Physician Readiness for Expert Practice

Advanced Training in Infectious Diseases

2019–20 Program Requirements Handbook

Adult Medicine Division

Paediatrics & Child Health Division
About the 2019–20 handbook

This handbook outlines the complete program requirements for the RACP Physician Readiness for Expert Practice (PREP) Advanced Training in Infectious Diseases 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>Research Project</strong></td>
<td>To align with College-wide implementation of research projects to enable trainees to gain research skills and experience.</td>
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**Infectious Diseases**

Infectious diseases physicians provide a predominantly hospital-based service, specialising in the various clinical, laboratory and public health aspects of infectious diseases medicine and microbiology.

**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 Infectious Diseases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overseeing committee(s)</td>
<td>Advanced Training Committee in Infectious Diseases (Australasia) (ATC) New Zealand Advanced Training Subcommittee in Infectious Diseases (New Zealand) (NZ ATS)</td>
</tr>
</tbody>
</table>
| 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 Infectious Diseases 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**

**Research Project**

- [Download the Infectious Diseases Project Guidelines and Grading Table (PDF 70KB)](#)
- [Download the Infectious Diseases Project Cover Sheet (.doc 177KB)](#)

**Supervisor’s reports**

- [Download the Core Infectious Diseases Rotation Supervisor’s Report (.doc 293KB)](#)
- [Download the Infectious Diseases Microbiology Rotation (RACP-only trainees) Supervisor’s Report (.doc 181KB)](#)

**Trainee’s Reports (New Zealand only)**

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

<table>
<thead>
<tr>
<th>Australia</th>
<th>New Zealand</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone: +61 2 8247 6256</td>
<td>Phone: +64 4 472 6713</td>
</tr>
<tr>
<td>Email: <a href="mailto:InfectiousDiseases@racp.edu.au">InfectiousDiseases@racp.edu.au</a></td>
<td>Email: <a href="mailto:InfectiousDiseases@racp.org.nz">InfectiousDiseases@racp.org.nz</a></td>
</tr>
</tbody>
</table>
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.

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 Infectious Diseases (.doc 472KB).

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

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 Infectious Diseases 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>Core microbiology training (minimum 6 months)</th>
<th>Non-core training (maximum 6 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td><strong>Supervision</strong> per rotation:</td>
<td><strong>Supervision</strong> per rotation:</td>
</tr>
<tr>
<td>• Infectious Diseases Advanced Training Curriculum</td>
<td>• 1 supervisor with FRACP</td>
<td>• 1 supervisor who may or may not have FRACP</td>
</tr>
<tr>
<td>• Professional Qualities Curriculum</td>
<td>• 1 supervisor who may or may not have FRACP</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)
- Per 6 months:
  - 2 Case-based Discussions
  - 1 Learning Needs Analysis
  - 1 Professional Qualities Reflection

By the end of Advanced Training:

**36 months of certified training time** consisting of:
- 24 months core infectious diseases training
- 6 months core microbiology training (minimum)
- 6 months non-core training (maximum)
- 3 Research Projects (for trainees who commenced training before 2019)
- 1 RACP Research Project and 1 Infectious Diseases Project (for trainees commencing from 2019 onwards)
- 1 Logbook (Australian trainees only)
- Advanced Life Support Course (New Zealand Paediatrics & Child Health trainees only if not already completed during Basic Training)
- Developmental and Psychosocial Training (Paediatrics & Child Health trainees only)
**Time-based requirements - Training time and rotations**

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

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

**Training rotations**
36 months of certified training time consisting of:
- 24 months core infectious diseases training
- 6 months core microbiology training (minimum)
- 6 months non-core training (maximum)

**Core training**
*Core infectious diseases training rotations*
A minimum of 24 months FTE must be spent in accredited clinical infectious diseases training positions under the supervision of a Fellow of the RACP and a second supervisor who may or may not have FRACP.

*Core microbiology training rotations*
A minimum of six months FTE must be spent in an accredited laboratory training position under the supervision of a Fellow of the RACP or the Royal College of Pathologists of Australasia (RCPA) and a second supervisor who may or may not have FRACP or FRCPA.

**Non-core training**
A maximum of 6 months FTE of non-core training may be undertaken in clinical or research activities in infectious diseases or in other related disciplines, including but not limited to microbiology, immunology, public health, epidemiology, immunisation, infection control, sexual health, or antimicrobial stewardship. Training programmes will be considered on an individual basis and approval for six months FTE or a percentage of FTE will depend on the relevance of the proposed training to the requirements of the Advanced Training Curriculum in Infectious Diseases.

