

# Education renewal

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## Program handbook

### Advanced Training in Nephrology



**RACP**  
Specialists. Together

#### **About this document**

This program handbook outlines the learning, teaching, and assessment (LTA) programs for Advanced Training in Nephrology, Adult Internal Medicine and Paediatrics & Child Health, for trainees and supervisors.

This handbook should be used in conjunction with the Advanced Training in Nephrology, Adult Internal Medicine and Paediatrics & Child Health curriculum standards.

For more information or to provide feedback contact [curriculum@racp.edu.au](mailto:curriculum@racp.edu.au).

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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 (LTA) structure

The learning, teaching, and assessment 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 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

The [curriculum standards](#) are summarised as **25** 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:</i>	Specialty consolidation <i>By the end of this phase, trainees:</i>	Transition to Fellowship <i>By the end of training, trainees:</i>
<b>Be</b>	1. Professional behaviours	<b>Level 4</b> need to work on behaviour in <b>1 or 2 domains</b> of professional practice	<b>Level 5</b> consistently behave in line with <b>all 10 domains</b> of professional practice	<b>Level 5</b> consistently behave in line with <b>all 10 domains</b> of professional practice
	<b>1. 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
<b>Do (work tasks)</b>	<b>2. Teaching and supervision:</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
	<b>3. 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
	<b>4. Clinical assessment and management:</b> Clinically assess and manage the ongoing care of patients	<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>5. Management of transitions in care:</b> Manage the transition of patient care between health professionals, providers, and contexts	<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>6. Acute kidney injury:</b> Assess and manage patients with acute kidney injury	<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>7. Longitudinal care:</b> Manage and coordinate the longitudinal care of patients with chronic illness, disability and/or long-term health issues	<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
	<b>8. Communication with patients:</b> Discuss diagnoses and management plans with patients	<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>9. Prescribing:</b> Prescribe 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

	<b>10. Procedures:</b> Plan, prepare for, perform, and provide aftercare for important practical procedures		<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
	<b>11. Clinic management:</b> Manage an outpatient clinic		<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
	<b>12. End of life care:</b> Manage the care of patients at the end of their lives		<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>13. Transplantation:</b> Assess and manage kidney transplants	<b>AIM</b>	<b>Level 2</b> able to act with direct supervision	<b>Level 3</b> able to act with indirect supervision	<b>Level 4</b> able to act with supervision at a distance
		<b>PCH</b>	<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>AIM</b>	<b>14. Dialysis:</b> Prescribe and manage dialysis for patients with kidney failure		<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
<b>PCH</b>	<b>14. Dialysis:</b> Prescribe and manage dialysis for paediatric and neonatal patients with kidney failure		<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

AIM: Adult internal medicine  
PCH: Paediatrics & child health


		<b>Progression criteria</b>		<b>Completion criteria</b>
<b>Learning goals</b>		<b>Specialty foundation</b>	<b>Specialty consolidation</b>	<b>Transition to Fellowship</b>
		<i>By the end of this phase, trainees:</i>	<i>By the end of this phase, trainees:</i>	<i>By the end of training, trainees:</i>
<b>Know (knowledge guides)</b>	<b>1. Clinical sciences</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> frequently show they can apply knowledge in this knowledge guide to patient care ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to patient care ( <i>does</i> )
	<b>2. Acute kidney injury</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> frequently show they can apply knowledge in this knowledge guide to patient care ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to patient care ( <i>does</i> )
	<b>3. Chronic kidney 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> frequently show they can apply knowledge in this knowledge guide to patient care ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to patient care ( <i>does</i> )
	<b>4. Transplantation</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide that underpin patient care ( <i>knows</i> )	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to patient care ( <i>knows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to patient care ( <i>does</i> )

