

Education renewal

Advanced Training curricula

Common Learning, Teaching, and Assessment programs

Version 1.4



About this document

This document outlines common learning, teaching, and assessment (LTA) programs for Advanced Training¹, as finalised by the College Education Committee in February 2021.

Where indicated throughout this document, some components of the common LTA programs for Advanced Training (including the common assessment toolkit and frequency of some assessments) may be revised upon evaluation of those components in the new Basic Training programs, at [early adopter](#) settings.

For more information or to provide feedback contact curriculum@racp.edu.au.

¹ Common LTA applies to all Advanced Training programs, including faculty training programs, except the Clinical Diploma in Palliative Medicine.

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Program overview

Purpose of Advanced Training

The RACP offers Advanced Training in 33 diverse medical specialties as part of Division, Chapter, or Faculty training programs.

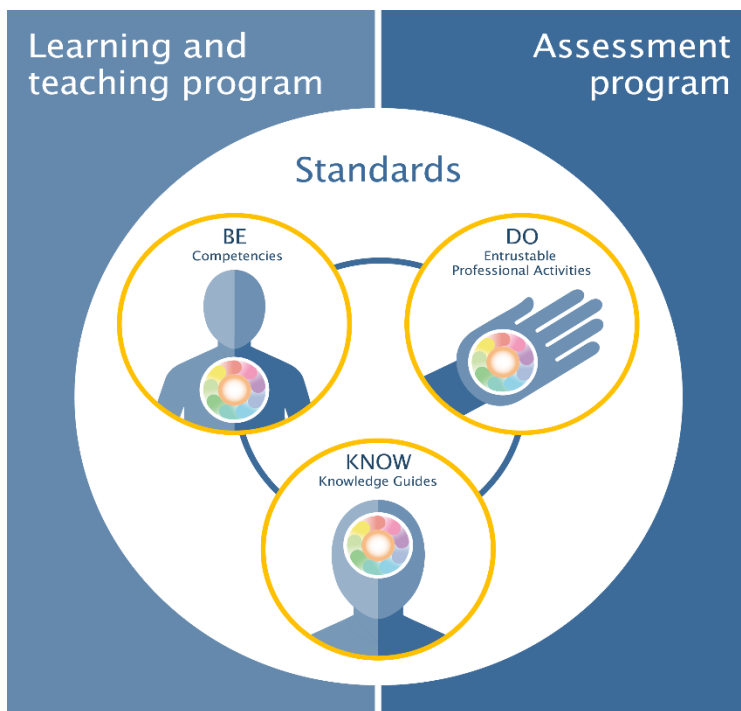
The purpose of Advanced Training is to develop a workforce of physicians who:

- have received breadth and depth of focused specialist training, and experience with a wide variety of health problems and contexts
- are prepared for and committed to independent expert practice, lifelong learning, and continuous improvement
- provide safe, quality health care that meets the needs of the communities of Australia and New Zealand.

Learning occurs primarily in the workplace, supported and supervised by consultants and peers. This requires a balance of the dual roles of training and service delivery in the workplace.



Advanced Training curricula standards



The **RACP curriculum model** is made up of curricula standards supported by learning, teaching, and assessment programs.

Learning and teaching programs outline the strategies and methods to learn and teach curricula standards, including required and recommended learning activities.

Assessment programs outline the planned use of assessment methods to provide an overall picture of the trainee's competence over time.

Figure 1: RACP curriculum model

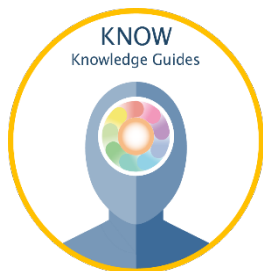
The **curricula standards** outline the educational objectives of the training program and the standard against which trainees' abilities are measured.



- **Competencies** in 10 domains of professional practice
- Outline the expected professional behaviours, values and practices of trainees.



- **Entrustable Professional Activities (EPAs)**
- Outline the essential work tasks trainees need to be able to perform in the workplace.



- **Knowledge guides**
- Outline the expected baseline knowledge of trainees.

Common curricula content

The renewed curricula for Advanced Training will consist of a mix of content that is program-specific and content that is common across Advanced Training programs.

Establishing common content for the revised Advanced Training curricula will:

- improve the utility of the work-based curricula and programs
 - allow content development processes to be streamlined
 - benchmark content across programs to demonstrate equivalency
 - better facilitate dual training.
- **Competencies** will be common across Advanced Training programs²
 - **Entrustable Professional Activities (EPAs)** will contain a mix of content that is common and content that is program-specific
 - **Knowledge Guides** will be program-specific, although content may be shared between complementary programs.
 - The **common Learning, Teaching and Assessment (LTA) programs** will establish a **baseline for learning, teaching and assessment** that will apply to all Advanced Training programs. Specialty groups will be able to tailor these programs by adding elements such as time requirements, learning courses, and entry, progression, and completion criteria, and increasing the numbers of work-based assessments.

The common LTA programs will apply to all Advanced Training programs, including faculty training programs, **except** the Clinical Diploma in Palliative Medicine.

² Some tailoring of Competencies may be necessary for training programs with a less clinical focus.

Learning, teaching, and assessment structure

The learning, teaching and assessment (LTA) structure defines the framework for delivery and trainee achievement of the curricula standards in the Advanced Training programs.



Figure 2: Advanced Training learning, teaching, and assessment (LTA) structure

The new Advanced Training programs will be structured in three phases. These phases will establish clear checkpoints for trainee progression and completion.

- 1 Specialty foundation**
 - Orient trainees and confirm their readiness to progress in the Advanced Training program
- 2 Specialty consolidation**
 - Continue trainees' professional development in the specialty and support progress towards the learning goals
- 3 Transition to Fellowship**
 - Confirm trainees' achievement of the curriculum standards, completion of Advanced Training, and admission to Fellowship
 - Support trainees' transition to unsupervised practice

- An **entry decision** is made before entry into the program.
- A **progress decision**, based on competence, is made at the end of each phase of training.
- A **completion decision**, based on competence, is made at the end of the training program, resulting in eligibility for admission to Fellowship.



Advanced Training is a **hybrid time- and competency-based training program**. There is a minimum time requirement of between three to five years full-time equivalent experience, depending on the training program undertaken. Progress and completion decisions are based on evidence of trainees' competence.

