About the 2017–18 handbook

This handbook outlines the complete program requirements for the RACP Physician Readiness for Expert Practice (PREP) Advanced Training in Nephrology Program.

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

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

2017–18 Program requirement updates

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

<table>
<thead>
<tr>
<th>Changes to program requirements for 2017–18</th>
<th>Rationale for changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Research Project requirement for trainees commencing training in 2017 onwards.</td>
<td>To align with College-wide implementation of research projects to enable trainees to gain research skills and experience.</td>
</tr>
<tr>
<td>Minimum training time in Australia/New Zealand decreased for New Zealand trainees.</td>
<td>To align with Australian requirements and to provide sufficient flexibility for trainees to access good quality training in appropriate overseas institutions.</td>
</tr>
<tr>
<td>Final Supervisor’s Report renamed ‘Supervisor’s Report’; 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>
</tbody>
</table>
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 ...................................................... 9
  Curricula .............................................................................................. 9
  Advanced Training Portal ................................................................. 9
  Education policies .............................................................................. 9
  Variations in training and flexible training options .............................. 9
  Trainee responsibilities ..................................................................... 9
  Supervisor roles and responsibilities ............................................... 9
  Accreditation of settings .................................................................. 9
  eLearning@RACP ........................................................................... 10
  Admission to Fellowship .................................................................. 10

Program requirements ............................................................................ 11
  Program requirements overview – for trainees who commenced training in 2014 onwards ......................... 11
  Program requirements overview – for trainees who commenced training before 2014 .......................... 12
  Time-based requirements - Training time and rotations ...................... 13
  Supervision requirements ................................................................ 13

Work-based learning and assessment tools .......................................... 14
  Case-based Discussion (CbD) ............................................................ 14
  Learning Needs Analysis (LNA) ........................................................ 14
  Professional Qualities Reflection (PQR) ........................................... 14
  Supervisor’s Reports ......................................................................... 15
  Trainee’s Report ............................................................................... 16
  Other requirements .......................................................................... 16

Important dates ..................................................................................... 20
  Australia ............................................................................................ 20
  New Zealand ..................................................................................... 21
The discipline of nephrology is defined by the care of patients with diseases of the kidneys and urinary tract.

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

Supervisor’s reports

- Download the Nephrology Supervisor’s Report (.doc 121KB)

Trainee’s Reports (New Zealand only)

- Download the Nephrology Trainee Report Cover Sheet (New Zealand) (.doc 103KB)
- Download the Nephrology Trainee Report Guidelines (New Zealand) (.doc 62KB)

Project submission forms and logbook template

- Download the Nephrology Project Cover Sheet (Australia) (.doc 161KB)
- Download the Nephrology Project Cover Sheet (New Zealand) (.doc 302KB)
- Download the Nephrology Logbook Template (recommended only - not required) (.xls 34KB)
Contact us

Australia
Phone: +61 2 8247 6217
Email: nephrology@racp.edu.au

New Zealand
Phone: +64 4 472 6713
Email: nephrology@racp.org.nz
Apply for Advanced Training

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

Advanced Training positions
Core training usually needs to be undertaken at accredited training sites that have been accredited by the overseeing committee for Advanced Training in the relevant specialty.
Some specialty groups conduct a coordinated Advanced Trainee Selection and Matching process for appointing trainees to training positions. Details of participating states, regions and specialties are available from June each year.
Please note that the College is not responsible for trainee recruitment and has no role in the recruitment process.

Approval and certification of training
Once trainees have secured a training position, they must prospectively apply for approval as per the Progression through Training Policy.
Approval of training periods will be determined by the overseeing committee. To be approved, a trainee’s individual training program must be consistent with the training requirements and appropriate for the stage in training.
Upon completion of each rotation or calendar year of training, the overseeing committee considers each trainee’s progress according to the program requirements. If all requirements of training have been satisfactorily completed, the overseeing committee will certify the period of training.

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 Nephrology (.doc 472KB).

