About the 2017–18 handbook

This handbook outlines the complete program requirements for the RACP Physician Readiness for Expert Practice (PREP) Advanced Training in Infectious Diseases & Microbiology Program. Satisfactory completion of these requirements is necessary for admission to Fellowship of the RACP and RCPA.

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><strong>Logbook</strong> recording performance of clinical infectious diseases over the course of training added.</td>
<td>To align the infectious diseases component of the Infectious Diseases &amp; Microbiology joint program with the clinical Infectious Diseases program.</td>
</tr>
<tr>
<td>Final Supervisor’s Report renamed ‘<strong>Supervisor’s Report</strong>’; additional Supervisor’s Report replaces Mid-Year Progress Report for 12-month positions.</td>
<td>To ensure trainees and committees are better informed about trainee progress throughout the year.</td>
</tr>
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Infectious Diseases & Microbiology

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 &amp; Microbiology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overseeing committee(s)</td>
<td>Committee for Joint College Training in Infectious Diseases &amp; Microbiology (JCT)</td>
</tr>
<tr>
<td>Entry requirements</td>
<td>Completion of RACP Basic Physician Training, including the RACP Written and Clinical Examinations</td>
</tr>
<tr>
<td></td>
<td>Current Medical registration</td>
</tr>
<tr>
<td></td>
<td>Appointment to an appropriate Advanced Training position</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Minimum duration</th>
<th>5 years (full-time equivalent (FTE))</th>
</tr>
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<tbody>
<tr>
<td>Curricula</td>
<td>Download the Infectious Diseases &amp; Microbiology Advanced Training Curriculum (PDF 1MB)</td>
</tr>
<tr>
<td></td>
<td>Download the Professional Qualities Curriculum (PDF 1MB)</td>
</tr>
<tr>
<td></td>
<td>RCPA Microbiology Trainee Handbook</td>
</tr>
<tr>
<td>Qualification</td>
<td>Fellowship of the Royal Australasian College of Physicians (FRACP)</td>
</tr>
<tr>
<td></td>
<td>Fellowship of the Royal College of Pathologists of Australasia (FRCPA)</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)
- The Royal College of Pathologists of Australasia
Learning and assessment tool forms

Supervisor’s Reports

- Download the Infectious Diseases & Microbiology - Core Infectious Diseases Rotation Supervisor’s Report (.doc 293KB)
- Download the Infectious Diseases & Microbiology - Microbiology Rotation (RACP/RCPA trainees) Supervisor’s Report (.doc 181KB)

Project

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

Contact us

Australia

Phone: +61 2 8247 6221
Email: IDMicro@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, 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 Infectious Diseases & Microbiology (.doc 472KB).

New Zealand Trainees
Download, complete and submit the application form to apply for Advanced Training in Infectious Diseases & Microbiology (.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

<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>
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)
- RCPA Microbiology 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

<table>
<thead>
<tr>
<th>Core infectious diseases training (minimum 24 months)</th>
<th>Core microbiology training (minimum 36 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>Content</td>
</tr>
<tr>
<td>• Infectious Diseases Advanced Training Curriculum</td>
<td>• Infectious Diseases Advanced Training Curriculum</td>
</tr>
<tr>
<td>• Professional Qualities Curriculum</td>
<td>• Professional Qualities Curriculum</td>
</tr>
<tr>
<td>• RCPA Microbiology Trainee Handbook</td>
<td>• RCPA Microbiology Trainee Handbook</td>
</tr>
<tr>
<td>Supervision per rotation:</td>
<td>Supervision per rotation:</td>
</tr>
<tr>
<td>• 1 supervisor with FRACP</td>
<td>• 1 supervisor with FRCPA</td>
</tr>
<tr>
<td>• A second supervisor who may or may not have FRACP or FRCPA</td>
<td>• A second supervisor who may or may not have FRACP or FRCPA</td>
</tr>
<tr>
<td>Per year:</td>
<td>Per rotation:</td>
</tr>
<tr>
<td>• 2 Learning Needs Analysis</td>
<td>• 1 Supervisor’s Report (2 for 12-month rotations)</td>
</tr>
<tr>
<td>• 2 Professional Qualities Reflections</td>
<td>Per year:</td>
</tr>
<tr>
<td></td>
<td>• 4 Case-based Discussions</td>
</tr>
<tr>
<td>Assessments</td>
<td>Per rotation:</td>
</tr>
<tr>
<td>Per rotation:</td>
<td>• 1 Supervisor’s Report (2 for 12-month rotations)</td>
</tr>
<tr>
<td>• 1 Supervisor’s Report (2 for 12-month rotations)</td>
<td>Other workplace-based assessments and activities as required by the RCPA</td>
</tr>
<tr>
<td>Per year:</td>
<td>By the end of Advanced Training:</td>
</tr>
<tr>
<td>• 4 Case-based Discussions</td>
<td>60 months of certified training time consisting of:</td>
</tr>
</tbody>
</table>

