

# Education renewal

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## Program handbook

### Advanced Training in Gastroenterology



#### About this document

This program handbook outlines the learning, teaching, and assessment (LTA) programs for Advanced Training in Gastroenterology, for trainees and supervisors.

This handbook should be used in conjunction with the Advanced Training in Gastroenterology curriculum standards.

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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 Aotearoa New Zealand.



## Learning, teaching, and assessment structure

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

Advanced Training is 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



Figure 1: Advanced Training learning, teaching, and assessment (LTA) structure

- An **entry decision** is made before entry into the program.
- **Progress decisions**, based on competence, are made at the end of the specialty foundation and specialty consolidation phases of training.
- A **completion decision**, based on competence, is made at the end of the training program, resulting in eligibility for admission to Fellowship.

## Learning goals

For Gastroenterology, the curriculum standards are summarised as **21** learning goals.

Learning and assessment activities are linked to the learning goals to ensure that these activities align with the standards and trainees are able to demonstrate learning across the breadth of the curriculum.

The learning goals articulate what trainees need to be, do, and know, and are assessed throughout training on a five-point scale.

		Progression criteria		Completion criteria
	Learning goals	Specialty foundation <i>By the end of this phase, trainees will:</i>	Specialty consolidation <i>By the end of this phase, trainees will:</i>	Transition to Fellowship <i>By the end of training, trainees will:</i>
Be	1. <b>Professional behaviours</b>	L4 – need to work on behaviour in <b>one or two domains</b> of professional practice	L5 – consistently behave in line with <b>all 10 domains</b> of professional practice	L5 – consistently behave in line with <b>all 10 domains</b> of professional practice
	1. <b>Team leadership:</b> Lead a team of health professionals	<b>Level 3</b> able to act with indirect supervision	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision
Do (work tasks)	2. <b>Supervision and teaching:</b> Supervise and teach professional colleagues	<b>Level 3</b> able to act with indirect supervision	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision
	3. <b>Quality improvement:</b> Identify and address failures in healthcare delivery	<b>Level 2</b> able to act with direct supervision	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision
	4. <b>Clinical assessment and management, including prescribing:</b> Clinically assess and manage the ongoing care of patients, including prescribing therapies tailored to patients' needs and conditions	<b>Level 3</b> able to act with indirect supervision	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision
	5. <b>Acute care:</b> Manage the early care of acutely unwell patients	<b>Level 4</b> able to act with supervision at a distance	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision
	6. <b>Longitudinal care, including transitions and end-of-life:</b> Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues, including transitions and end-of-life care	<b>Level 3</b> able to act with indirect supervision	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision
	7. <b>Communication with patients:</b> Discuss diagnoses and management plans with patients	<b>Level 4</b> able to act with supervision at a distance	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision
	8. <b>Procedures:</b> Plan, prepare for, perform, and provide aftercare for important practical procedures and investigations	<b>Level 2</b> able to act with direct supervision	<b>Level 3</b> able to act with indirect supervision	<b>Level 5</b> able to provide supervision


9. <b>Investigations:</b> Select, organise, and interpret investigations	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision	<b>Level 5</b> able to provide supervision
10. <b>Clinic management:</b> Manage an outpatients clinic	<b>Level 3</b> able to act with indirect supervision	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> able to provide supervision