The Advanced Training program may be started once the prospective trainee has completed the entry requirements. This includes completion of Basic Physician Training for Divisional Advanced Training programs.

Learning goals

The curricula standards form key learning goals that guide learning, teaching, and assessment in the new programs. The number of learning goals will vary depending on the program.

There are **three common key learning goals** that apply to all Advanced Training programs. There will be other learning goals that are specific to one or several programs.

Each Advanced Training (AT) program will have a **minimum of ten and maximum of 14** learning goals in total.

The learning goals will:

- link assessments to the curricula standards at their highest level
- be continuously assessed in the workplace throughout the phases of Advanced Training
- be drawn from three areas:
 - **common learning goals** will consist of the two common EPAs (Team leadership and Supervision and teaching) and Professional behaviours (the Competencies). These learning goals will be in all AT programs.
 - **selected learning goals** will be chosen for each specialty by the Curriculum Review Group (CRG) from the list of 11 remaining common EPAs (with the option for some customisation of EPA content for the specialty context)
 - **specialty learning goals** will comprise of specialty-specific³ EPAs written by each specialty CRG.

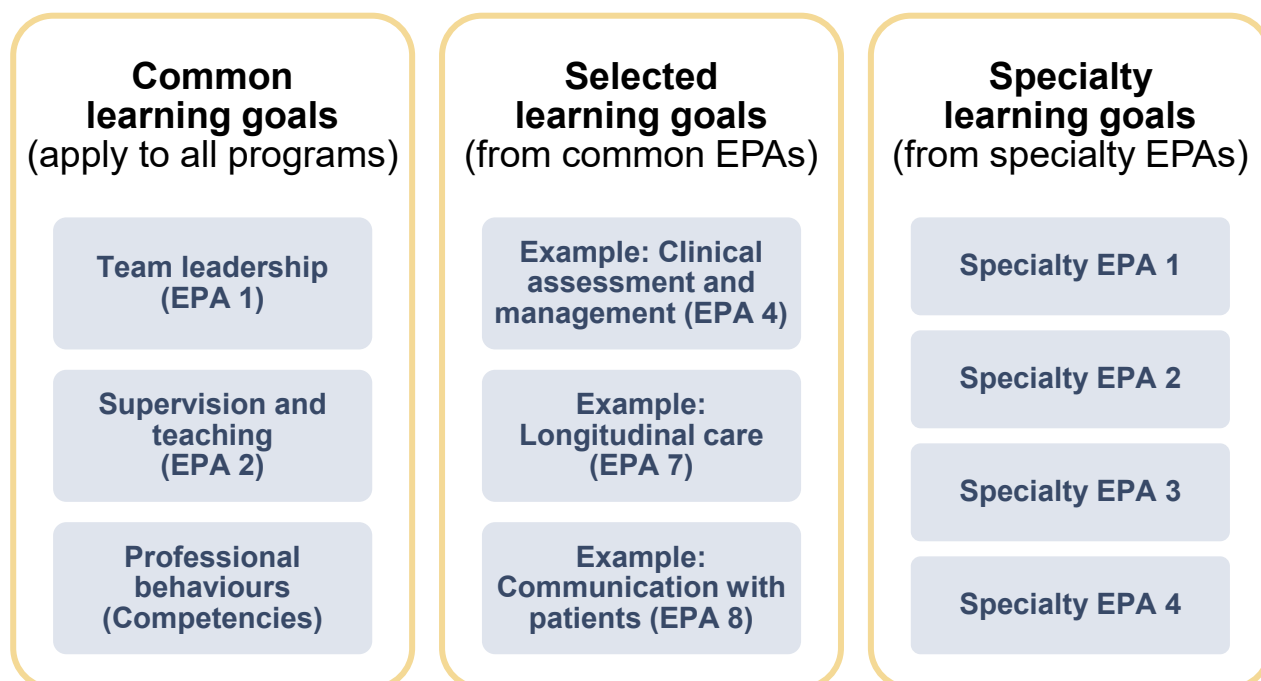


Figure 3: Example of the composition of learning goals in a hypothetical Advanced Training program.

³ Some specialty EPAs may be shared across specialties with commonalities, e.g. the paediatric specialties may have EPAs in common.