60 months of certified training time consisting of:

• 24 months of core infectious diseases training
• 36 months of core microbiology training (minimum)
• RCPA Part I Examination
• RCPA Part II Examination
• 2 Research Projects
### 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**
5 years (60 months (FTE))

**Training rotations**
60 months of certified training time consisting of:
- 24 months of core infectious diseases training
- 36 months of core microbiology training

**Core training**
- *Core infectious diseases training rotations*
  A minimum of 24 months FTE must be spent in accredited clinical infectious diseases training positions.
- *Core microbiology training rotations*
  A minimum of 36 months FTE must be spent in accredited laboratory microbiology positions.

**Training time in Australia/New Zealand**
At least 12 months of core infectious diseases training must be undertaken in Australia and/or New Zealand. This is to ensure that trainees receive adequate exposure to local practices and health services.

The RCPA allows a maximum of 12 months of core laboratory training to be completed outside Australia and New Zealand, and all training in non-accredited laboratories must be pre-approved. Trainees should refer to the [RCPA Trainee Handbook](#) for more information.

### Supervision requirements

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

**Core infectious diseases training**
Per rotation:
- 1 supervisor with FRACP
- A second supervisor who may or may not have FRACP or FRCPA

**Core microbiology training**
Per rotation:
- 1 supervisor with FRCPA
- A second supervisor who may or may not have FRACP or FRCPA

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

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

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

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

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

### Case-based Discussion (CbD)

**Purpose**

To guide the trainee’s learning through structured feedback and help the supervisor evaluate the expertise and judgement exercised in clinical cases. This is a formative assessment.

**Requirement**

Four per year (one per quarter) due by 31 January of the following year (core infectious diseases rotations only)

**More information**

- Enter CbD rating form data into the [Advanced Training Portal](#)
- [Case-based Discussion information sheet, workflow, rating form and other resources](#)

### Learning Needs Analysis (LNA)

**Purpose**

To embed the process of planning and evaluating learning in the trainee’s practice.

**Requirement**

Two per year (one per six month period, early in the rotation) due by 31 January of the following year (core infectious diseases rotations only)

**More information**

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

### Logbook

**Purpose**

To document that trainees have adequate exposure to a breadth of clinical consultations throughout the duration of their training.

**Requirement**

Trainee to keep a logbook throughout Advanced Training

Trainees must maintain a logbook of clinical consultations (both inpatients and outpatients)
Logbook

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
Two per year (one per six months, early in the rotation) due by 31 January of the following year (core infectious diseases rotations only)

More information
- Complete and submit the PQR via the Advanced Training Portal
- Professional Qualities Reflection information sheet and workflow

Research Projects

Purpose
To enable trainees to gain knowledge of a broad range of infectious diseases as outlined in the Infectious Diseases Curriculum.

Requirement
Two projects over the course of the 24 months of infectious diseases training due by 15 September

Certification of Infectious Diseases & Microbiology 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 must submit projects before the 15 September deadline for results to be received before 25 December of the 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. Research projects are a major requirement for physician training, and should be of an appropriate standard and submitted in an accepted format. Joint trainees must submit their projects using the project cover sheet, and refer to the project guidelines and grading table. One original copy of the project with a project cover sheet must be posted to the College (which is to have original trainee and supervisor signatures) and a second copy must be submitted electronically to IDMicro@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.
Research Projects

Masters 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 or less 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 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.

More information

- Learning and assessment tool forms

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 core infectious diseases rotations

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

For core microbiology rotations

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

For Advanced Trainees in 12-month positions:

- One Supervisor’s Report is to be submitted by 15 July for the first six months of the calendar year.
- One Supervisor’s Report is to be submitted by 31 January of the following year covering the final six months of the calendar year.

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

- One Supervisor’s Report should be completed for each rotation and submitted to the College by 15 July (for first half of the year) and 31 January the following year (for the second half of the year).

Advanced Trainees approaching the end of their training should submit a report that covers the whole second half of the year by 15 October.