<b>5. Hypertension</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> frequently show they can apply knowledge in this knowledge guide to patient care ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to patient care ( <i>does</i> )
<b>6. Glomerular, tubular, and interstitial nephritis</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide that underpin patient care ( <i>knows</i> )	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to patient care ( <i>knows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to patient care ( <i>does</i> )
<b>7. Dialysis</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide that underpin patient care ( <i>knows</i> )	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to patient care ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to patient care ( <i>does</i> )
<b>8. Inherited, congenital and rarer diseases</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide that underpin patient care ( <i>knows</i> )	<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> frequently show they can apply knowledge in this knowledge guide to patient care ( <i>shows how</i> )
<b>9. Urological issues and onco-nephrology</b>	<b>Level 2</b> know the topics and concepts in this knowledge guide that underpin patient care ( <i>knows</i> )	<b>Level 4</b> frequently show they can apply knowledge in this knowledge guide to patient care ( <i>shows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to patient care ( <i>does</i> )
<b>10. Adult interventional nephrology</b>	<b>AIM only</b> <b>Level 2</b> know the topics and concepts in this knowledge guide that underpin patient care ( <i>knows</i> )	<b>Level 3</b> know how to apply the knowledge in this knowledge guide to patient care ( <i>knows how</i> )	<b>Level 5</b> consistently apply sound knowledge in this knowledge guide to patient care ( <i>does</i> )

AIM: Adult internal medicine

# 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>	<p>Prospective trainees can demonstrate:</p> <ul style="list-style-type: none"> <li>• A commitment and capability to pursue a career as a physician in nephrology.</li> <li>• The ability and willingness to achieve the common learning goals for Advanced Training:               <ul style="list-style-type: none"> <li>» team leadership</li> <li>» supervision and teaching</li> <li>» the professional behaviours, as outlined in the Competencies.</li> </ul> </li> </ul>
<b>Entry criteria</b>	<ul style="list-style-type: none"> <li>• Completed RACP Basic Training, including the Written and Clinical Examinations.</li> <li>• An Advanced Training position in an RACP-accredited training setting or network.</li> <li>• 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.</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 full-time equivalent (FTE) of relevant professional experience in approved rotations in at least 2 different training settings.	<ul style="list-style-type: none"> <li>In any sequence over the course of training.</li> </ul>
<b>Experiential training</b>	
<ul style="list-style-type: none"> <li>36 months full-time equivalent (FTE) of relevant professional experience in approved nephrology rotations in at least 2 different training settings.</li> <li>A maximum of 6 months in dialysis without other significant medical components.</li> </ul>	<ul style="list-style-type: none"> <li>In any sequence over the course of training.</li> </ul>
<b>Location of training</b>	
<ul style="list-style-type: none"> <li>Complete training in at least 2 different accredited training settings.</li> <li>Complete at least 24 months of training in accredited training settings in Australia and/or Aotearoa New Zealand.</li> </ul>	<ul style="list-style-type: none"> <li>In any sequence over the course of training.</li> </ul>
<b>PCH</b>	<ul style="list-style-type: none"> <li>Complete training in at least 2 different accredited training settings.</li> <li>Complete at least 6 months of training in accredited training settings in Australia and/or Aotearoa New Zealand.</li> </ul> <ul style="list-style-type: none"> <li>In any sequence over the course of training.</li> </ul>


Learning courses	
<b>3</b> required learning courses:	
<ul style="list-style-type: none"> <li>RACP <b>Induction to Advanced Training</b> resource*</li> </ul>	<ul style="list-style-type: none"> <li>Within the first 6 months of Advanced Training.</li> </ul>
<ul style="list-style-type: none"> <li>RACP <b>Health Policy, Systems, and Advocacy</b> resource*</li> </ul>	<ul style="list-style-type: none"> <li>Recommended completion before the Transition to Fellowship phase.</li> </ul>
<ul style="list-style-type: none"> <li>RACP <a href="#">Supervisor Professional Development Program</a></li> </ul>	<ul style="list-style-type: none"> <li>Before the end of Advanced Training.</li> </ul>
Recommended learning courses	
<ul style="list-style-type: none"> <li>1 Australian and New Zealand Society of Nephrology (ANZSN) course</li> <li>1 Transplantation Society of Australia and New Zealand (TSANZ) postgraduate course</li> <li>NOTE: alternate courses can be completed, i.e. paediatric specific or international courses of a similar nature.</li> </ul>	<ul style="list-style-type: none"> <li>Once over the course of training.</li> </ul>

\*Resource to be developed.