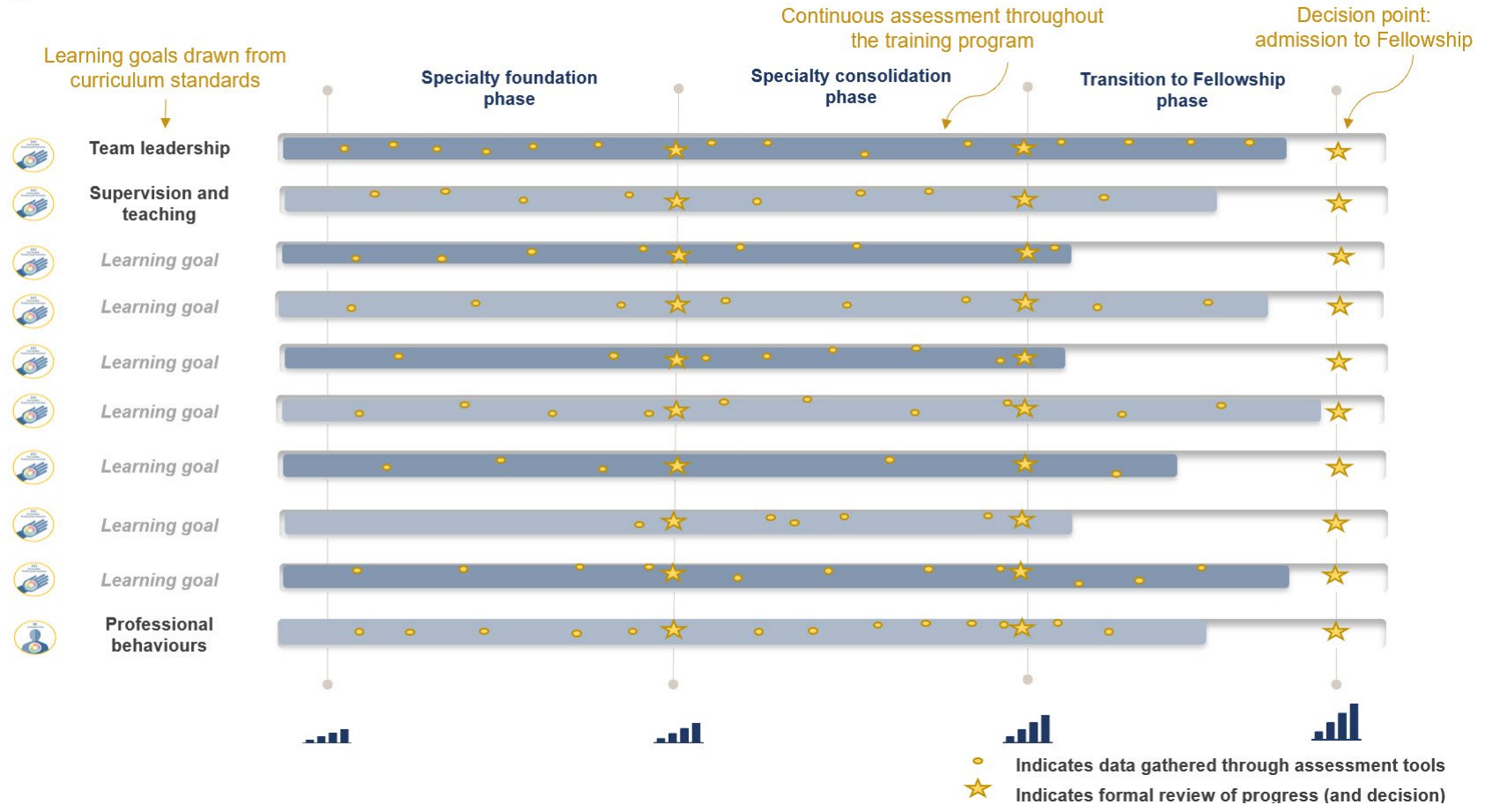


Figure 4: Graphical example of continuous assessment of learning goals

Training requirements summary

What do trainees need to do?


When do trainees need to do it?

Applicability

Learning program requirements

	<ul style="list-style-type: none"> Complete at least 36 months⁴ of relevant professional experience in approved rotations in at least two different training settings⁵. 	<ul style="list-style-type: none"> In any sequence over the course of training 	Applicable to all curricula
	3 required learning courses:		
	<ul style="list-style-type: none"> RACP Induction to Advanced Training resource* 	<ul style="list-style-type: none"> Within the first six months of Advanced Training 	Applicable to all curricula
	<ul style="list-style-type: none"> RACP Health Policy, Systems and Advocacy resource* 	<ul style="list-style-type: none"> Recommended completion before the Transition to Fellowship phase 	Applicable to all curricula
	<ul style="list-style-type: none"> RACP Supervisor Professional Development Program 	<ul style="list-style-type: none"> Before the end of Advanced Training 	Applicable to all curricula

Teaching program requirements

	<p>2 named individuals for the role of Education Supervisor⁶</p> <p>1 nominated RACP training committee to act as a Progress Review Panel⁷</p>	<ul style="list-style-type: none"> Each accredited or approved training rotation 	Applicable to all curricula
	<p>1 named individual for the role of Research Project Supervisor (may or may not be the Education Supervisor)</p>	<ul style="list-style-type: none"> One over the course of training 	Applicable to all curricula

*resource to be developed

⁴ Duration of training will vary for four- and five-year programs.

⁵ In training programs where it is not feasible to attain rotations in at least two different training settings, this requirement can be reduced to one at the discretion of the relevant training committee.

⁶ In training programs where it is not feasible to have two Education Supervisors, this requirement can be reduced to one at the discretion of the relevant training committee.

⁷ Committees with large numbers of trainees may wish to have local, regional or state-based Progress Review Panels to help manage decision-making. This has been flagged for discussion in the development process.


What do trainees need to do?

When do trainees need to do it?



Applicability

Assessment program requirements

Each phase of training (each year)

	1 Registration form	<ul style="list-style-type: none"> At the start of each phase 	Applicable to all curricula
	12-24 Learning capture [^] , across the range of learning goals	<ul style="list-style-type: none"> Minimum of ~1 per month <p>[^]The frequency of this assessment may be revised upon evaluation of its use in the new Basic Training programs, at early adopter settings throughout 2021.</p>	Applicable to all curricula
	12-24 Observation capture [^] , across the range of learning goals	<ul style="list-style-type: none"> Minimum of ~1 per month <p>[^]The frequency of this assessment may be revised upon evaluation of its use in the new Basic Training programs, at early adopter settings throughout 2021.</p>	Applicable to all curricula
	1 Learning plan	<ul style="list-style-type: none"> At the start of each phase of training, and reviewed every three months 	Applicable to all curricula
	4 Progress report	<ul style="list-style-type: none"> Minimum of one every three months <p>Note: fourth progress report includes end-of-phase review</p>	Applicable to all curricula
Once over the course of training (if passed)			
	1 Research project	<ul style="list-style-type: none"> Submitted for marking before the start of the Transition to Fellowship phase⁸. 	Applicable to all curricula

Additional tools under review for inclusion in the assessment toolkit

	Case report	<ul style="list-style-type: none"> To be determined 	Applicable to some curricula
	Logbook	<ul style="list-style-type: none"> To be determined 	Applicable to some curricula

See [Appendix 1](#) for details about each phase of training and [Appendix 2](#) for an example blueprint and details about the assessment tools.