New Zealand Trainees
Download, complete and submit the application form to apply for Advanced Training in Nephrology (.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 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><strong>31 October</strong></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 Nephrology Advanced Training Curriculum (PDF 1MB)
- Download the Professional Qualities Curriculum (PDF 1MB)

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

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

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

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

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

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

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

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

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

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

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

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

Admission to Fellowship

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

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

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

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

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

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

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

Program requirements overview – for trainees who commenced training in 2014 onwards

<table>
<thead>
<tr>
<th>Core training (36 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
</tr>
<tr>
<td>• Nephrology Advanced Training Curriculum</td>
</tr>
<tr>
<td>• Professional Qualities Curriculum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Supervision per rotation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1 supervisor with FRACP actively practising in nephrology</td>
</tr>
<tr>
<td>• A second supervisor with FRACP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teaching and learning requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per year:</td>
</tr>
<tr>
<td>• 2 Learning Needs Analysis</td>
</tr>
<tr>
<td>• 1 Professional Qualities Reflection (recommended)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per rotation:</td>
</tr>
<tr>
<td>• 1 Final Supervisor’s Report (2 for 12-month rotations)</td>
</tr>
<tr>
<td>• 1 Trainee’s Report (New Zealand Trainees only)</td>
</tr>
<tr>
<td>Per year:</td>
</tr>
<tr>
<td>• 4 Case-based Discussions</td>
</tr>
</tbody>
</table>

By the end of Advanced Training:

36 months of certified training time consisting of:

• 36 months of core training
  - For Paediatric and Child Health trainees this includes a maximum of 6 months Developmental and Psychosocial Training

• 1 Logbook (documenting procedures performed) (recommended, not required)

• 3 Projects
### Program requirements overview – for trainees who commenced training before 2014

<table>
<thead>
<tr>
<th>Core training (minimum 24 months)</th>
<th>Non-core training (maximum 12 months)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td></td>
</tr>
<tr>
<td>• Nephrology Advanced Training Curriculum</td>
<td>• Nephrology Advanced Training Curriculum</td>
</tr>
<tr>
<td>• Professional Qualities Curriculum</td>
<td>• Professional Qualities Curriculum</td>
</tr>
<tr>
<td><strong>Supervision</strong> per rotation:</td>
<td><strong>Supervision</strong> per rotation:</td>
</tr>
<tr>
<td>• 1 supervisor with FRACP actively practising in nephrology</td>
<td>• 1 supervisor with FRACP</td>
</tr>
<tr>
<td>• A second supervisor with FRACP</td>
<td>• A second supervisor who may or may not have FRACP</td>
</tr>
<tr>
<td><strong>Teaching and learning requirements</strong></td>
<td></td>
</tr>
<tr>
<td>Per year:</td>
<td>Per year:</td>
</tr>
<tr>
<td>• 2 Learning Needs Analysis</td>
<td>• 2 Learning Needs Analysis</td>
</tr>
<tr>
<td>• 1 Professional Qualities Reflection (recommended)</td>
<td>• 1 Professional Qualities Reflection (recommended)</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>Per rotation:</td>
<td>Per rotation:</td>
</tr>
<tr>
<td>• 1 Supervisor’s Report (2 for 12-month rotations)</td>
<td>• 1 Supervisor’s Report (2 for 12-month rotations)</td>
</tr>
<tr>
<td>• 1 Trainee’s Report (New Zealand Trainees only)</td>
<td>• 1 Trainee’s Report (New Zealand Trainees only)</td>
</tr>
<tr>
<td>Per year:</td>
<td>Per year:</td>
</tr>
<tr>
<td>• 4 Case-based Discussions</td>
<td>• 4 Case-based Discussions</td>
</tr>
</tbody>
</table>

**By the end of Advanced Training:**

36 months of **certified training time** consisting of:

- Minimum 24 months of core training
- Maximum 12 months of non-core training
- **Developmental and Psychosocial Training** (Paediatric & Child Health trainees only)
- 1 Logbook (documenting procedures performed) (recommended, not required)
- 3 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
3 years (36 months (FTE))

## Training rotations

**Trainees who started Nephrology training from 2014 onwards**
- 36 months core training

**Trainees who started Nephrology training before 2014**
- 24 months core training
- 12 months non-core training

## Core training
Core training must be spent in accredited clinical training positions under the supervision of a Fellow of the College. Positions devoted to dialysis without other significant medical components will not be accepted for more than six months of core training. Areas of experience to be covered during core training are detailed in the Nephrology Advanced Training Curriculum.

## Non-core training
For pre-2014 trainees a maximum of 12 months (FTE) non-core training may be undertaken in any field that has relevance to the management of renal patients.