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,
### Supervisor’s Reports

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](#)

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

**Australia:** Not required

**New Zealand:** Trainees must complete an ALS course, or equivalent, prior to the completion of Advanced Training if not already completed in Basic 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
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 Microbiology Examination

Full details of these examinations are available in the RCPA Microbiology Trainee Handbook.
Important dates

<table>
<thead>
<tr>
<th>January–March</th>
<th>15 February</th>
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<tbody>
<tr>
<td></td>
<td>Applications for Approval of Advanced Training due</td>
</tr>
<tr>
<td>Mid-February</td>
<td>Applications for RCPA Examinations due — trainees must apply to the RCPA directly</td>
</tr>
<tr>
<td></td>
<td>Other activities to be completed this quarter</td>
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<tr>
<td></td>
<td>Learning Needs Analysis (core infectious diseases training only)</td>
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<tr>
<td></td>
<td>Case-based Discussion (core infectious diseases training only)</td>
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<tr>
<th>April–June</th>
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<tbody>
<tr>
<td>Activities to be completed this quarter</td>
</tr>
<tr>
<td>Learning Needs Analysis (core infectious diseases training only)</td>
</tr>
<tr>
<td>Case-based Discussion (core infectious diseases training only)</td>
</tr>
<tr>
<td>Professional Qualities Reflection (core infectious diseases training only)</td>
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<tr>
<th>July–September</th>
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</thead>
<tbody>
<tr>
<td>15 July</td>
</tr>
<tr>
<td>Supervisor’s Report due for all trainees</td>
</tr>
<tr>
<td>31 August</td>
</tr>
<tr>
<td>Applications for Approval of Advanced Training for the second half of the year due</td>
</tr>
<tr>
<td>15 September</td>
</tr>
<tr>
<td>Infectious diseases research project due</td>
</tr>
<tr>
<td>Other activities to be completed this quarter</td>
</tr>
<tr>
<td>Learning Needs Analysis (core infectious diseases training only)</td>
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<tr>
<td>Case-based Discussion (core infectious diseases training only)</td>
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<tr>
<th>October–December</th>
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<tbody>
<tr>
<td>15 October</td>
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<tr>
<td>Supervisor’s Report and all PREP tools due for trainees eligible for December Fellowship</td>
</tr>
<tr>
<td>Other activities to be completed this quarter</td>
</tr>
<tr>
<td>Learning Needs Analysis self-evaluation (core infectious diseases training only)</td>
</tr>
<tr>
<td>Case-based Discussion (core infectious diseases training only)</td>
</tr>
<tr>
<td>Professional Qualities Reflection (core infectious diseases training only)</td>
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<table>
<thead>
<tr>
<th>January</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 January</td>
</tr>
<tr>
<td>Previous year’s Supervisor’s Report and all PREP tools due for trainees not applying for Fellowship in December</td>
</tr>
</tbody>
</table>
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>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Member Services Contact Centre</strong></td>
</tr>
<tr>
<td>First point of contact for general enquiries</td>
</tr>
<tr>
<td>Email: <a href="mailto:racp@racp.edu.au">racp@racp.edu.au</a></td>
</tr>
<tr>
<td>Phone: 1300 MyRACP 1300 69 7227</td>
</tr>
<tr>
<td><strong>New Zealand</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:racp@racp.org.nz">racp@racp.org.nz</a></td>
</tr>
<tr>
<td>Phone: 0508 MyRACP 0508 69 7227</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other College contacts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Officers</strong></td>
</tr>
<tr>
<td>Education Officers administer the training program and can respond to training-related enquiries.</td>
</tr>
<tr>
<td>Phone: +61 2 8247 6221</td>
</tr>
<tr>
<td><strong>Training Support</strong></td>
</tr>
<tr>
<td>The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.</td>
</tr>
<tr>
<td>Email: <a href="mailto:trainingsupport@racp.edu.au">trainingsupport@racp.edu.au</a></td>
</tr>
<tr>
<td>Phone: +61 2 9256 5457</td>
</tr>
<tr>
<td><strong>New Zealand</strong></td>
</tr>
<tr>
<td>Email: <a href="mailto:trainingsupport@racp.org.nz">trainingsupport@racp.org.nz</a></td>
</tr>
<tr>
<td>Phone: +64 4 472 6713</td>
</tr>
<tr>
<td><strong>Supervisor Support</strong></td>
</tr>
<tr>
<td>The Supervisor Learning Support Unit provides and coordinates supervisor skills training.</td>
</tr>
<tr>
<td>Phone: +61 2 8076 6300</td>
</tr>
<tr>
<td><strong>College Trainees’ Committee</strong></td>
</tr>
<tr>
<td>The College Trainees’ Committee (CTC) reports to the College Board and represents and advocates on behalf of trainees.</td>
</tr>
<tr>
<td><strong>New Zealand Trainees’ Committee</strong></td>
</tr>
<tr>
<td>The New Zealand Trainees’ Committee represents and advocates on behalf of trainees.</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 (ASID)**

The [Australasian Society of Infectious Diseases](#) is the peak professional body representing infectious diseases physicians/paediatricians in Australia and New Zealand.