## 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 nephrologist</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>	<ul style="list-style-type: none"> <li>Each accredited or approved training rotation.</li> </ul>
<p>Nominate <b>1 RACP training committee to act as a Progress Review Panel.</b></p>	<ul style="list-style-type: none"> <li>One over the course of training.</li> </ul>
<p>Name <b>1 individual for the role of Research Project Supervisor</b> (may or may not be the Education Supervisor).</p>	<ul style="list-style-type: none"> <li>One over the course of training.</li> </ul>

## 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	<ul style="list-style-type: none"> <li>At the start of each phase of training and reviewed every 3 months.</li> </ul>
 12 learning captures across the range of learning goals	<ul style="list-style-type: none"> <li>Minimum 1 per month.</li> </ul>
 12 observation captures across the range of learning goals	<ul style="list-style-type: none"> <li>Minimum 1 per month.</li> </ul>
 4 progress reports	<ul style="list-style-type: none"> <li>Minimum of 1 every 3 months.</li> <li>Note: final progress report for each phase includes end-of-phase review.</li> </ul>
 2 case reports	<ul style="list-style-type: none"> <li>Over the course of Advanced Training.</li> </ul>
<i>Once over the course of training (if passed)</i>	
 1 research project proposal	<ul style="list-style-type: none"> <li>Within the first 6 months of the specialty foundation phase.</li> </ul>
 1 research project	<ul style="list-style-type: none"> <li>Submitted for marking before the start of the Transition to Fellowship phase.</li> </ul>

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.

The following list outlines appropriate observation captures assessors for nephrology trainees:

- consultant
- dialysis nurse
- dietician
- education supervisor
- pharmacist
- psychologist
- renal nurse practitioner
- social worker.

# 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 physician in nephrology
- 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

- Completed RACP Basic Training, including the Written and Clinical Examinations.
  - 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.
-



## 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\*^
- Recommended learning courses:
  - RACP Research Projects [resource](#)
  - RACP [eLearning resources](#)
  - RACP [curated collections](#).

\*Resource to be developed

^Required over the course of Advanced Training

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## Teaching program

- **2** named individuals for the role of Education Supervisor:
  - 1 supervisor per rotation, who is a Fellow of the RACP and a practising nephrologist
  - 1 supervisor per rotation, who is a Fellow of the RACP (or equivalent if at an overseas training setting).
- **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](#).



## Assessment program

- **12** learning captures (minimum of ~1 per month) across the range of learning goals.
  - **12** observation captures (minimum of ~1 per month) across a range of learning goals.
  - **1** learning plan, reviewed 3-monthly.
  - **4** progress reports (minimum 1 per 3 months).
  - **1** research project proposal (within the first 6 months of the Specialty Foundation Phase).
  - **2** case reports over the course of training.
-