## Training time in Australia/New Zealand
Adult Nephrology trainees must undertake a minimum of 24 months (FTE) of Advanced Training in Nephrology in Australia or New Zealand.
Paediatric Nephrology trainees must undertake a minimum of 6 months (FTE) of core Advanced Training in Nephrology in Australia or New Zealand. In addition to this they must complete their Developmental and Psychosocial training in Australia or New Zealand (this is 6 months for Australian trainees and 3 months for New Zealand trainees).

## Other requirements
- Trainees may not exceed 24 months of training at a single institution.

# Supervision requirements

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

## Core training
- 1 supervisor with FRACP who is actively practising in nephrology
- A second supervisor with FRACP

## Non-core training
- 1 supervisor with FRACP who is actively practising in nephrology
- A second 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.

### 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**
- **Australia:** Four per year (core and non-core) due by 31 January of the following year
- **New Zealand:** Four per year (core and non-core) due by the end of the training rotation

**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**
- **Australia:** Two per year, early in the year (core and non-core) due by 31 January of the following year
- **New Zealand:** Two per year, early in the rotation (core and non-core) due by the end of the training rotation

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

### Professional Qualities Reflection (PQR)

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

**Requirement**
- **Australia:** One per year (core and non-core) due by 31 January of the following year
Professional Qualities Reflection (PQR)
(recommended)

New Zealand: One per year (core and non-core) due by the end of the training rotation
(recommended)

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)

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

For Advanced Trainees in positions of six months or less with separate supervisors, or at separate sites:
- One Supervisor’s Report should be completed for each rotation and submitted to the College by 15 July (for first half of the year) and 31 January the following year (for the second half of the year).

Advanced Trainees approaching towards 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.
**Supervisor’s Reports**

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 (core and non-core) submitted with the Supervisor’s Report at the end of each rotation and due by 31 May/31 October

**More information**
- More information on Trainee’s Reports
- Learning and assessment tool forms

**Other requirements**

**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**

**For Paediatrics & Child Health trainees who commenced training before 2014**

- **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

**For Paediatrics & Child Health trainees who commenced training in 2014 onwards**

Completion of the Developmental and Psychosocial component of paediatric training by Nephrology trainees can be satisfied by completing all the requirements of Advanced Training in Nephrology under the supervision of the ATC in Nephrology. However, undertaking only a part of Advanced Training in Nephrology will not satisfy this requirement.

**More information**
- More information on Developmental and Psychosocial Training
- Learning and assessment tool forms
Logbook

Purpose
To help trainees demonstrate that they have met the mandatory curriculum requirements for procedures.

Requirement
One to be kept over the course of training (core and non-core) (recommended)
To be reported through the Supervisor’s Report
A template for the logbook is available from the RACP website. The logbook should include the level of supervision for each procedure.

Procedures
The following list summarises the minimum recommendations for practical performance and exposure to clinical nephrology to achieve safe and independent practice. Further information can be found in the Nephrology Advanced Training Curriculum.

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Minimum number recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native kidney and transplant renal biopsies under clinical supervision.</td>
<td>20–50</td>
</tr>
<tr>
<td>Paediatric trainees can perform adult biopsies.</td>
<td></td>
</tr>
<tr>
<td>Urine microscopies.*</td>
<td>20</td>
</tr>
<tr>
<td>Tunnelled or untunnelled vascular catheters under clinical supervision.**</td>
<td>10–20</td>
</tr>
<tr>
<td>Management of peritoneal dialysis patients under clinical supervision, in</td>
<td>50</td>
</tr>
<tr>
<td>inpatient and outpatient settings.</td>
<td></td>
</tr>
<tr>
<td>Management of haemodialysis patients under clinical supervision, in</td>
<td>50</td>
</tr>
<tr>
<td>inpatient and outpatient settings.</td>
<td></td>
</tr>
<tr>
<td>Management of home haemodialysis patients under clinical supervision.</td>
<td>10</td>
</tr>
<tr>
<td>Acute transplant: participation in 12 acute renal transplants over two</td>
<td>12</td>
</tr>
<tr>
<td>years of core training (pre-2014 trainees) or 3 years of core training</td>
<td></td>
</tr>
<tr>
<td>(trainees starting in or after 2014). Acute renal transplantation is</td>
<td></td>
</tr>
<tr>
<td>defined as participation in the peri-operative and early outpatient</td>
<td></td>
</tr>
<tr>
<td>(first three months) care of transplant recipients.</td>
<td></td>
</tr>
<tr>
<td>Chronic transplantation: 48 episodes of contact with a minimum of</td>
<td>48</td>
</tr>
<tr>
<td>24 different chronic (more than three months post-transplantation) renal</td>
<td></td>
</tr>
<tr>
<td>transplant recipients.</td>
<td></td>
</tr>
</tbody>
</table>

* Highly desirable skill – in a unit where this is not routinely performed or equipment is not available, trainees are encouraged to visit the pathology laboratory to gain knowledge of this technique.