**Training time in Australia/New Zealand**
At least 12 months of Advanced Training in Infectious Diseases must be undertaken in Australia and/or New Zealand. This is to ensure that trainees receive adequate exposure to local practices and health services.
## Supervision requirements

<table>
<thead>
<tr>
<th>Purpose</th>
<th>To provide trainees with appropriate support and guidance to complete the training program.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core training</strong></td>
<td></td>
</tr>
</tbody>
</table>
| **Core infectious diseases training** | Per rotation:  
- 1 supervisor with FRACP  
- 1 supervisor who may or may not have FRACP |
| **Core microbiology training** | Per rotation:  
- 1 supervisor with FRACP or FRCPA  
- 1 supervisor who may or may not have FRACP or FRCPA |
| **Non-core training** | Per rotation:  
- 1 supervisor with FRACP  
- 1 supervisor who may or may not have FRACP |
| **More information** |  
- [Supervision](#)  
- [Download the Advanced Training supervisor amendment form (.doc 153KB)](#) |
Work-based learning and assessment tools

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

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

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

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

<table>
<thead>
<tr>
<th>Case-based Discussion (CbD)</th>
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<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><strong>Australia:</strong> Four per core infectious diseases training year (one per quarter) due by 31 January of the following year</td>
</tr>
<tr>
<td><strong>New Zealand:</strong> Four per core infectious diseases training year (one per quarter) due by the end of the 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>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Needs Analysis (LNA)</th>
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</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><strong>Australia:</strong> Two per year (one per six months, early in the rotation) due by 31 January of the following year (core and non-core)</td>
</tr>
<tr>
<td><strong>New Zealand:</strong> Two per year (one per six months, early in the rotation) due by the end of the training rotation (core and non-core)</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>Logbook (Australian trainees only)</th>
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</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
</tr>
<tr>
<td>To document that trainees have adequate exposure to a breadth of clinical consultations throughout the duration of their training.</td>
</tr>
</tbody>
</table>
Logbook (Australian trainees only)

**Requirement**

**Australia:** Trainee to keep a logbook throughout Advanced Training

**New Zealand:** Not required

Australian trainees must maintain a logbook of clinical consultations (both inpatients and outpatients) performed, including whether the consultations were supervised or not. The accuracy and currency of the logbook are of the utmost importance. Any consultation numbers logged should be precise, not estimated. Trainees are expected to document all consultations performed.

The logbook must be maintained and made available at all times for review by supervisors. The logbook will assist supervisors in completing the Supervisor’s Report. The overseeing committee will only request to view a trainee’s logbook in exceptional circumstances.

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:** Two per year (one per six months, early in the rotation) due by 31 January of the following year (core and non-core)

**New Zealand:** Two per year (one per six months, early in the rotation) due by the end of the training rotation (core and non-core)

**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**

One Supervisor’s report is due per rotation, two per rotation for 12 month rotations (core and non-core).

**For Infectious Diseases only RACP trainees**

Core infectious diseases/non-core rotations

- Trainees must complete the Core Infectious Diseases Rotation Supervisor’s Report

Core microbiology rotations

- Trainees must complete the Infectious Diseases Microbiology Rotation (RACP-only trainees) Supervisor’s Report

**For dual RACP trainees**

(i.e. trainees completing more than one Divisional Advanced Training Program at a time):

Core infectious diseases rotations

- Trainees must complete the Core Infectious Diseases Rotation Supervisor’s Report
Supervisor’s Reports

Non-core rotations
- Trainees can use the Supervisor’s Report from their other supervising training committee

Core microbiology rotations
- Trainees must complete the Infectious Diseases Microbiology Rotations (RACP only trainees) Supervisor’s Report

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 calendar 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).

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

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

It is the trainee’s responsibility to ensure that all supervisors receive a copy of the Supervisor’s Report. Failure to do this may result in delays or non-certification of a period of training.

Progression to the next year of training is dependent upon the College receiving satisfactory Supervisor’s Report(s) covering the full year/period of training completed.

Trainees must provide copies of previous Supervisor’s Report(s) to the next year’s/rotation’s supervisor. The College may provide subsequent supervisors with copies of past reports (and any other documents deemed relevant to the trainee’s training).