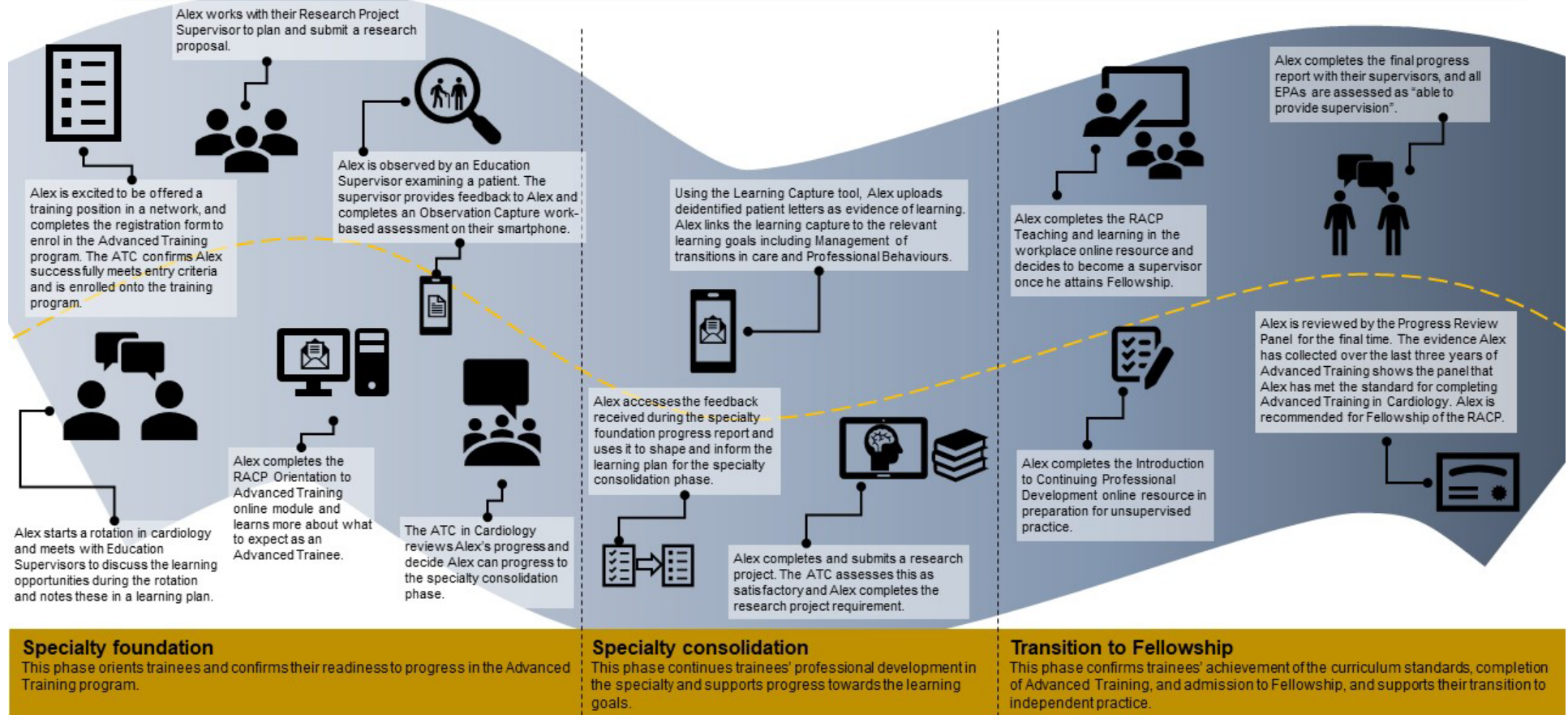
⁸ Unless otherwise specified in the training program requirements.

Trainee journey



Alex the trainee

We first met Alex as an Adult Medicine trainee completing Basic Training in New South Wales, Australia. Alex has now moved to Queensland to start Cardiology training. Alex continues to meet the accepted standard throughout training and progress at the expected pace. The diagram below depicts a number of snapshots of Alex's experiences in Advanced Training.



Appendix 1: Advanced Training program requirements (detailed)

This appendix provides further details of the training program requirements that will be published as part of the program requirements handbook for each Advanced Training program.

Specialty foundation phase



Purpose

- Orient trainees and confirm their readiness to progress in their Advanced Training specialty



Duration

- 12 months⁹ full-time equivalent (FTE)



Entry attributes and criteria

Entry attributes

Prospective trainees can demonstrate...

- A commitment and capability to pursue a career as a physician or paediatrician in <specialty>
- The ability and willingness to achieve the common learning goals for Advanced Training:
 - Team leadership
 - Supervision and teaching
 - The professional behaviours, as outlined in the Competencies
- <other specialty criteria>

Entry criteria

- An Advanced Training position in an RACP-accredited training setting or network.
- General medical registration with the Medical Board of Australia if applying in Australia or a medical registration with a general scope of practice with the Medical Council of New Zealand and a practising certificate if applying in New Zealand.
- <Other specialty criteria, for example:
 - Completion of Basic Physician Training
 - Completion of a Masters of Public Health (or equivalent)>



Learning program

⁹ 12 months FTE is a typical minimum assuming a three-year Advanced Training program. The length of this phase may vary for four- and five-year training programs

- 12 months' FTE **relevant professional experience** in approved training rotations
- Required **learning courses**:
 - RACP Induction to Advanced Training resource*
 - Health Policy, Systems and Advocacy resource*^
 - Supervisor Professional Development [Program](#)^
- Recommended learning courses:
 - RACP teaching and learning resource*^
 - RACP Research Projects [resource](#)
 - RACP [eLearning resources](#)
 - RACP [curated collections](#)

*resource to be developed

^required over the course of Advanced Training



Teaching program

- **2** named individuals for the role of Education Supervisor*
- **1** nominated **RACP training committee** to act as a Progress Review Panel
- **1** named individual for the role of **Research Project Supervisor** (may or may not be the Education Supervisor)
- Supplementary resources for **supervisors**:
 - [Supervisor Professional Development Program](#)
 - RACP Research Supervision [resource](#)
 - RACP Training Support [resource](#)
 - RACP Creating a Safe Workplace [resource](#)
- Supplementary resources for **training settings and networks**:
 - Training provider [standards](#) for clinical training programs
 - Training network [principles](#)
 - RACP Trainee Selection and Recruitment [guide](#)

*In training programs where it is not feasible to have two Education Supervisors, this requirement can be reduced to one at the discretion of the relevant training committee.



Assessment program

Applicable to **all curricula**:

- **12-24** Learning captures (minimum of ~1 per month)* across the range of learning goals
- **12-24** Observation captures (minimum of ~1 per month)* across the range of learning goals
- **1** Learning plan, reviewed quarterly
- **4** Progress reports (minimum one per three months)
- **1** Research project proposal

Additional assessments applicable to **some curricula**:

- Case report (frequency to be determined)^
- Logbook (frequency to be determined)^

*The frequency of this assessment may be revised upon evaluation of its use within the new Basic Training programs, at early adopter settings throughout 2021.

^This assessment and its inclusion in the common assessment requirements is under review.



Progression criteria

To progress to the Specialty consolidation phase, trainees can demonstrate...