		<b>Progression criteria</b>		<b>Completion criteria</b>
	<b>Learning goals</b>	<b>Specialty foundation</b> <i>By the end of this phase, trainees will:</i>	<b>Specialty consolidation</b> <i>By the end of this phase, trainees will:</i>	<b>Transition to Fellowship</b> <i>By the end of training, trainees will:</i>
<b>Know (Knowledge Guides)</b>	1. <b>Scientific foundations of gastroenterology</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to patient care <i>(knows how)</i>	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> consistently applies sound knowledge in this knowledge guide to patient care <i>(does)</i>
	2. <b>Gastrointestinal emergencies</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to patient care <i>(knows how)</i>	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> consistently applies sound knowledge in this Knowledge Guide to patient care <i>(does)</i>
	3. <b>Upper gastrointestinal and small bowel luminal disease</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to patient care <i>(knows how)</i>	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> consistently applies sound knowledge in this Knowledge Guide to patient care <i>(does)</i>
	4. <b>Lower gastrointestinal, luminal and anal conditions</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to patient care <i>(knows how)</i>	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> consistently applies sound knowledge in this Knowledge Guide to patient care <i>(does)</i>
	5. <b>Liver disease/hepatology</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to patient care <i>(knows how)</i>	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> consistently applies sound knowledge in this Knowledge Guide to patient care <i>(does)</i>
	6. <b>Pancreatic and biliary disease</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to patient care <i>(knows how)</i>	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> consistently applies sound knowledge in this Knowledge Guide to patient care <i>(does)</i>
	7. <b>Inflammatory bowel disease</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to patient care <i>(knows how)</i>	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> consistently applies sound knowledge in this Knowledge Guide to patient care <i>(does)</i>
	8. <b>Gastrointestinal cancer</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to patient care <i>(knows how)</i>	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> consistently applies sound knowledge in this Knowledge Guide to patient care <i>(does)</i>

	<b>9. Function and motility</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to patient care <i>(knows how)</i>	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> consistently applies sound knowledge in this Knowledge Guide to patient care <i>(does)</i>
	<b>10. Nutrition</b>	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to patient care <i>(knows how)</i>	<b>Level 4</b> able to act with supervision at a distance	<b>Level 5</b> consistently applies sound knowledge in this Knowledge Guide to patient care <i>(does)</i>

# Training program requirements summary

## Entry and registration requirements

What do I need to do?	When do I need to do it?
 1 registration form	<i>At the start of each phase of training</i>

Prospective trainees can demonstrate:

<b>Entry attributes</b>	<ul style="list-style-type: none"><li>• The commitment and capability to pursue a career as a gastroenterologist.</li><li>• The ability and willingness to achieve the following learning goals:<ul style="list-style-type: none"><li>» team leadership</li><li>» supervision and teaching</li><li>» Professional Behaviours, as outlined in the Competencies.</li></ul></li></ul>
<b>Entry criteria</b>	<ul style="list-style-type: none"><li>• Completion of the RACP Basic Training Program.</li><li>• General medical registration with the Medical Board of Australia if applying in Australia, or medical registration with a general scope of practice with the Medical Council of New Zealand and a practising certificate if applying in Aotearoa New Zealand.</li><li>• An RACP-accredited clinical training position for core Advanced Training in RACP Gastroenterology.</li></ul>





## Learning program requirements

What do I need to do?	When do I need to do it?
<b>Clinical experience</b>	
Complete at least 36 months of relevant professional experience in approved rotations.	In any sequence over the course of training.
<b>Location of training</b>	
<ul style="list-style-type: none"> <li>Complete training in at least 2 different accredited training settings (spending no longer than 24 months in a single setting).</li> <li>Complete at least 36 months of training in accredited training settings in Australia and/or Aotearoa New Zealand.</li> </ul>	In any sequence over the course of training.
<b>Learning courses</b>	
<ul style="list-style-type: none"> <li><b>RACP Induction to Advanced Training</b> self-paced online resource*</li> <li><b>RACP Health Policy, Systems, and Advocacy</b> self-paced online resource*^</li> <li><b>RACP Supervisor Professional Development <a href="#">Program</a></b> (SPDP)^</li> </ul>	<p>Once within the first 6 months of Advanced Training.</p> <p>Once, recommended completion before the Transition to Fellowship phase.</p> <p>Once over the course of training, by the end of training.</p>







\*Resource to be developed.

^Required over the course of Advanced Training.