** Highly desirable skill – in a unit where this is not routinely performed, trainees are encouraged to visit radiology/ICU to gain experience in this technique.

More information and resources
• Learning and assessment tool forms

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.
Projects

Requirement

Three projects, one from each of the categories below over the course of training with one project to be submitted per year (at least one project to be submitted before the end of the second year)

Australia: Due by 15 September

New Zealand: Due by 31 October

Projects can be completed in any order.

One copy of each project should be submitted to the College by email to nephrology@racp.edu.au (Aus) or nephrology@racp.org.nz (NZ) with a signed RACP nephrology project cover sheet attached.

Trainees must complete one project type from both categories 1 and 3 and complete category 2.

Category 1 (for trainees commencing training in 2017 onwards)

Requirements as per College-wide research project requirements.
- Research in human subjects, populations and communities, or laboratory research
- Audit
- Systematic review

Category 1 (for trainees who commenced training before 2017)

- Clinical, laboratory or field renal research
- Audit/Quality assurance
- Systematic review
- Cochrane-style literature review*

Category 2

Attendance at both an ANZSN postgraduate course AND a TSANZ postgraduate course.**

Attendees must submit to the College certificates of attendance to fulfil this requirement.

Category 3

- A renal case report
- A progress report on substantial original work-in-progress for a senior degree
- A Cochrane-style literature review
- An abstract from a paper presented at an ANZSN or TSANZ or international nephrology, dialysis or transplant meeting, plus the poster or presentation PowerPoint slides
- A research outline, if presented in an NHMRC-style research proposal format, or similar to a PhD research proposal (suitable for one project submission)
- A narrative review
- Another clinical, laboratory or field research OR audit/QA OR systematic review.
- A book chapter

It is expected that the trainee will be responsible for most of the work associated with an individual project. Joint project submissions, where more than one trainee is involved in a single project such as a Cochrane review, are acceptable if the project involves a workload sufficient to justify such recognition. It is desirable that the trainee prospectively seek approval for such a project.

Pre-PREP trainees should follow the pre-2011 Advanced Training requirements, but are strongly recommended to submit at least one clinical research project.

*Book chapters are generally not accepted in this category

**Attendance at an alternative postgraduate course will be considered for New Zealand
Projects

Trainees on a case-by-case basis.

Role of the supervisor

The trainee and their supervisor should meet early in the course of training to devise the projects that will be undertaken. Once the projects are decided, the supervisor should meet with the trainee on a regular basis to ensure that the project is progressing and conforming to the guidelines. The supervisor should read the final project, and is responsible for the final sign-off of the project prior to evaluation by the relevant overseeing committee.

Acceptable project formats (Category 3)

Projects fall into several categories. The following is a guide only, and is not prescriptive. Only one case report/case series is allowed. The other projects must be from a separate category. Projects can take any of the following formats:

Case report

Generally, this should describe a new or novel aspect of a particular case. The case may be sourced from an aspect of Nephrology. The case should include a detailed description of the case and a detailed review of the available literature. Published case reports that are essentially ‘letters to the editor’ of a medical journal are usually too short on detail and adequate referencing to be satisfactory.

Sample length\(^1\): 2000 words (excluding references)

Abstract from a presentation

This requires a print-out of the poster presented at either an ANZSN or TSANZ, with additional detail about the project, e.g. background, discussion and references (not just the abstract).

\(^1\) The recommended length is indicative only.

Refer below for information about projects in Category 1.