## 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](#).

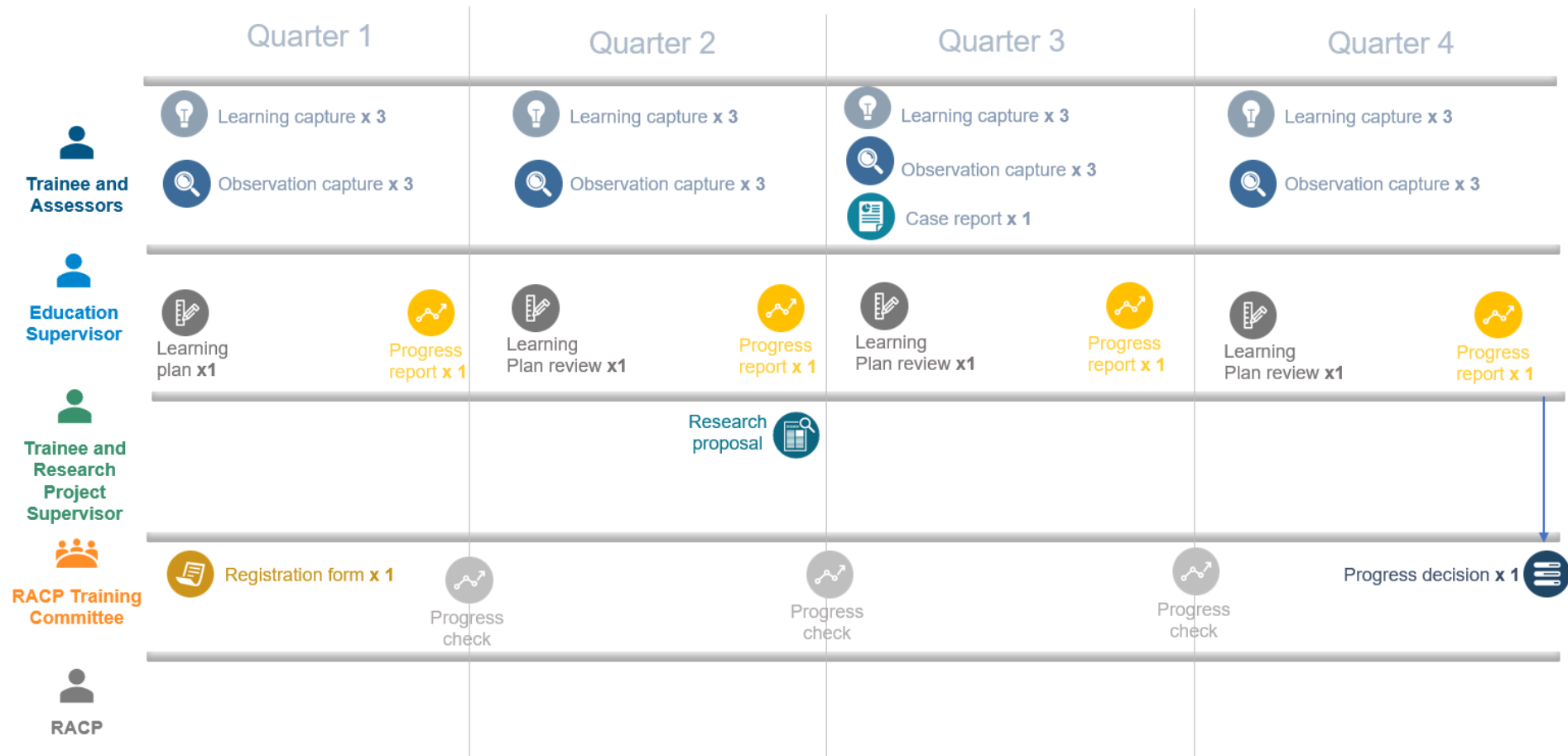
It is **recommended** that trainees complete the following learning courses (if not completed previously):

- 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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# 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<sup>1</sup> 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 course**:
  - Health Policy, Systems and Advocacy resource\*<sup>^</sup>
- Recommended **learning course**:
  - 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** learning captures (minimum of ~1 per month) across the range of learning goals.
  - **12** observation captures (minimum of ~1 per month) across a range of learning goals.
  - **1** learning plan, reviewed 3-monthly.
  - **1** research project.
  - **4** progress reports (minimum 1 per 3 months).
- 

<sup>1</sup> 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.