## Teaching program requirements

What do I need to do?	When do I need to do it?
<p>Name <b>2 individuals for the role of Education Supervisor:</b></p> <ul style="list-style-type: none"> <li>• 1 supervisor per rotation, who is a Fellow of the RACP and a practising gastroenterologist</li> <li>• 1 supervisor per rotation, who is a Fellow of the RACP (or equivalent if at an overseas training setting)</li> </ul> <p><i>Recommended: wherever possible, trainees should maintain the same Education Supervisors throughout a phase of training.</i></p>	<p>Each accredited or approved training rotation.</p>
<p>Nominate <b>1 RACP training committee to act as a Progress Review Panel.</b></p>	<p>1 over the course of training.</p>
<p>Name <b>1 individual for the role of Research Project Supervisor</b> (may or may not be the Education Supervisor).</p>	<p>1 over the course of training.</p>

## Assessment program requirements

What do I need to do?	When do I need to do it?
<i>Per phase of training (i.e., each year)</i>	
 1 learning plan	At the start of each phase of training, and reviewed every 3 months.
 12 learning captures, across the range of learning goals	Minimum 1 per month.
 12 observation captures, across the range of learning goals	Minimum 1 per month.
 4 progress reports	Minimum of 1 every 3 months. (Note: fourth progress report includes end-of-phase review.)
<i>Once over the course of training (if passed)</i>	
 1 research project proposal	Submitted during the Specialty foundation phase.
 1 research project	Submitted for marking before the start of the Transition to Fellowship phase.

The RACP has set these as the minimum assessment requirements, though more work-based assessments are encouraged.

See [Appendix 1](#) for details on each of the learning and assessment tools.

# Program requirements by phase of Advanced Training

## Specialty foundation phase

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### Purpose

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



### Duration

- 12 months full-time equivalent (FTE).
- 



### Entry attributes and criteria

#### Entry attributes

Prospective trainees can demonstrate:

- the commitment and capability to pursue a career as a gastroenterologist.
- 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.

#### 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 Aotearoa New Zealand.
  - Completion of Basic Physician Training.
-



## Learning program

- 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\*<sup>^</sup>
  - » Supervisor Professional Development [Program](#)<sup>^</sup>
- Recommended learning courses:
  - » RACP teaching and learning resource\*
  - » RACP Research Projects [resource](#)
  - » RACP [eLearning resources](#)
  - » RACP [curated collections](#)

\*Resource to be developed.

<sup>^</sup>Required over the course of Advanced Training.

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## 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 2 Education Supervisors, this requirement can be reduced to 1 at the discretion of the relevant training committee.

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### Assessment program

- **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.
  - **1** research project proposal.
  - **4** progress reports (minimum 1 per quarter).
- 



### 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
- achievement of the learning goals to the levels outlined in the [progression criteria](#).