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

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

**Requirement**

| Australia: | Not required |
| New Zealand: | One per rotation submitted with the Supervisor’s Report at the end of each rotation and due by 31 May/31 October (core and non-core). |

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

### Other requirements

#### Advanced Life Support (Paediatrics) course or equivalent (for New Zealand Paediatrics & Child Health trainees only)

**Purpose**
To provide trainees with the necessary skills and guidelines to support patients requiring resuscitation.

**Requirement**

| Australia: | Not required |
| New Zealand: | Trainees must complete an ALS course, or equivalent, prior to the completion of Advanced Training. Trainees must submit a certified copy of their ALS certificate to the New Zealand Advanced Training Unit as proof of their completion of the course. |

### 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**

| 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](#)
Research requirements

Research Projects

**Purpose**
To enable trainees to gain experience in research methods; in interpretation of research literature; in participation in research at some stage of their career; and to develop quality improvement skills. Submission of a research project provides evidence of the skills of considering and defining research problems; the systematic acquisition, analysis, synthesis and interpretation of data; and effective written communication.

**Research Projects (for trainees who commenced training before 2019)**

- **Australia:** Three projects in Infectious Diseases over three years of Advanced Training (one per year) due by 15 September
- **New Zealand:** Three projects in Infectious Diseases over the three years of Advanced Training (one per year) due by 31 May or 31 October

Certification of Infectious Diseases training is dependent upon trainees submitting a satisfactory project. If a project is not submitted before the completion of the second year of training, periods of training will not be certified.

Trainees undertaking dual RACP training (i.e. trainees completing more than one Divisional Advanced Training Program at a time) are required to submit two satisfactory Infectious Diseases projects for their Infectious Diseases training.

Trainees undertaking joint RACP/RCPA training are only required to submit two satisfactory projects.

Post-FRACP or Overseas Trained Physicians undertaking Top Up training are required to submit one project for every 12 months of training.

Trainees are required to submit projects by the above deadlines for the results to be received before 25 December of that same year. If a project is not received by the deadline, there is no guarantee that the trainee will be notified of an outcome before the end of the year.

The same work must not have been used for any other purpose, such as a project for another Advanced Training Program. The projects are a major requirement for physician training and should be of an appropriate standard.

Each project will be assessed by at least two independent reviewers. Projects are assessed upon their scientific merit, relevance to the field of infectious diseases, and on their unique and honest intellectual content. The project must be submitted in an acceptable format. Trainees must submit their projects using the Infectious Diseases project cover sheet, and refer to the project guidelines and grading table. The project must be submitted electronically to InfectiousDiseases@racp.edu.au.

Although projects should be generally submitted contemporaneously with the time of training, the overseeing committee may give consideration on a case-by-case basis to a significant prior piece of published research, including work carried out in pursuit of a higher degree, e.g. Master’s or Doctorate (MD, PhD), as long as this work otherwise fits project criteria. The research must have been conducted within a reasonable time period (generally within three years prior to commencing Advanced Training).

**Role of the supervisor**
Projects are to be overseen by a nominated supervisor of the training period. The role of the supervisor is to assist the trainee in selection of the project and project design, and to guide the trainee in completion of the project. The supervisor is asked to certify that the project is ready for submission by signing the project cover sheet.

**Acceptable project formats**
Projects should be presented in a format suitable for publication and should adhere to the usual norms for scientific writing. Projects should be written in sound English and be free of
grammatical and typographical errors. A standard, consistent method of citing the literature should be used.

For acceptable project types and formats, trainees must refer to the most recent version of the Infectious Diseases’ project guidelines and grading table.

<table>
<thead>
<tr>
<th>Research Projects (for trainees commencing training in 2019 onwards)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirement</strong></td>
</tr>
<tr>
<td>One RACP Research Project and one Infectious Diseases Project over the course of training due by the annual submission date in any year before the end of Advanced Training. Infectious Diseases Projects may be submitted in the following formats:</td>
</tr>
<tr>
<td>- Case report</td>
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<tr>
<td>- Presentation at ASID Breakfast session</td>
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<tr>
<td>- Presentation at ANZMIG</td>
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<tr>
<td>- Clinical Research Protocol</td>
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<tr>
<td>- Review</td>
</tr>
<tr>
<td>- Clinical or Laboratory Research Project</td>
</tr>
<tr>
<td>- Evidence-based Guideline</td>
</tr>
</tbody>
</table>