## Progression criteria

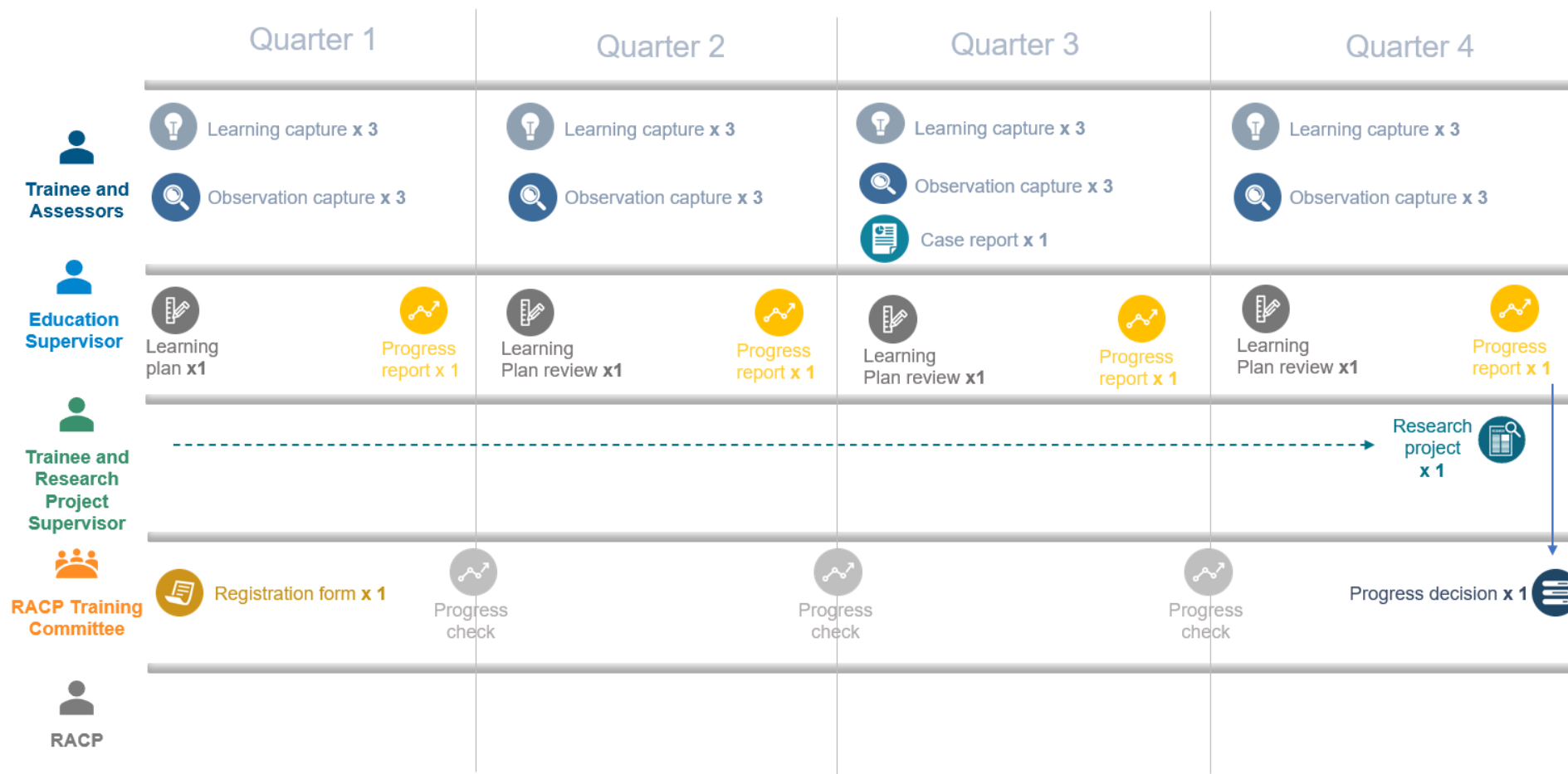
To progress to the Transition to Fellowship phase, trainees can demonstrate:

- submission of the Research project
- 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](#).