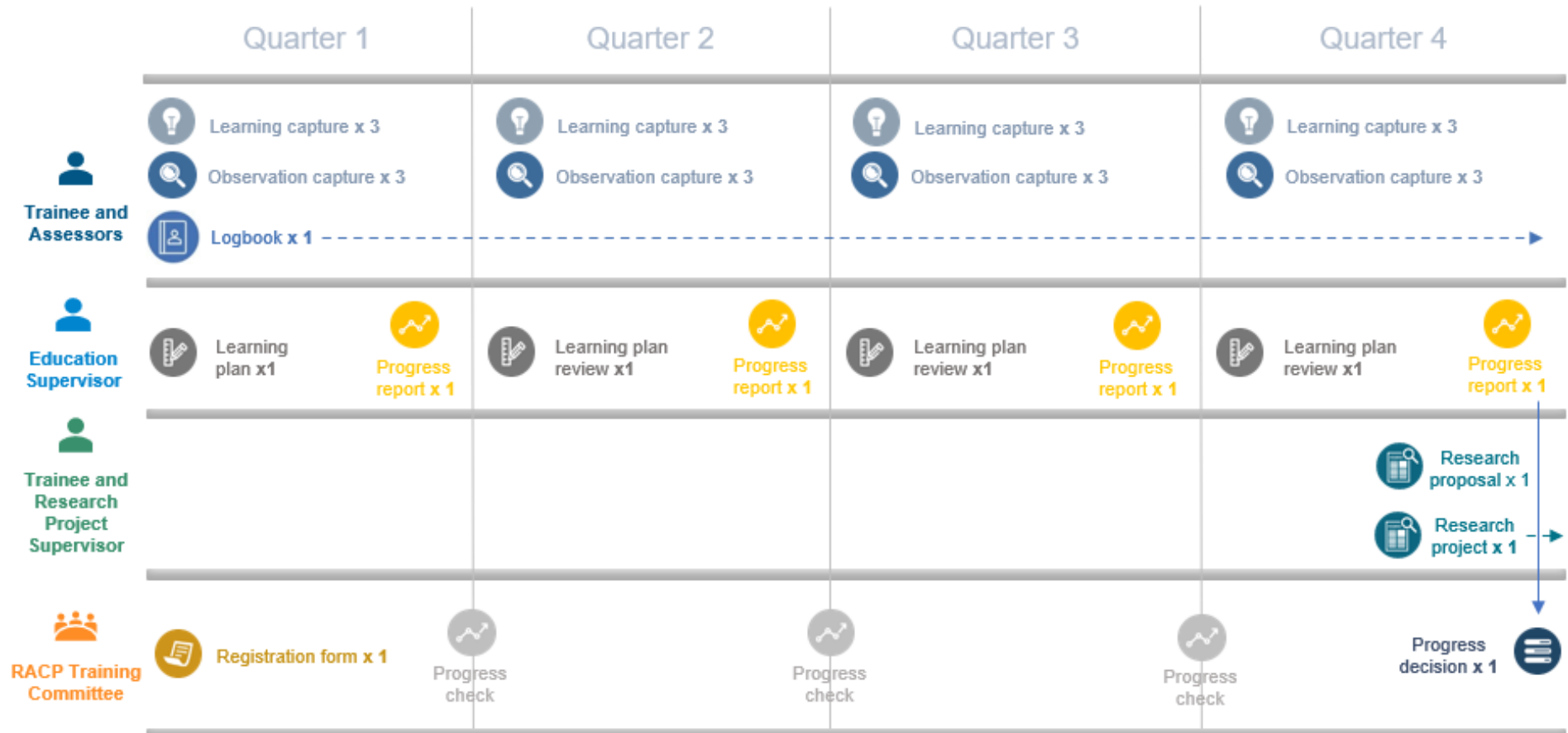
The following learning courses are a requirement of the new Basic Training [programs](#). It is **recommended** that trainees complete them during the specialty foundation phase if they have not been completed previously, and the courses must be completed by the end of Advanced Training.

- 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.

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# Specialty foundation phase



## Specialty consolidation phase

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### Purpose

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



### Duration

- 12 months 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\*<sup>^</sup>
  - » Supervisor Professional Development [Program](#)<sup>^</sup>
- Recommended **learning courses**:
  - » RACP teaching and learning resource\*
  - » RACP Communicating Risks and Benefits [resource](#)

\*Resource to be developed.

<sup>^</sup>Required over the course of Advanced Training.

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### Teaching program

- *As per Specialty foundation phase*
- 



### Assessment program

- **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.
  - **1** research project.
  - **4** progress reports (minimum 1 per quarter).
-