**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'.

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

## Australia

<table>
<thead>
<tr>
<th>Month</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>January–March</strong></td>
<td></td>
</tr>
<tr>
<td><strong>15 February</strong></td>
<td>- Applications for Approval of Advanced Training due</td>
</tr>
<tr>
<td></td>
<td>- <em>Other activities to be completed this quarter</em></td>
</tr>
<tr>
<td></td>
<td>- Learning Needs Analysis</td>
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<tr>
<td></td>
<td>- Case-based discussion</td>
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<tr>
<td><strong>April–June</strong></td>
<td></td>
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<td></td>
<td>- <em>Activities to be completed this quarter</em></td>
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<tr>
<td></td>
<td>- Case-based Discussion</td>
</tr>
<tr>
<td></td>
<td>- Learning Needs Analysis self-evaluation</td>
</tr>
<tr>
<td></td>
<td>- Professional Qualities Reflection</td>
</tr>
<tr>
<td><strong>July–September</strong></td>
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</tr>
<tr>
<td><strong>15 July</strong></td>
<td>- Supervisor’s Report due for all trainees</td>
</tr>
<tr>
<td><strong>31 August</strong></td>
<td>- Applications for Approval of Advanced Training for the second half of the year due</td>
</tr>
<tr>
<td><strong>15 September</strong></td>
<td>- Research Project submission date</td>
</tr>
<tr>
<td></td>
<td>- <em>Other activities to be completed this quarter</em></td>
</tr>
<tr>
<td></td>
<td>- Learning Needs Analysis</td>
</tr>
<tr>
<td></td>
<td>- Case-based discussion</td>
</tr>
<tr>
<td><strong>October–December</strong></td>
<td></td>
</tr>
<tr>
<td><strong>15 October</strong></td>
<td>- Supervisor’s Report and all PREP tools due for trainees eligible for December Fellowship</td>
</tr>
<tr>
<td><strong>January</strong></td>
<td></td>
</tr>
<tr>
<td><strong>31 January</strong></td>
<td>- Previous year’s Supervisor’s Report and all PREP tools due for trainees <em>not</em> applying for Fellowship in December</td>
</tr>
</tbody>
</table>
### New Zealand

#### December–February

**Activities to be completed this quarter**

- Case-based Discussion
- Learning Needs Analysis
- Professional Qualities Reflection

#### March–May

**31 March**

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

**31 May**

- Applications for Approval of Advanced Training for the second half of the current year due
- Supervisor’s report due for all trainees
- Trainee’s Report for the first half of the year due

**Other activities to be completed this quarter**

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

#### June–August

- Case-based Discussion
- Learning Needs Analysis
- Professional Qualities Reflection

#### September–November

**31 October**

- Research Project submission date
- 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
- Learning Needs Analysis self-evaluation
More information

RACP policies

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

RACP initiatives

- Curated Collections are learning resource guides are 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></td>
<td>Email: <a href="mailto:racp@racp.org.nz">racp@racp.org.nz</a></td>
</tr>
<tr>
<td>First point of contact for general enquiries.</td>
<td>Phone: 1300 MyRACP 1300 69 7227</td>
<td>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:InfectiousDiseases@racp.edu.au">InfectiousDiseases@racp.edu.au</a></td>
<td>Email: <a href="mailto:InfectiousDiseases@racp.org.nz">InfectiousDiseases@racp.org.nz</a></td>
</tr>
<tr>
<td>Education Officers administer the training program and can respond to training-related enquiries.</td>
<td>Phone: +61 2 8247 6256</td>
<td>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></td>
<td>Email: <a href="mailto:trainingsupport@racp.org.nz">trainingsupport@racp.org.nz</a></td>
</tr>
<tr>
<td>The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.</td>
<td>Phone: +61 2 9256 5457</td>
<td>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></td>
<td></td>
</tr>
<tr>
<td>The Supervisor Learning Support Unit provides and coordinates supervisor skills training.</td>
<td>Phone: +61 2 8076 6300</td>
<td></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>
<tr>
<td>The College Trainees’ Committee (CTC) reports to the College Board and represents and advocates on behalf of trainees.</td>
<td></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>

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 Infectious Diseases**

The Australasian Society of Infectious Diseases is the peak professional body representing Infectious Diseases physicians/paediatricians in Australia and New Zealand.