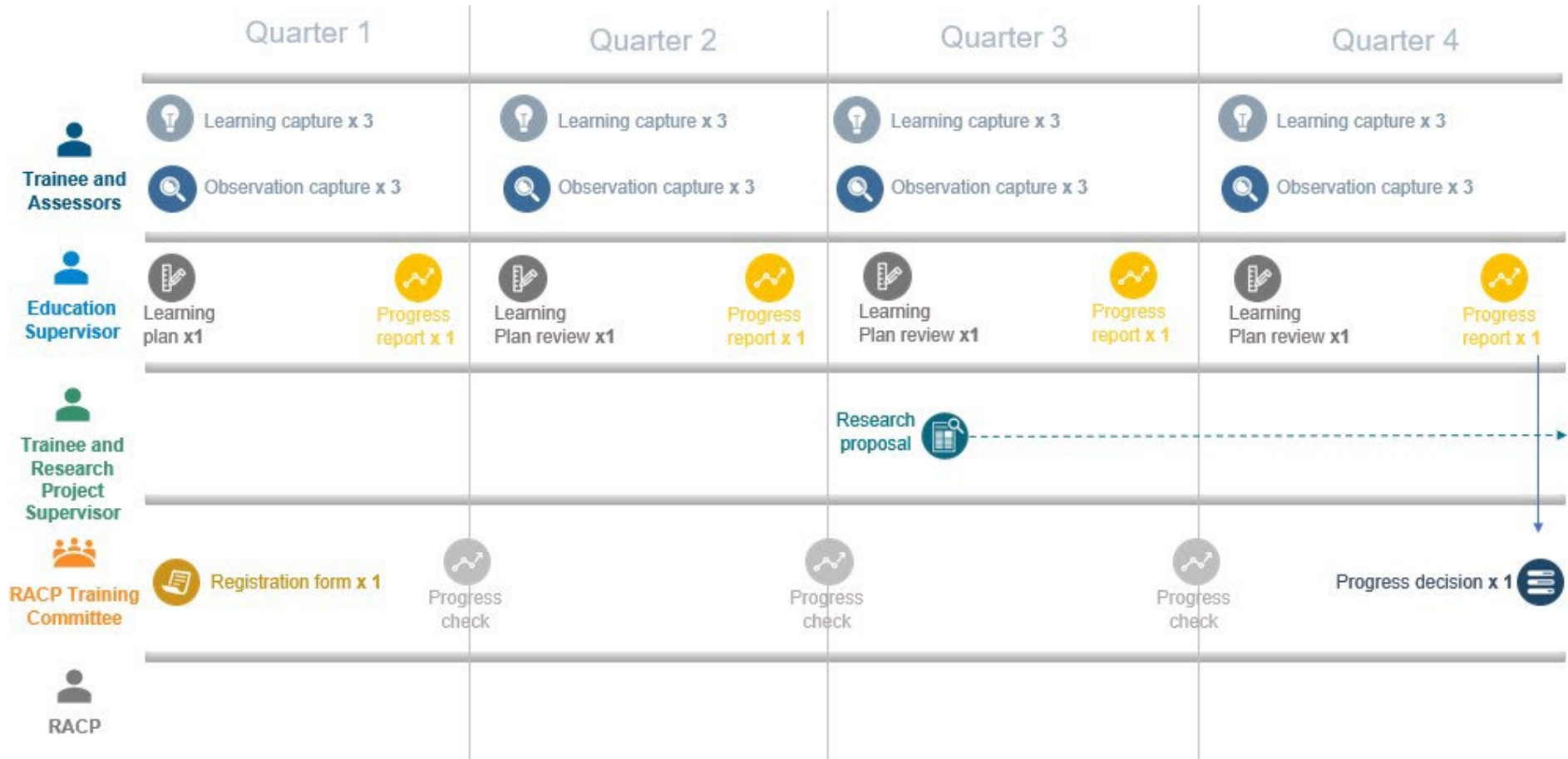
- The ability to plan and manage their learning and to complete their learning and assessment requirements in a timely manner
- The ability to perform the following Entrustable Professional Activities with only distant supervision:
 - <5 to 7 EPAs as chosen by the specialty>
- Consistent performance in line with most of the areas of professional practice.
- <other specialty criteria>

The following learning courses are a requirement of the new Basic Training [programs](#). It is **recommended** that trainees complete them during the specialty foundation phase if they have not been completed previously, and the courses must be completed by the end of Advanced Training.

- RACP Communication skills [resource](#)
- RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence [resource](#)
- RACP Ethics and Professional Behaviour [resource](#)
- RACP Leadership, Management, and Teamwork [resource](#)

If a trainee cannot demonstrate they have satisfied the above criteria, they need to continue in their current phase and complete a learning plan to focus on areas in which they need to improve.

Specialty foundation phase at a glance



Specialty consolidation phase



Purpose

- Continue trainees' professional development in the specialty and support progress towards the learning goals.
-



Duration

- 12 months¹⁰ full-time equivalent (FTE)
-



Entry criteria

Prospective trainees can demonstrate...

- Certification of the Specialty foundation phase by the training committee overseeing the Specialty consolidation phase.
 - An Advanced Training position in an RACP-accredited training setting or network.
-



Learning program

- 12 months' FTE **professional experience** in approved training rotations
- Required **learning courses**:
 - Health Policy, Systems and Advocacy resource*[^]
- Recommended **learning course**:
 - RACP Communicating Risks and Benefits [resource](#)

*resource to be developed

[^]required over the course of Advanced Training



Teaching program

- *As per Specialty foundation phase*
-



Assessment program

Applicable to **all curricula**:

- **12-24** Learning captures (minimum of ~1 per month)* across the range of learning goals
 - **12-24** Observation captures (minimum of ~1 per month)* across the range of learning goals
-

¹⁰ 12 months FTE is a typical minimum assuming a three-year Advanced Training program. The length of this phase may vary for four- and five-year training programs.

- 1 Learning plan, reviewed quarterly
- 1 Research project
- 4 Progress reports (minimum one per three months)

Additional assessments applicable to **some curricula**:

- Case report (frequency to be determined)^
- Logbook (frequency to be determined)^

*The frequency of this assessment may be revised upon evaluation of its use within the new Basic Training programs, at early adopter settings throughout 2021.

^This assessment and its inclusion in the common assessment requirements is under review.