More information

- More information on Research Projects (for trainees commencing training in 2017 onwards)
- Learning and assessment tool forms
- Research Projects eLearning@RACP module
- Education policies
### Important dates

**Australia**

<table>
<thead>
<tr>
<th>Period</th>
<th>Activities</th>
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<tbody>
<tr>
<td><strong>January–March</strong></td>
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<tr>
<td>15 February</td>
<td>Applications for Approval of Advanced Training due</td>
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<td></td>
<td>Other activities to be completed this quarter</td>
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<tr>
<td></td>
<td>• Learning Needs Analysis</td>
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<td><strong>April–June</strong></td>
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<td>Activities to be completed this quarter</td>
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<tr>
<td></td>
<td>• Learning Needs Analysis self-evaluation</td>
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<td></td>
<td>• Case-based Discussion</td>
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<tr>
<td><strong>July–September</strong></td>
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<tr>
<td>15 July</td>
<td>Supervisor’s Report due for all trainees</td>
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<tr>
<td>31 August</td>
<td>Applications for Approval of Advanced Training for the second half of the year due</td>
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<tr>
<td>15 September</td>
<td>Minimum one project due for trainees currently in their second year of training</td>
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<td></td>
<td>Other activities to be completed this quarter</td>
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<tr>
<td></td>
<td>• Learning Needs Analysis</td>
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<td></td>
<td>• Case-based Discussion</td>
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<tr>
<td><strong>October–December</strong></td>
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<tr>
<td>15 October</td>
<td>Supervisor’s Report and all PREP tools due for trainees eligible for December Fellowship</td>
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<td>Other activities to be completed this quarter</td>
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<td></td>
<td>• Learning Needs Analysis self-evaluation</td>
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<td></td>
<td>• Case-based Discussion</td>
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<td>• Professional Qualities Reflection (recommended)</td>
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<tr>
<td><strong>January 2017</strong></td>
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<tr>
<td>31 January</td>
<td>Previous year’s Supervisor’s Report and all PREP tools due for trainees not applying for Fellowship in December</td>
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**New Zealand**

<table>
<thead>
<tr>
<th>December – February</th>
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<tr>
<td>Activities to be completed this quarter</td>
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<tr>
<td>• Learning Needs Analysis</td>
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<td>• Case-based Discussion</td>
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<tr>
<th>April–June</th>
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<tr>
<td>31 March</td>
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<tr>
<td>• Applications for Approval of Advanced Training for April–August rotations due</td>
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<tr>
<td>31 May</td>
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<tr>
<td>• Applications for Approval of Advanced Training for the second half of the current year due</td>
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<td>• Supervisor’s Report due for all trainees</td>
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<tr>
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<th>October–December</th>
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<tbody>
<tr>
<td>31 October</td>
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<tr>
<td>• Supervisor’s Report and all PREP tools due for all trainees</td>
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<tr>
<td>• Trainee’s Report for the second half of the year, or the whole year, due</td>
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<tr>
<td>• Applications for Approval of Advanced Training for the first half or whole of the following year due</td>
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<tr>
<td>• Minimum one project due for trainees currently in their second year of training</td>
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<tr>
<td>Other activities to be completed this quarter</td>
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</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>
<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:Nephrology@racp.edu.au">Nephrology@racp.edu.au</a></td>
<td>Email: <a href="mailto:Nephrology@racp.org.nz">Nephrology@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 6217</td>
<td>Phone: +64 4 472 6713</td>
</tr>
</tbody>
</table>

Training Support

The Training Support Unit supports trainees and supervisors of trainees who are experiencing difficulties in their training.

| Australia | New Zealand |
| Email: trainingsupport@racp.edu.au | Email: trainingsupport@racp.org.nz |
| Phone: +61 2 9256 5457 | Phone: +64 4 472 6713 |

Supervisor Support

The Supervisor Learning Support Unit provides and coordinates supervisor skills training.

| Email: supervisor@racp.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@racp.edu.au |

New Zealand Trainees’ Committee

Email: traineescommittee@racp.org.nz
Other College contacts

| The New Zealand Trainees’ Committee represents and advocates on behalf of trainees. |

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.

**Australian and New Zealand Society of Nephrology**
The [Australian and New Zealand Society of Nephrology](#) is the peak professional body representing Nephrology physicians and paediatricians in Australia and New Zealand.

**Transplantation Society of Australia and New Zealand**
The [Transplantation Society of Australia and New Zealand](#) is the peak professional body for the educational, scientific and clinical aspects of transplantation in Australia and New Zealand.

**Australian and New Zealand Paediatric Nephrology Association**
The [Australian and New Zealand Paediatric Nephrology Association](#) is a non-profit organisation devoted to the care, prevention, education and research of kidney and related diseases in children.