## Progression criteria

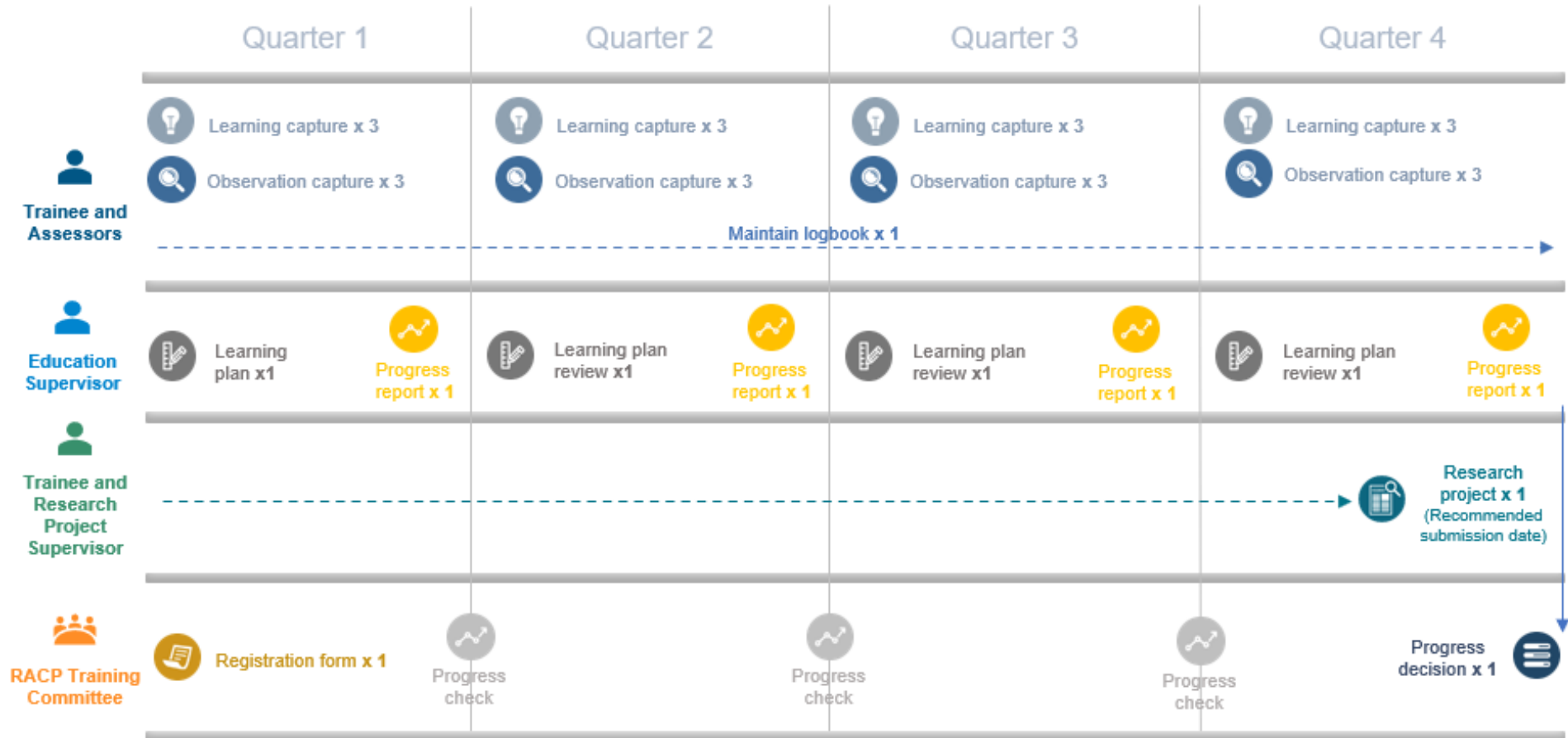
To progress to the Transition to Fellowship phase, trainees can demonstrate:

- 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.
- achievement of the learning goals to the levels outlined in the [progression 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.

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# Specialty consolidation phase



## Transition to Fellowship phase

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### Purpose

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



### Duration

- 12 months 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.
- Required **learning courses**:
  - » Health Policy, Systems, and Advocacy resource\*
  - » Supervisor Professional Development [Program](#)

\*Resource to be developed.

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### Teaching program

- *As per Specialty foundation phase.*
- 



### Assessment program

- **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.
  - **1** research project.
  - **4** progress reports (minimum 1 per quarter).
-