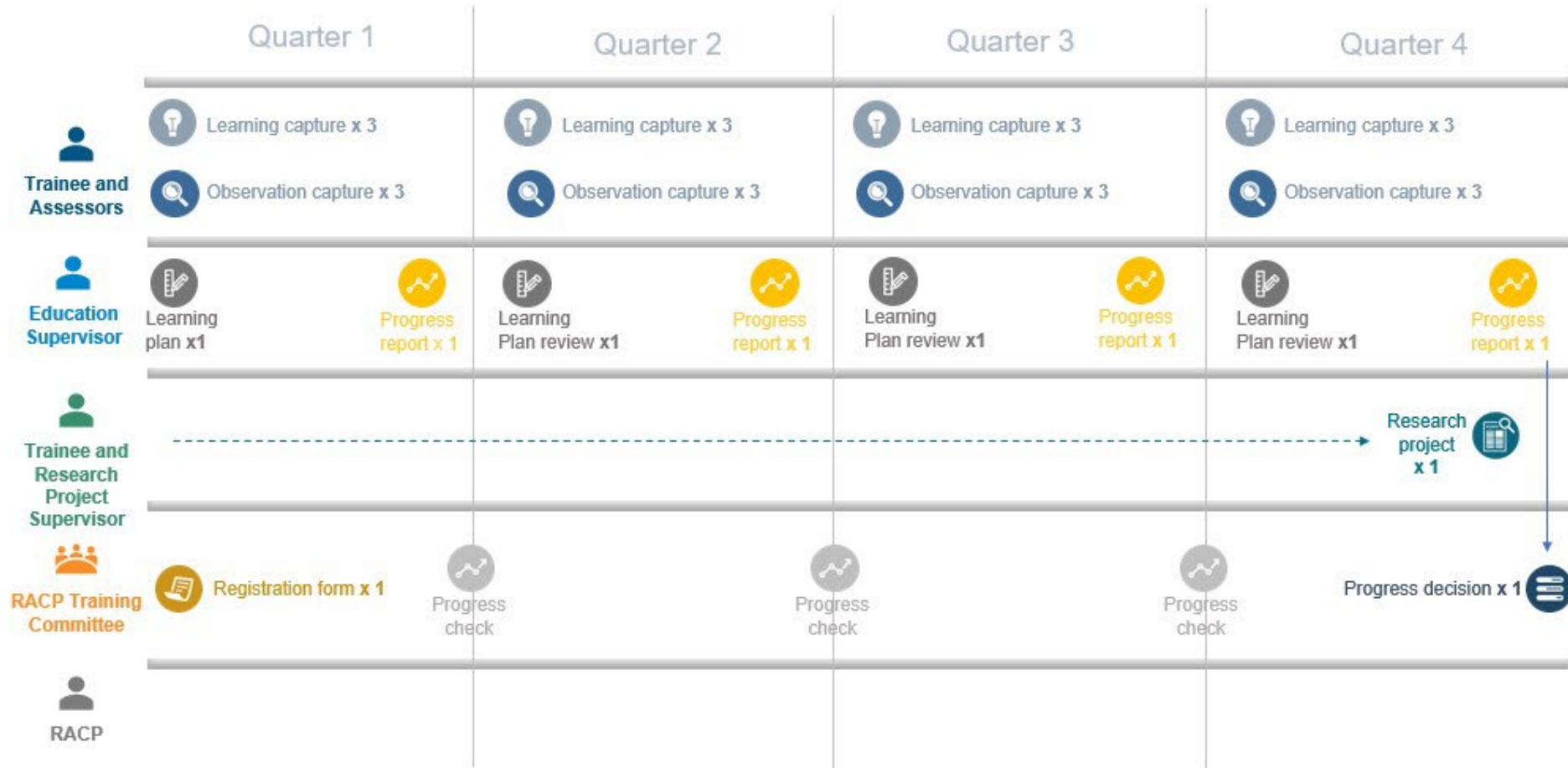
Progression criteria

To progress to the Transition to Fellowship phase, trainees can demonstrate...

- The ability to plan and manage their learning and to complete their learning and assessment requirements in a timely manner.
- Submission of the Research Project.
- The ability to provide supervision for the following Entrustable Professional Activities:
 - <5 to 7 EPAs as determined by the specialty>
- Consistent performance in line with all the areas of professional practice.
- <other specialty criteria>

If a trainee cannot demonstrate they have satisfied the above criteria, they need to continue in their current phase and complete a learning plan to focus on areas in which they need to improve.

Specialty consolidation phase at a glance



Transition to Fellowship phase



Purpose

- Confirm trainees' achievement of the curriculum standards, completion of Advanced Training, and admission to Fellowship
 - Support trainees' transition to unsupervised practice.
-



Duration

- 12 months¹¹ full-time equivalent (FTE)
-



Entry criteria

Prospective trainees can demonstrate...

- Certification of the Specialty consolidation phase by the training committee overseeing the Transition to Fellowship phase.
 - Submission of one research project.
 - An Advanced Training position in an RACP-accredited training setting or network.
-



Learning program

- 12 months' FTE **professional experience** in approved training rotations
-



Teaching program

- *As per Specialty foundation phase*
-



Assessment program

Applicable to **all curricula**:

- **12-24** Learning captures (minimum of ~1 per month)* across the range of learning goals
- **12-24** Observation captures (minimum of ~1 per month)* across the range of learning goals
- **1** Learning plan, reviewed quarterly
- **4** Progress reports (minimum one per three months)

Additional assessments applicable to **some curricula**:

- Case report (frequency to be determined)^
 - Logbook (frequency to be determined)^
-

¹¹ 12 months FTE is a typical minimum assuming a three-year Advanced Training program. The length of this phase may vary for four- and five-year training programs.

*The frequency of this assessment may be revised upon evaluation of its use within the new Basic Training programs, at early adopter settings throughout 2021.

^This assessment and its inclusion in the common assessment requirements is under review.



