accredited core clinical training position. Core laboratory training must be spent in an accredited core laboratory position. The core laboratory component of joint training ordinarily requires 2 years of supervised training in a diagnostic immunopathology laboratory. However, in exceptional circumstances, candidates may apply for a full time research project to count for up to 12 months of core laboratory training. The project may be part of a PhD or Masters by Research, but this is not a requirement. In order to have this considered the trainees must apply prospectively with a research proposal in the year before the research project is to be undertaken.</p>
<p>Non-core training</p> <p>Trainees may undertake a maximum of six months of non-core clinical training. Trainees are allowed considerable flexibility in their selection of non-core clinical training. This training may be in Australia, New Zealand or overseas, and may involve clinical practice in an area related to immunology or another relevant area of medical practice. This will often be within an RACP accredited training position in another specialty. For exceptional circumstances not covered by this, a proposal to the overseeing committee is required.</p>
<p>Training time in Australia/New Zealand</p> <p>At least 12 months of Advanced Training in Joint Immunology and Allergy must be undertaken in Australia and/or New Zealand.</p>

Supervision requirements
<p>Purpose</p> <p>To provide trainees with appropriate support and guidance to complete the training program.</p>
<p>Core training</p> <p>Per rotation:</p> <ul style="list-style-type: none"> • 1 supervisor with FRACP or FRCPA: <ul style="list-style-type: none"> ◦ Primary supervisor during core laboratory training must have FRCPA ◦ Primary supervisor during core clinical training must have FRACP • 1 supervisor who may or may not have FRACP/FRCPA (recommended)
<p>Non-core training</p> <p>Per rotation:</p> <ul style="list-style-type: none"> • 1 supervisor with FRACP or FRCPA • 1 supervisor who may or may not have FRACP/FRCPA (recommended)

Supervision requirements

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 core clinical year, one per quarter, due by 31 January of the following year
More information <ul style="list-style-type: none">• Enter CbD rating form data into the Advanced Training Portal• Case-based Discussion information sheet, workflow, rating form and other resources

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 Two per core clinical year, due by 31 January of the following year
Acceptable procedures For each core clinical year, on two separate occasions, skin-prick tests and/or intradermal tests need to be performed under observation. Thus a total of four procedures must be completed during two years of core training, of which one must be intradermal and one skin-prick testing. This includes discussion with the supervisor about the selection of appropriate testing for the clinical context, and appropriate interpretation of the result.
More information <ul style="list-style-type: none">• Enter DOPS rating form data into the Advanced Training Portal• DOPS Information sheet, rating form, workflow and procedure lists

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

Research Project
<p>Purpose</p> <p>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.</p>
Research Project (for trainees commencing training in 2017 onwards)
<p>Requirement</p> <p><i>For trainees commencing training in 2017 onwards:</i></p> <p>One over the course of training due by the annual submission date of 15 September in any year before the end of Advanced Training.</p> <p>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’.</p>
<p>More information</p> <ul style="list-style-type: none"> • More information on Research Projects • Research Projects eLearning@RACP module • Education policies

Research Project (for trainees who commenced training before 2017)
<p>Requirement</p> <p><i>For trainees who commenced training before 2017:</i></p> <p>One over the course of training due by 15 September in the penultimate year of training</p> <p>A substantial piece of work is required, and it is recommended that the project be planned early in Advanced Training with the trainee’s supervisor(s).</p> <p>Ideally the project should be performed during the period of Advanced Training, although earlier studies might be deemed satisfactory if the objective stated above is fulfilled. The project may form part of a higher research degree undertaken during or prior to commencement of Advanced Training. Presentation skills should be developed by presenting clinical or laboratory projects at the national meetings of the relevant colleges or societies. The project report should be deemed as satisfactory by the supervisor prior to submission, and a statement detailing the supervisor’s assessment of the merits of the study and verifying the efforts expended by the trainee should be attached.</p> <p>Post-FRACP trainees who complete the requirements of the program as a second specialty</p>

Research Project (for trainees who commenced training before 2017)

may be exempt from project submission if the above objective is fulfilled by the project submitted to the previous overseeing committee. If no such project has been submitted, or it is deemed not to have fulfilled the objective, no exemption will be granted. It is therefore recommended that this be discussed with the Coordinator of Advanced Training early in their training.

Trainees should submit their project to the overseeing committee before 15 September in the penultimate year of training. This is to allow the project to be assessed by two independent examiners, and to allow revision of the manuscript if found to be unsatisfactory. Late submission of projects (after 15 September in the penultimate year of training) may thus delay conferring of Fellowship and may prolong the period of Advanced Training. FRACP trainees should note that failure to submit a project by the deadline in their second year of training will result in a failure to approve the first six months of training in the third year, and will therefore extend training time by at least six months (this penalty applies only to trainees who commenced Advanced Training in 2007 or later).

The project must be presented in a rigorous scientific format, of a quality suitable for publication, with sections for abstract, introduction, aims, methods, results, discussion and conclusion. A publication in a peer-reviewed medical journal is most suitable for this purpose. The trainee's exact contribution to the publication should be specified if they are not the author of the publication. This contribution, when separated from the remainder of the publication, must in itself meet the required standards.

A project should meet the following criteria:

- It must make a contribution to established medical knowledge.
- It must constitute a significant body of work, either as a publication in a peer-reviewed medical journal, or as a scientific report.
- It must be presented in a logical sequence and convey a detailed understanding of the topic, with appropriate and comprehensive reference to published medical literature.
- It must constitute original work by the trainee. Material not directly arising from the work of the trainee may be included in the report (e.g. as an appendix) or form part of the publication, but will not be considered in determining whether the trainee's contribution meets a satisfactory standard.
- It will normally constitute between 5000 and 10,000 words, although shorter, concise submissions may be satisfactory if they meet the other criteria.
- Work towards the project should normally constitute the equivalent of two–four hours per week over a one-year period.