## Completion criteria

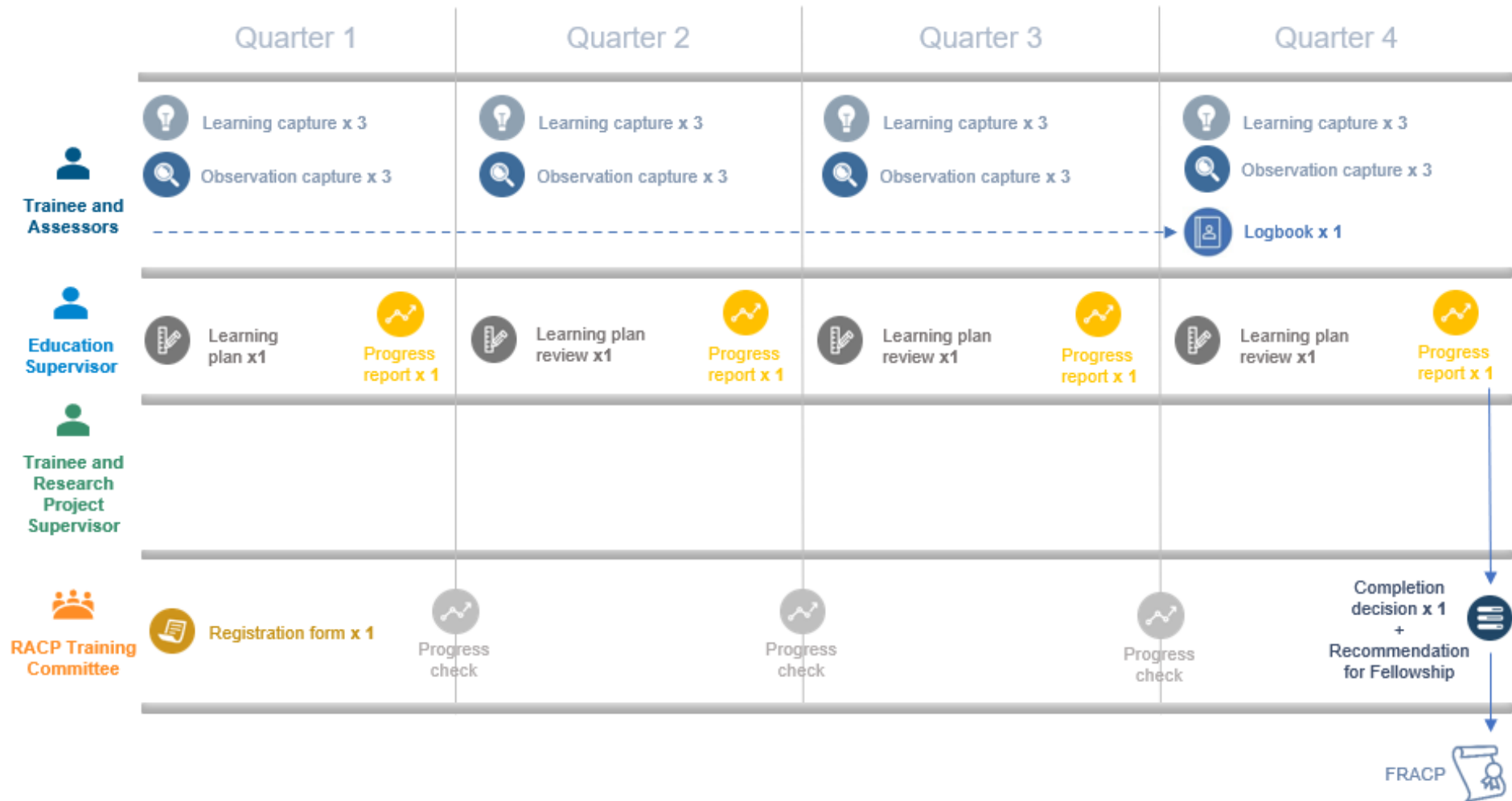
To complete the Advanced Training program, trainees can demonstrate...

- the ability to evaluate and manage their learning, and to complete all requirements of training in a timely manner
- achievement of the learning goals to the levels outlined in the [progression criteria](#)
- completion of a satisfactory research project
- 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](#).

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.

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# Transition to Fellowship phase



# Appendix 1: Learning and assessment tools

A suite of tools will be used to support learning and assess the curriculum standards.

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	<b>Registration form</b> A College-run process to enrol trainees and assess entry attributes and criteria.
	<b>Learning plan</b> A work-based tool to facilitate the planning and review of learning goals at regular intervals.
	<b>Learning capture</b> A trainee-driven tool to facilitate the gathering of evidence of work-based learning linked to learning goals.
	<b>Observation capture</b> Supervised observation of trainees' work-based performance, linked to learning goals.
	<b>Research project</b> Enable trainees to develop experience in research methods in a work-based context, the ability to interpret research literature and quality improvement skills, and achieve the Professional Behaviours learning goal (the Research domain).
	<b>Progress report</b> Assess progress against all learning goals for the quarter and the phase, and progress against the criteria to progress to the next phase.
	<b>Logbook</b> A tool to facilitate the capture of data about specific workplace experiences.

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