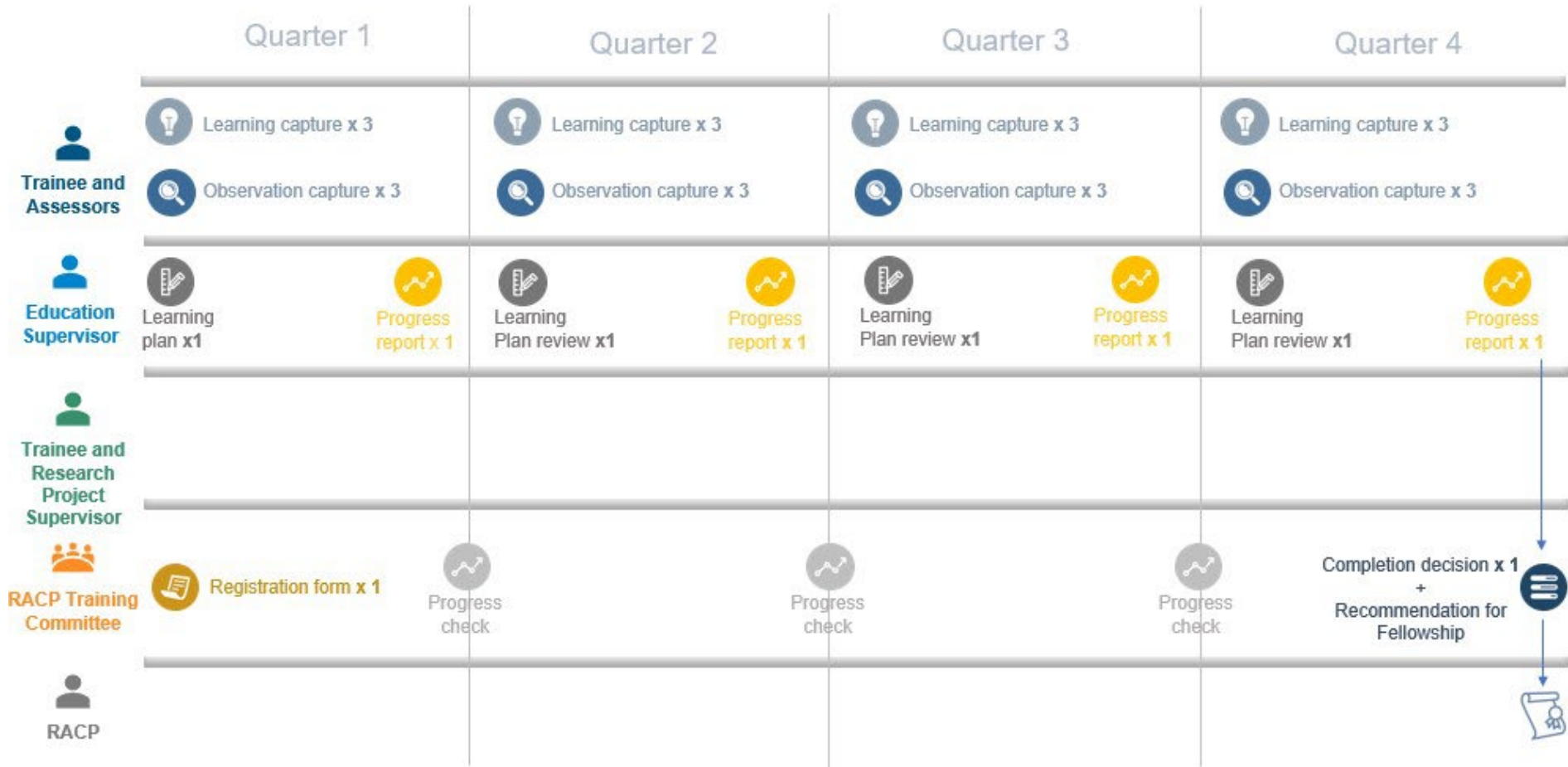
Completion criteria

To complete the Advanced Training program, trainees can demonstrate...

- The ability to evaluate and manage their learning and to complete all requirements of training in a timely manner.
- The ability to consistently provide supervision for all the Entrustable Professional Activities.
- Consistent performance in line with all the areas of professional practice.
- Completion of a satisfactory research project.
- Completion of the Supervisor Professional Development Program
- Completion of the following learning courses (if not completed previously):
 - RACP Communication skills [resource](#)
 - RACP Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence [resource](#)
 - RACP Ethics and Professional Behaviour [resource](#)
 - RACP Leadership, Management, and Teamwork [resource](#)
- <other specialty criteria>

If a trainee cannot demonstrate they have satisfied the above criteria, they need to continue in their current phase and complete a learning plan to focus on areas in which they need to improve.

Transition to Fellowship phase at a glance



Appendix 2: Assessment toolkit

A suite of assessment tools will be used to assess the Advanced Training curricula standards.

Applicable to **all curricula**



Registration form

- Enrol trainees and assess entry criteria
 - College-run (centralised)
-



Learning plan

- Plan and review learning for the phase and the quarter
 - Work-based
-



Learning capture

- Trainee enters evidence of work-based learning linked to learning goals
 - Work-based
-



Observation capture

- Supervised observation of trainees' performance linked to learning goals
 - Work-based
-



Research project

- Enable trainees to develop experience in research methods, the ability to interpret research literature and quality improvement skills, and achieve the Professional Behaviours learning goal (specifically the Research domain).
 - Work-based and centrally marked by the RACP training committee.
-



Progress report

- Assess progress against all learning goals for the quarter and the phase, and progress against the criteria to progress to the next phase.
 - Work-based
-

Tools under review for inclusion in the assessment toolkit that would be applicable to **some curricula**



Case report

- Design and frequency to be determined
 - Work-based
-



Logbook

- Design and frequency to be determined
 - Work-based
-

Additional tools may be considered for inclusion throughout the specialty development process.

Program blueprint

In the new Advanced Training programs, a high-level assessment program blueprint will outline which of the learning goals (and associated curricula standards) *could be* and *will be* covered by the assessment tools. An example is shown below.

Learning goals	Assessment tools						
	Applicable to all curricula					Applicable to some curricula	
	Registration form	Learning capture	Observation capture	Progress report	Research project	Case report^	Logbook^
1 Team leadership	x	Could assess	Could assess	Will assess	x	x	tbd
2 Supervision and teaching	x	Could assess	Could assess	Will assess	x	x	tbd
3 Professional behaviours	x	Could assess	Could assess	Will assess	Will assess	tbd	tbd
4 Clinical assessment and management	x	Could assess	Could assess	Will assess	x	tbd	tbd
5 Longitudinal care	x	Could assess	Could assess	Will assess	x	tbd	tbd
6 Communication with patients	x	Could assess	Could assess	Will assess	x	x	tbd
7 Specialty learning goal (tba)	x	Could assess	Could assess	Will assess	x	tbd	tbd
8 Specialty learning goal (tba)	x	Could assess	Could assess	Will assess	x	tbd	tbd
9 Specialty learning goal (tba)	x	Could assess	Could assess	Will assess	x	tbd	tbd
10 Specialty learning goal (tba)	x	Could assess	Could assess	Will assess	x	tbd	tbd

^This tool and its inclusion in the common assessment requirements is under review.