Projects may constitute one of the following:

- A quality assurance activity or clinical audit that refines or attempts to refine standards in patient management within clinical immunology, with recommendations for improvements in patient care.
- Analysis of a laboratory test of an immunological condition.
- Analysis of a clinical test of an immunological condition.
- A case series to identify a novel aspect of an immunological condition.
- A case report with detailed laboratory assessment beyond routinely available diagnostic assays. A simple case report is not satisfactory, unless used as an introduction to an extensive literature review.
- A small clinical study of a novel therapeutic, or more likely an established therapeutic for a novel condition.
- A basic research project within the discipline of immunology.
- A detailed review of the literature on an immunological topic.

Other projects outside the above categories may be acceptable as long as they meet the

Research Project (for trainees who commenced training before 2017)

objectives. Such exceptions should be discussed with the Coordinator of Advanced Training in Joint Immunology and Allergy prior to commencement.

More information

- [Learning and assessment tool forms](#)
- [Education policies](#)

Supervisor's Reports

Mid-Year Progress Report

Purpose

To provide trainees with structured feedback on their performance over the first six months of a 12-month rotation. This is a formative assessment.

Requirement

One per 12-month rotation (core and non-core) completed mid-rotation and due by 15 July

More information

- [More information on Supervisor's Reports](#)
- [Learning and assessment tool forms](#)

Final 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

One Final Supervisor's Report is due per rotation (core and non-core)

For Advanced Trainees in 12-month positions:

- a Final Supervisor's Report is to be submitted by 31 January of the following year.

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

- a Final Supervisor's Report should be completed for each rotation and submitted by 15 July (for first half of the year) and 31 January the following year (for the second half of the year).

For Advanced Trainees in their final year:

- a Final Supervisor's Report is to be submitted by 15 October.

The Final 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 Final 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).

Supervisor's Reports

More information

- [More information on Supervisor's Reports](#)
- [Learning and assessment tool forms](#)
- [Progression Through Training Policy](#)

Trainee's Report

Purpose

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

Requirement

Australia: Not required

New Zealand: One per rotation (core and non-core) submitted with the Final Supervisor's Report at the end of each rotation

More information

- [More information on Trainee's Reports](#)
- [Learning and assessment tool forms](#)

Other requirements

Developmental and Psychosocial Training

Purpose

To assist trainees to develop a sophisticated understanding of child development, encompassing physical, cognitive, emotional, behavioural and social areas, which should be gained from the perspective of the child within the family and in the context of the community.

Requirement

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

Australia: Once over entire training period (Basic Training *and* Advanced Training) for six months due by the end of Advanced Training

New Zealand: Once over entire training period (Basic Training *and* Advanced Training) for three months due by the end of Advanced Training

More information

- [More information on Developmental and Psychosocial Training](#)
- [Learning and assessment tool forms](#)

RCPA Part I and Part II Examinations

Full details of these examinations are available in the [RCPA Immunopathology Trainee Handbook](#).

Important dates

January–March

15 February

- Applications for Approval of Advanced Training due

Mid-February

- Applications for RCPA examinations due – trainees must apply to the RCPA directly

Other activities to be completed this quarter

- Learning Needs Analysis
- Case-based Discussion

April–June

Activities to be completed this quarter

- Learning Needs Analysis self-evaluation
- Case-based Discussion
- Direct Observation of Procedural Skills

July–September

15 July

- Mid-Year Progress Report for trainees in 12-month positions due
- Final Supervisor's Report for trainees in less than 12-month positions due

31 August

- Applications for Approval of Advanced Training for the second half of the year due

15 September

- Research project due for trainees in their penultimate year of training

Other activities to be completed this quarter

- Learning Needs Analysis
- Case-based Discussion

October–December

15 October

- Final Supervisor's Report and all PREP tools due for trainees eligible for December Fellowship

Other activities to be completed this quarter

- Learning Needs Analysis self-evaluation
- Case-based Discussion
- Direct Observation of Procedural Skills

January

31 January

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

More information

RACP policies

- [Education policies](#)
- [Privacy Policy for Personal Information](#)
- [Code of Conduct and Working Together Policy](#)

RACP initiatives

[Pomegranate Podcasts](#) (Pomcast) is a monthly medical podcast created by physicians, for physicians.

[Evolve](#) is a physician-led initiative to ensure the highest quality patient care through the identification and reduction of low-value practices and interventions.

Useful contacts

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

Other College contacts	
Education Officers Education Officers administer the training program and can respond to training-related enquiries.	Email: ImmunologyAllergy@raccp.edu.au Phone: +61 2 8076 6388
Training Support The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.	Australia Email: trainingsupport@raccp.edu.au Phone: +61 2 9256 5457 New Zealand Email: trainingsupport@raccp.org.nz Phone: +64 4 472 6713
Supervisor Support The Supervisor Learning Support Unit provides and coordinates supervisor skills training.	Email: supervisor@raccp.edu.au Phone: +61 2 8076 6300
College Trainees' Committee The College Trainees' Committee (CTC) reports to the College Board and represents and advocates on behalf of trainees.	Email: traineescommittee@raccp.edu.au
New Zealand Trainees' Committee The New Zealand Trainees' Committee represents and advocates on behalf of trainees.	Email: traineescommittee@raccp.org.nz

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.

Australasian Society of Joint Immunology and Allergy (ASCIA)

The [Australasian Society of Joint Immunology and Allergy \(ASCIA\)](#) is the peak professional body representing Joint Immunology and Allergy physicians/paediatricians in Australia and New Zealand.

www.racp.edu.au

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