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 1 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

- **12** learning captures (minimum of ~1 per month) across the range of learning goals.
  - **12** observation captures (minimum of ~1 per month) across a range of learning goals.
  - **1** learning plan, reviewed 3-monthly.
  - **4** progress reports (minimum 1 per 3 months).
-



## Completion criteria

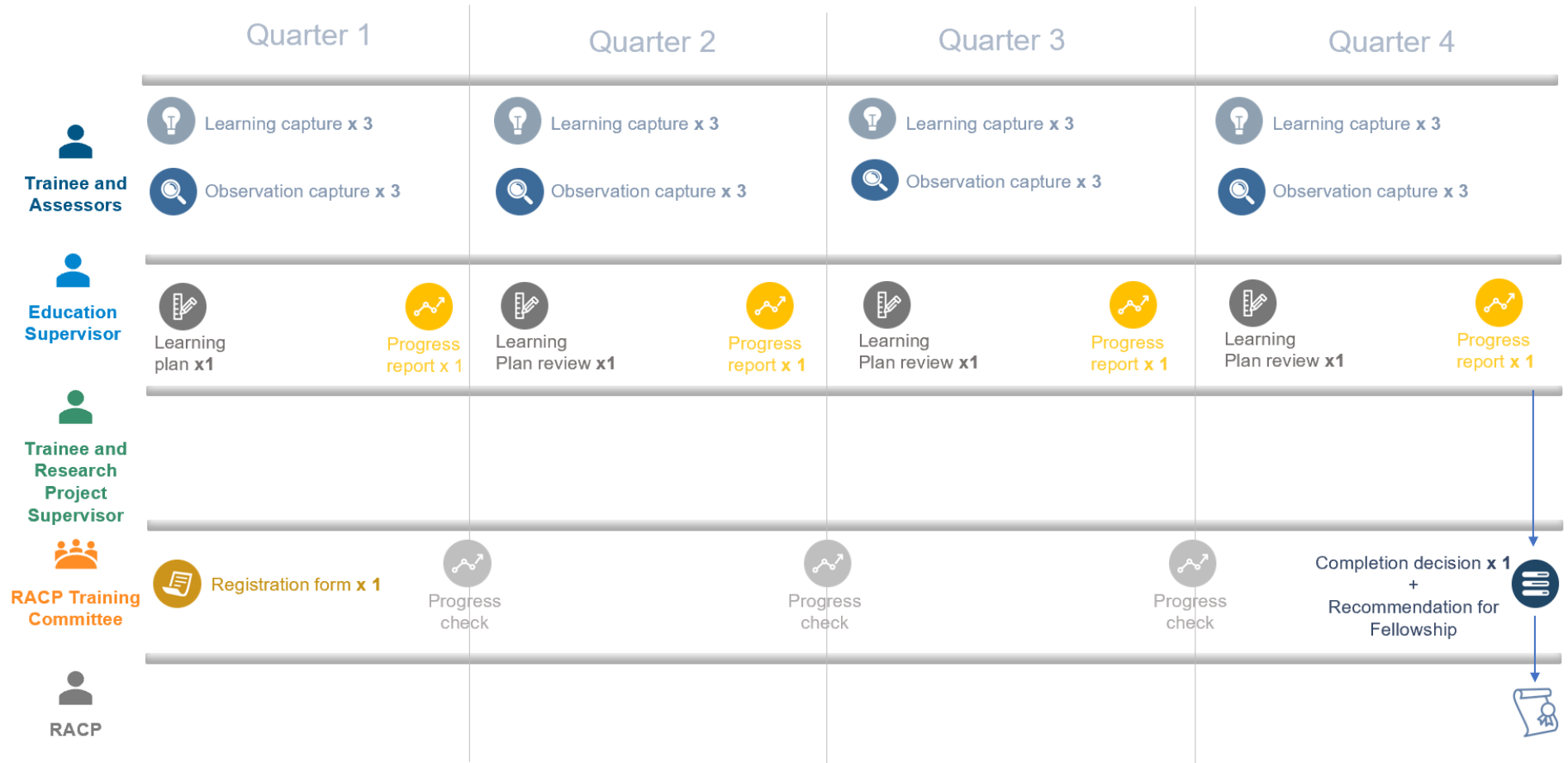
To complete the Advanced Training program, trainees can demonstrate:

- 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 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](#).

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>Case report</b> A report that describes and interprets an individual case.
	<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.

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