Registration form

College-run
assessment

Purpose

This form captures:

- prospective trainees' application for entry into the phase of training
- confirmation and verification of the application by the trainee's supervisors.

Description

A standardised online application form for prospective trainees to provide enrolment details and evidence that they satisfy the entry criteria. The form will include assessment fields for supervisors and/or RACP staff to complete to endorse trainees' registration.

Timing

One per phase

Replacement of current tool?

This will replace the existing **Application for Prospective Approval of Advanced Training**



Learning plan

Work-based
learning
tool

Purpose

This tool documents trainees' and Education Supervisors' learning plans for the phase and for each quarter.

Description

This tool documents trainees' and Education Supervisors' overarching learning plans for each phase of training and each three-month period.

Trainees will create a learning plan at the beginning of each new phase of training to outline what they plan to learn. They will also document how they will achieve their learning goals in the coming quarter. The learning plan will draw from:

- a) the learning goals for the Advanced Training program, including gaps in the trainee's previous achievement of learning goals
- b) previous progress reports recommending areas for trainee development, including any additional conditions placed on a trainee
- c) available learning opportunities offered by the training setting / network
- d) available learning opportunities offered by the RACP

Trainees will be asked to plan the level of competence they would like to achieve by the end of the phase for each of the learning goals. They will also be able to create additional custom learning goals.

Education Supervisors will review and amend the learning plans with their trainees every three months.

The learning plan will link to the progress report to help trainees and supervisors evaluate whether the learning goals have been achieved.

Timing

Every three months

Replacement of current tool?

This will replace the existing **Learning Needs Analysis**.



Learning capture

Work-based
assessment

Purpose

This assessment helps trainees capture, and reflect on, professional development activities, including evidence of work-based learning linked to specified learning goals.

Description

The assessment will log evidence of trainees' learning experiences and prompt reflective commentary. Trainees will select one of the four categories of learning:

- professional experiences
- courses and workshops
- personal reflection
- readings and resources.

The assessment will enable mobile upload of files and contain logbook functionality.

This assessment is primarily completed by trainees with an optional step to invite assessors to provide additional feedback.

Timing

Equivalent of one per month[^]

Replacement of current tool?

This will replace the existing **Professional Qualities Reflection, Logbook** and **Case-based Discussion** tools.

[^]The frequency of this assessment may be revised upon evaluation of its use within the new Basic Training programs, at early adopter settings throughout 2021.



Observation capture

Work-based
assessment

Purpose

This tool captures assessors' observation and feedback on trainees' performance of a work task linked to specified learning goals.

Description

This is a single point in time supervised observation relating to a learning goal. Each Observation Capture will form one piece of data that will be considered as part of an overall program of assessment.

Trainees and assessors select one of the program's learning goals to open a customised assessment form.

Assessors observe trainees completing a task in the workplace, complete a global rating based on their observation, and provide narrative feedback to trainees. Trainees will add their reflections and the assessment will be submitted and saved as evidence of their learning.

Observation Capture ratings will automatically populate in an assessment graph that can help inform trainees and supervisors in completing the Progress Report.

Timing

Equivalent of one per month[^]

Replacement of current tool?

This will replace the existing **Mini-Clinical Evaluation Exercise; Direct Observation of Procedural Skills (DOPS); Direct Observation of Field Skills (DOFS)** and **Direct Observation of Practical Professional Skills (DOPPS)**

[^]The frequency of this assessment may be revised upon evaluation of its use within the new Basic Training programs, at early adopter settings throughout 2021.



Research project

Work-based
assessment

Purpose

Enable trainees to develop experience in research methods, the ability to interpret research literature and quality improvement skills, and achieve the Professional Behaviours learning goal (specifically the Research domain).

Description

The purpose of the research project requirement in Advanced Training, Chapter Training and Faculty Training is 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.

The research project should be one with which the trainee has had significant involvement in designing, conducting the research and analysing data. Trainees may work as part of a larger research project but must have significant input into a particular aspect of the study.

Research projects are not required to be specialty-specific but are required to be broadly relevant to trainees' area of specialty. Broadly relevant can be defined as topics that can enhance, complement and inform trainees' practice in the chosen specialty.

Three types of research projects are accepted:

- Research in human subjects, populations and communities or laboratory research
- Audit
- Systematic review

The trainee must have a Research Project Supervisor who may or may not be the Education Supervisor.

The trainee should complete a brief Research Project Proposal outlining the proposed research and nominating their Research Project Supervisor three- six months before starting the Research Project. The Research Project is marked by the training committee as Satisfactory or Unsatisfactory and trainees receive qualitative feedback about their project. The Research Project should be submitted for marking by the end of the Specialty consolidation phase to allow time for resubmission in the Transition to Fellowship phase if the project is unsatisfactory.

Timing

Research Project Proposal is to be completed three- six months before starting the Research Project.

Research Project is to be submitted for marking by the end of the Specialty consolidation phase.

More information

Advanced Training Research Project [guidelines](#)

Replacement of current tool?

This is an existing assessment.



Progress report

Work-based
assessment

Purpose

This assessment documents reports on trainees' progress against all the learning goals (including the EPAs) for each quarter and the phase; and criteria to progress to the next phase of training in the fourth quarter.

Description

At the end of each three-month period of training, trainees will complete a self-assessment to rate their level of competence against each of the learning goals (the EPAs and professional behaviours).

Education supervisors will review trainees' evidence of learning and results from work-based assessments, rate and provide feedback on trainees' progress against all the learning goals (EPAs and professional behaviours). At the end of each phase the supervisor will make a recommendation regarding trainees' readiness to progress to the next phase of training.

The RACP training committee will act as a Progress Review Panel that reviews trainee progress and Education Supervisors' recommendations and record their decision regarding certification of the trainees' phase of training.

Timing

Every three months

Replacement of current tool?

This will replace the existing **Supervisor's Report**.

Assessment tools under review for inclusion

	Case report	Work-based assessment
Purpose To be determined		
Description To be determined		
Timing To be determined		
Replacement of current tool?	This is a new tool	



Logbook

Work-based
assessment

Purpose

To be determined

Description

To be determined

Timing

To be determined

Replacement of current tool?

To be determined